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## TEACHING AND LEARNING COUNCIL

To better align the work we are doing at DCDS, the Curriculum Leadership Council will now become the Teaching and Learning Council. The principles of Mind Brain Education will inform the practices of teaching and learning. The TLC will be the conduit in working with all faculty to help develop the whole school in the matters of curriculum, diversity, equity, \& inclusion, and social-emotional learning. This council is designed to promote the mission of the school and be a positive force among the school community. View the list of faculty members who serve on this council.

## DCDS CAMPUSES \& CONTACTS

## LOWER SCHOOL // PRE K - GRADE 3

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UPPER SCHOOL // GRADES 9-12
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## MISSION

Detroit Country Day School develops citizens and leaders of the world in a culturally diverse environment of academic rigor, competitive athletics, and artistic expression, built on a foundation of service and character.

## GUIDING PRINCIPLES

// Detroit Country Day's high standards are the foundation for educational excellence.
// We promote the appreciation of lifelong learning within an environment of excellence.
// We recognize and value the uniqueness of every student, challenging each to fulfill his or her potential.
// We stimulate creativity and develop the problem- solving capabilities of each student.
// We educate the whole child, helping him/her to develop practice oriented toward lifelong physical, mental and emotional health.
// As a family-oriented school, we believe the partnership between family and school is the foundation for student fulfillment and success.
// We appreciate and learn from our cultural diversity and gender differences.
// We seek and support outstanding faculty who love young people, life and teaching.
// Our curriculum and instructional methods keep pace with the changing demands of our society.
// Every member of the administration, faculty and staff accepts personal responsibility for the school's financial health so that we can continue to provide a superior educational experience.
// We are role models for our students.

The Portrait of the Detroit Country Day School Student is a reflection of the attributes we strive to develop in each of our students starting from the time they begin in the Lower School to the day they graduate from the Upper School.


## EXPLANATION OF COURSE NUMBERS

## MIDDLE SCHOOL

All Middle School (M/S) course numbers begin with M (representing Middle School). The next two letters in a course number are abbreviations of the general area of instruction (EN=English, DR=Drama, H=History, etc.). The first digit ( 6,7 or 8 ) indicates the grade level. A zero ( 0 ) indicates a multi-grade level course.

For academic classes, band and orchestra, the first letter following the grade number indicates the level of instruction ( $B=$ beginning, $I=$ intermediate, $R=$ regular, $A=a d v a n c e d$ ). For Example: MBDOBT=BD: band, O: multi-grade levels, B: beginning, T: meets all year. For elective courses, the letter D indicates a double-component class, and the letter $Z$ indicates a triple-component class. A double- component class meets all year, rotating every half goal. A triple-component class is made up of three different classes that each meet for one goal. At the end of each goal, the student moves on to the next class in the rotation.

The letter T means that the class meets all three goals of the school year. A number indicates that the class only meets during one goal and which goal that it will meet.
// A = Advanced level course
// $B=$ Beginning level course
// I = Intermediate level course
// R = Regular level course
// $\mathrm{D}=$ Double component course (changes back \& forth for extended periods through each goal)
// $\quad \mathrm{Z}=$ Triple component course (three different classes that change with the goal)
// $\mathrm{T}=$ Meets all year
// AT = Advanced level class that meets all year, grade is full weight
// RT = Regular level class that meets all year, grade is full weight
// DT = Two classes that meet all year, for $1 / 2$ of each goal. Courses are graded but not averaged into GPA
// $\quad Z=$ One class that meets for one goal. Course is graded but not averaged into GPA
// Z1, Z2, Z3 = Three courses, same block; students take a different class each goal. Course is graded but not averaged into GPA.

## EXAMPLES:

// MEN7AT = English / Grade 7 / Advanced Level / Meets All Year
// MEN7RT = English/ Grade 7/ Regular Level/ Meets All Year
// MMU6DT = Music Class / Grade 6 / ½ Of Double Component Class / Meets All Year / Grade Is Not Averaged Into Gpa.
// MAR6DT = Art Class / Grade 6 / ½ Of Double Component Class / Meets All Year / Grade Is Not Averaged Into Gpa.
// MDR8Z = Drama/ Grade 8/ Triple Component Class / Meets For 1 Goal / Grade Is Not Averaged Into Gpa.
// MAR8Z = Art / Grade 8 / Triple Component Class / Meets For 1 Goal / Grade Is Not Averaged Into Gpa.
// MMU8Z = Music / Grade 8/ Triple Component Class / Meets For 1 Goal / Grade Is Not Averaged Into Gpa.
*Grades from classes beyond the core academic subjects while not averaged into the GPA may still affect honor roll status.
N.B. Texts listed in the course descriptions in this catalogue are subject to change.

## UPPER SCHOOL

All Upper School (U/S) course numbers begin with U (representing Upper School). The next two letters in a course number are abbreviations of the general area of instruction (EN=English, DR=Theatre, HS=History, etc.). The first digit generally indicates the grade level (1=Grade 9, 2=Grade 10, 3=Grade 11, 4=Grade 12) at which the course is usually offered. A middle digit other than 0 usually indicates a course level ( $1=$ Level I, $2=$ Level II, etc.); middle digits 7, 8, and 9 have no significance except to differentiate courses. The last digit indicates whether the course is offered first semester (1), second semester (2) or all year long (3). The H following certain courses indicates an honors-level course.

Thus, UFR233H is an U/S French course (FR), usually taken by sophomores (2); it is a third year (3) class that meets all year long (3) at the honors level (H).

NOTE: Related Clubs, Activities, Events and Competitions for various disciplines may vary, please see a faculty member for current offering.

## LOWER SCHOOL

## INTRODUCTION

In the Lower School of Detroit Country Day, academics and enrichment activities are closely intertwined. Academic learning is enhanced by all-school morning meetings, community visitors, field trips, project work, guided play and hands-on learning experiences. Because the Lower School works with a wide span of ages, from three to eleven, during a major growth and development period, coordination of curriculum and program is challenging and critical.

The curriculum has a broad-based emphasis on traditional academics as well as critical thinking and character education. Classroom teachers are responsible for instruction in language arts, mathematics, social studies and character development. Specialist teachers present science, MyWorld or Spanish, art, library, physical education, health education, vocal music, piano keyboard (PK4 - Grade 2) and strings (as an elective in Kindergarten through Grade 3).

Knowledgeable, nurturing teachers are at the heart of life at the Lower School. Members of the faculty have earned bachelor's, master's or doctorate degrees in addition to other educational certification. The Lower School administration team monitors and evaluates classroom performance, while supporting students, parents and faculty.. By encouraging sound educational practices and a variety of instructional methods, teachers are encouraged to use their expertise to the fullest. Teachers are encouraged to participate in all- school professional development opportunities as well as various professional learning experiences throughout the year.

We administer a variety of diagnostic tests throughout the Lower School to inform a child's starting points as well as proTeacher observations and curricular evaluations are used to monitor student achievement in all grades.

Communication is ongoing at the Lower School. Weekly classroom newsletters, electronic informational portals, informal conferences, and occasional phone calls or e-mail, along with three scheduled parent-teacher conferences and three report cards keep the family well informed about the child and the classroom. The Director sends out a weekly email to the Lower School community as well.

A core value of the Lower School is our commitment to interdisciplinary studies. We believe that children of this age can best be served by relating one academic discipline to another. Such programs as the PK4 spring project that focuses on spring in Michigan, the JK patriotic production, the study of

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farm life in Kindergarten, the Grade One study of the continents blend art, music, movement education, language arts and social studies.

Each gradelevel participates in several field trips annually to enrich classroom experiences. Liberal use is made of our community resources such as the Detroit Institute of Arts, the Marquis Theatre, and Kensington Metro Park, and other local attractions..

Special emphasis is placed on the development of a healthy value system within our Lower School students. Our elementary children are encouraged to develop strong values such as honesty, integrity, pride in appearance, self-esteem and respect for others. Character Development is an integral part of the daily school experience. As part of the Responsive Classroom social curriculum, every homeroom classroom holds a Morning Meeting each day to set the tone for the day, set classroom expectations and build classroom community. Lower School teachers have been trained on the Responsive Classroom curriculum.

Before and after school programs include:
// Early Risers - an early arrival care program for any student from 7:00-7:45 a.m. (no fee)
// P.M. Enrichment - a group of high interest classes for Grades 1 through 3 students from 3:10-4:00 p.m. (i.e., sports, chess, creative activities (no fee) Dance/Creative Movement - offered to students in PK3 through Grade 2 (fee event)
// Beyond the Bell - an after-school childcare program for all Lower School children from 3:00-6:00 p.m. (an hourly fee) Seasonal athletic activities, dance and strings programs are also available.

## MUSIC (LOWER SCHOOL)

In music classes, a wide variety of themes and elements of music consistent with the National Standards of Music Education and PreK-12 Performing Arts curriculum are studied at Detroit Country Day School. Children learn about melody, rhythm, form, harmony, timbre, instruments, vocal technique, expressive qualities, movement, technology, creativity and listening in relation to music.

Activities are based on approaches developed by Emile Jacque-Dalcroze, John Freierabend, Edwin Gordon, Zolton Kodaly and Carl Orff. Improvisational Skills, playing instruments, expressive ideas, creativity, movement, singing, music literacy and listening skills are developed. To Engage children at this level, objects and visual aids like scarves, beanbags, puppets and colorful pictures are often used along with unpitched percussion instruments and Orff instruments beginning in PreK3. Songs and
activities are often presented in a playful way so that children can begin to understand and appreciate the music making process in a developmentally appropriate manner.

Music classes meet twice weekly. PreK3 \& PreK4 classes meet for 20-minute sessions for a total of 40 minutes per week. JK, Kindergarten, First and Second Grades classes meet for 30-minute sessions for a total of 60 minutes per week. Grades 3 meets for 45 minute sessions for a total of 90 minutes per week.

In addition to the Lower School Music Curriculum, we offer Baby Stingers (birth-18 months) and Little Stingers (18 months-3yrs.) music classes for siblings of Lower School students. Baby and Little Stingers each meet for 30 minutes once per week for three, 7-8 week sessions throughout the year. Parents/guardians are required to attend and will receive resources, tips, and a progress report at the end of each session to help better their young Stingers' musicianship.

## Pre-Kindergarten 3

Students explore the elements of music including pitch, dynamics, tempo, timbre, duration, form, composition and arranging through play, movement, creative storytelling and singing. Much of this year students are exposed to music and learn through imitation. Students share their musical development with parents at the annual"Music Informance", a special event designed to showcase the PreK3 music curriculum.

## Pre-Kindergarten 4

Students continue to develop their musical skills by exploring the elements of music including pitch, dynamics, tempo, melody, timbre, rhythm, beat, form, composition and arranging through play, creative movement, storytelling, singing and playing instruments. Students examine music opposites such as long/short, loud/quiet, and sound/silence. Students share their musical development with parents during a "Music Informance", a special event designed to showcase the PreK4 music curriculum.

## Junior Kindergarten

Orff instruments, tubanos, creative movement, storytelling, folk dancing and singing are just a few of the ways JK students experience music together. Students perform several cross-curricular musicals that integrate Native American History, the American presidents and Fairy Tales. Students use creation, composition, and creativity to foster musicianship.

## Kindergarten

Singing, improvising, composing and arranging, playing instruments and folk dancing are some of the activities that Kindergarten students experience as they explore the music making process. Kindergarten students begin using solfege syllables to imitate and create pitches as well as using Gordon's Rhythm Syllables (Du De/Du Da Di). Students present their musicality in three ways throughout the year. Students have a "Music Informance", a special event designed to educate parents on the music curriculum. Students also participate in "Fun on the Farm " a cross-curricular performance where Kindergarteners use their knowledge of song stories, story structure, and nature to create their own song stories about the life cycle of farm animals.. Kindergarten students may also take after school violin classes twice per week.

## Grade 1

In Grade 1, students begin reading and writing music notation in various tonalities/meters as well as learning about music history. Students begin putting together different parts of a song in order to compose. Grade 1 students also increase their locomotor skills through more movement. In addition to the Lower School K-2 Holiday Program, students present the Passport to the World Adventure program. They share songs from around the world with their parents, which are often sung in the original language.

Study of the violin is available to any First Grade student, where they will receive group instruction twice a week.

## Grade 2

In Grade 2, students enhance their reading, writing, improvisation, and composition skills. They also explore different aspects of electronic/technological music. Grade 2 also participates in the K-2 Holiday Concert. In addition to this program, the Grade 2 students put on a Poetry Jam, where students use their poetry skills as a cross-curricular program to compose music as well as play songs from music history. Students continue to develop their locomotor skills through folk dancing and movement activities. Study of the violin is available to any Second Grade student, where they will receive group instructions twice a week.

## Grade 3

In Grade 3, students continue their reading, writing, improvisation, and composition skills through the use of singing, instrumentation, and music technology. Grade 3 is also introduced to the recorder to develop notation skills as well as give them an opportunity to explore an instrument from the wind family. Grade 3 also participates in the K-3 Holiday Concert. In addition to this program, the Grade 3 students perform in A Journey to a New World, a cross-curricular program where students dive into western and non-western music. Students also develop their locomotor skills through more complex folk dancing. Study of string instruments is available to any Third Grade student, where they will receive group instruction twice per week.

## Piano Keyboard Instruction (Prek 4 - Grade 2)

The Piano Keyboard program is offered to students in PreK4 - Grade 2. Each child is assigned his/her own keyboard equipment with headphones. Classes are designed to present the easiest possible approach to piano playing, keeping age appropriate lessons in mind. Pre $K$ utilizes the black keys (Twins and Triplets) while Kindergarten and Grade 1 explore Middle C position. Grade 1 students are introduced to Middle C position staff notation. Grade 2 students build upon prior knowledge and experiment with performances.

## Advantages of Piano Keyboard instruction:

// Facilitate reading (left to right tracking)
// Recognition of patterns
// Decoding music notation
// Fine motor exercise
// Independent work at keyboard
// Introduction to the language of music
// Insight to the structure and order of music
// Exposure to a true hands-on musical experience

## Strings (Kindergarten-Grade 3)

Students in Kindergarten through Grade 2 have the opportunity to study the violin in group classes that meet before or after school. Grade 3 students have the opportunity to study the violin, viola, cello or bass. Strings classes for these students meet before or after school. String instrument students engage with the course twice a week and perform in various formal and informal performances throughout the year.

## THEATRE, DANCE, \& COMMUNICATION ARTS (LOWER SCHOOL)

Students in the Lower School receive many opportunities to perform for classmates, family and community. Through the multitude of in-class performances, beginning skills in public speaking, text memorization and stage presence are introduced.

## VISUAL ARTS (LOWER SCHOOL)

Creating a work of art is a personal experience no matter what your age. All people draw upon their own individual resources to generate ideas. Engaging the whole child in art class allows the child to feel invested in a way that is deeper than "knowing the answer." Our children are the future. We must teach them to be perceptive, flexible, creative, and able to solve problems and to make decisions. Creative experiences such as these enable young children to grow and connect with one another in new ways.

The arts transform the learning environment. Making art fulfills a child's need for self-expression. The finished product will not be measured by the value of the art activity, but in the pure enjoyment and learning that takes place along the way. The joy of creating something as a product of their imagination is exhilarating. Once children gain confidence and knowledge, they begin to feel secure enough to be inventive, to express individual ideas, and take pride and gain satisfaction in creativity. By making creative choices in texture, color and shapes, they are sharing a part of themselves.

Children learn the vocabulary and concepts associated with different types of work in the visual arts. They learn how to use various tools, processes and media. As they move from pre-Kindergarten through the early grades, students develop skills and grow in their ability to describe, interpret, evaluate and respond to art in the visual world around them.

The art program provides opportunities for children to grow in self-esteem, creative endeavors, cultural consciousness, and respect for their own work and the work of others.

Children create hands-on-activities that focus on the elements and principles of art, establish an encounter with people of other lands, become aware of the relationship between art and other academic disciplines, and are exposed to artists appropriate to their level.

## COMPUTER SCIENCE (LOWER SCHOOL)

The goal of computer applications in the Lower School is to introduce fundamental computer skills to our students. Technology in the Lower School includes iPads, BenQ Boards and document cameras. Curricular software is available on each device.

Additionally, age-appropriate websites are used to supplement the curriculum.

Daily iPad use is encouraged at the Lower School. Students at all grade levels create and illustrate stories. Math skills are reinforced web-based resources and virtual manipulatives. Specific computer skills are taught and new software is introduced. Students use iPads for visual presentations

## HEALTH EDUCATION (LOWER SCHOOL)

Within the Lower School classrooms, our youngest children are taught lessons on health and how to keep themselves healthy. These lessons include proper hand-washing and how to keep germs away, knowledge of community helpers such as doctors, nurses, and dentists, proper dental care, nutrition and healthy eating, getting enough sleep, exercise, identification and labeling of the human body and body systems, emotions, qualities of a good friend, respect for others, and many more! Lessons begin in PK3 and continue throughout second grade, building on what has been learned in previous years.

## LANGUAGE ARTS \& READING (LOWER SCHOOL)

## Pre-Kindergarten 3

The language arts curriculum in Pre-K3 is integrated throughout the child's daily schedule and is inclusive of reading, writing, speaking, and listening. Language development is the foundation of the program and is supported through oral language, alphabetic code, and print knowledge/concepts activities including, storytelling, poetry, finger play, music, dictation, and dramatic play.

Emerging literacy is supported as children engage with text, teachers, and peers during interactive read-alouds, shared writing, daily Morning Messages, and exposure to print throughout the classrooms. Early literacy instruction focuses on phonological awareness such as the recognition and creation of rhyming words; print awareness, letter-sound knowledge including the introduction of letters and corresponding sounds; concepts of print and early writing, including first names and initial letters of meaningful words.

The language arts curriculum in PK3 is integrated into the child's daily schedule. Language is the foundation of the program, and children's language development is supported through storytelling, poetry, finger play, music, dictation, and dramatic play.

Emerging literacy is supported as children engage with text during interactive read-aloud experiences, shared writing, Morning Message, and shared reading of classroom charts and lists. Early literacy instruction focuses on: phonemic awareness such as the recognition and creation of rhyming words; print awareness, including the introduction of letters and corresponding sounds; concepts about print such as directionality and 1:1 match; early writing, including first name and the first letter of several meaningful words.

Text: The Letter People, 2000; Bridges First Steps, Alpha Tales, 2001; Sing and Read-Alphabet, 2007, various books that accompany the themes studied in class.

## Pre-Kindergarten 4

Language continues to be the foundation of the PK4 language-arts curriculum; language development is supported through engagement in authentic language experiences including storytelling, poetry, music, circle time, creative dramatics, and guided play. Independent, small group, and large group activities are designed to allow each child to grow socially, emotionally and cognitively. Emerging literacy continues to be supported as children engage with text through interactive read-aloud experiences, shared and independent writing, Morning Message, and shared reading of classroom charts, lists, and books. Early literacy instruction focuses on continuing to build phonemic awareness, letter-sound knowledge, letter formation skills, concepts about print, and experiences with diverse genres.

Texts: Alphabet Activities for Young Children, 1998; PM Starters One, Rigby, 1996; Wright Group, 2001, On-Level Readers, Scott Foresman, 2002; Newbridge Science Series, Newbridge Communications, 1996-2001. Lakeshore read along Literacy Packs - Vowel Focus 2008- 2009, First Steps, F.A.S.T, 2008; Educational Insights, 1990, Phonics Readers.

## Junior Kindergarten

The language arts curriculum in JK is presented in developmentally appropriate thematic units. The language/print-rich environment supports the emergence of literacy through read-alouds of text from a variety of genres, shared reading of rhymes, songs, and patterned text, and shared writing. Literacy instruction builds upon students' previous knowledge, focusing on letter- sound knowledge, concepts about print, vocabulary, and comprehension of text. We work in a team-experience of presenting
three classroom plays where children engage in choral response and reciting poetry. Various language skills are also supported through our plays- reading song cards, writing responses, and oral presentation skills Children are provided with text at their Instructional reading level for independent and guided reading. Journals that include prompts and opportunities for student free-writing are introduced and encouraged. Tracing, drawing, cutting, pasting and writing activities develop fine motor skills. Presentations to parents provide opportunities for enhancing oral speaking skills.

Texts: Story Box level E, The Wright Group, 1998; Sunshine Reading Series, The Wright Group, 1988; CD ROM-Sunshine Reading, the Wright Group, 1996; Foundations I, Wright Group, 1996; Chants, Rigby, 1997; Kinder Rimes, Rigby, 1997. * Symbols of Freedom, Heinemann Press, 2001; SRA Reading Laboratory 1a, Don H. Parker, Ph.D. 2005. Explode the Code, Educators Publishing service, 2004. First Steps, F.A.S.T, 2008.

* Advanced readers


## Kindergarten

The Kindergarten Language Arts curriculum supports continued growth in oral and written language. Skills Include: reading, writing, listening and speaking through read-aloud experiences, shared and independent reading/writing, and word analysis/phonics. Children are assessed in the fall and spring to determine their independent and instructional reading levels, as well as letter-sound knowledge, sight-words, phonemic awareness, and ability to hear/record sounds within words.

Reading instruction occurs in small groups with appropriately leveled authentic text and is organized using the Daily 5 literacy framework. It focuses on teaching children to use letter-sound information, meaning, and syntax to read, as well as self-monitoring their attempts and reread to problem solve. Children also engage daily in independent and/or partner reading of books of their choice. Supplemental phonics instruction is provided using the Phonics First program.

The formal reading and writing programs extend into classroom journal writing, group language experience stories, and child- created books. Students take part in a variety of writing genres, including: Personal Narrative, Informational, Poetry, and Persuasive writing.

Texts: Writing Workshop, Handwriting Without Tears, Phonics First, The Next Step Forward in Guided Reading.

## Grade 1

The First Grade language arts curriculum supports continued growth in reading, writing, listening and speaking through guided reading, independent and partner reading, read-aloud experiences, written responses, and word analysis/phonics. Children are assessed in the fall and spring using Fountes and Pinell to determine their Independent and Instructional reading levels, and are placed in Focus Groups for reading instruction according to their performance on the fall assessment.

The Focus Groups, which are organized using the Daily Five literacy framework, utilize Instructional level authentic text. Instruction focuses on supporting children in dealing with increasingly more complex text features and spelling patterns within words, cross-checking using multiple sources of information (letter-sound, meaning, syntax), and reading with phrasing and expression to increase fluency. Supplemental word analysis instruction and spelling instruction are provided using the First Steps Phonics program.

The handwriting program includes correct position of the pencil and paper, mastery of correct letter formation, spacing, legibility, punctuation, and capitalization rules. A variety of genres including, journal writing, creative writing and written responses to reading are used in the writing program. In addition, the first graders are taken through the Writers' Workshop series while writing narrative stories about small moments in their lives, fiction stories, opinion pieces, and nonfiction research reports. This curriculum emphasizes process over product and is only edited by the teachers for capitalization and punctuation. Students share their final products with peers before they take their "published" work home at the end of every Goal.

Performance of creative dramatics through readers' theater, poetry or plays and appreciation of children's literature round out the total language arts program for first graders.

Texts: Literacy Footprints Handwriting Grade 1, Zaner-Bloser 2003; Units of Study in Opinion, Information, and Narrative.

## Grade 2

The Second Grade language arts curriculum supports continued growth in reading, writing, listening and speaking through guided reading, independent and partner reading, read-aloud experiences, written responses, and word analysis/phonics. Children are assessed in the fall and spring to determine their Independent and Instructional reading levels, and are placed in Focus Groups for reading instruction according to their performance on the fall assessment.

The Focus Groups, which are organized using the Daily Five literacy framework, utilize Instructional level authentic text. Instruction focuses on supporting children in dealing with increasingly more complex text features, comprehension of increasingly sophisticated text ideas, and reading complex sentences with phrasing and expression to increase fluency and comprehension.
Supplemental word analysis instruction and spelling instruction are provided using the Making Words systematic phonics program.

Writing instruction focuses on expressing ideas clearly and mechanics such as capitalization, punctuation and grammar. Writing as a process is taught through the steps of prewriting, drafting, revising, editing and publishing. In second grade students take ownership of revising and editing their work. Poetry, letters, personal narratives, journal writing, expository writing and informational writing are undertaken at this level. Parents attend a special day set aside for poetry presentations.

Reading comprehension strategies are modeled and taught to foster students' understanding of a variety of text. Using graphic organizers, identifying the main idea and supporting details, sequencing events, using inference, comparing and contrasting, identifying cause and effect and the problem and solution in a story enable students to become independent readers and thinkers. Listening skills are developed throughout the year.

Text: Zaner-Bloser Handwriting 2003; A variety of authentic texts appropriate for developing comprehension, decoding, and fluency.

## Grade 3 Language Arts

The third grade language arts program consists of the writing process, spelling, grammar skills, and cursive.

Throughthewritingprocessstudentsinvestigateavarietyofgenresincluding: descriptive, expository, narrative,persuasive,journal, and poetry writing. Assignments include prewriting, revising, editing, and publishing. These skills are then integrated across the curriculum.

In our spelling program, F.A.S.T. concepts are built upon from previous grades. Continued application of spelling rules to daily written work and the introduction of Greek and Latin roots help children further their spelling development.

Grammar is integrated through mini lessons taught within the writing process as well as daily writing assignments. Cursive continues to be reinforced in third grade using Zaner-Bloser

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Texts: Strategies for Writers; Zaner-Bloser, 2013; Handwriting, Grade 3, Zaner-Bloser, Inc., 2012; F.A.S.T. Spelling Program, F.A.S.T. Learning, LLC, 2007.

## Grade 3 Reading

Using a variety of literature, the third grade curriculum provides students with the opportunity for teacher-directed reading and listening comprehension, sustained silent reading, partner reading and the development of fluency in oral reading. Students respond to literature through whole group discussion, literature circles, journal entries and written comprehension activities. Using critical thinking skills, the students, historical fiction, realistic fiction, nonfiction and biographies. Social Studies concepts are integrated throughout the program.

Reading comprehension strategies are explicitly taught to ensure that students are monitoring their understanding. The students' skills are constantly reinforced as they read authentic literature. Challenging words are selected for students to apply their newly acquired skills of finding word meaning in context, as well as developing dictionary skills to help them construct meaning as they read.

Further enrichment activities that enhance our reading program are daily read aloud, D.E.A.R. (Drop Everything and Read!), plays, Readers' Theatre and weekly library sessions that fosters a reading community.

Novels: Caleb's Story by Patricia MacLachlan; OrphanofEllis Island byElvira Woodruff; Time for Kids Biography -Henry Ford by Dina El Nabli; Lemonade Wars by Jacqueline Davies.

Other Resources:: Third Grade Spelling Books 1 and 2, Third Grade Teachers, Detroit Country Day School, 2010. STARS and WordMaster's.

## MATHEMATICS (LOWER SCHOOL)

## Pre-Kindergarten 3

Engaging in developmentally appropriate, hands-on experiences, children gain an understanding of mathematics concepts including number sense, spatial sense, algebra, measurement, mathematical reasoning, comparison, and problem-solving.

Math Skills are introduced and reinforced throughout the children's daily schedule and are incorporated during literacy and science lessons, as well as during play and snack time. Children learn from their peers and teachers during group activities and games.

Through a variety of developmentally appropriate hands-on experiences, the children gain an understanding of mathematics. These experiences include number recognition (0-12); distinguishing concepts more and less; recognizing a pattern; identifying shapes (circle, square, rectangle, star, oval, triangle, diamond); sorting and sequencing.

Math skills are incorporated into the curricular themes. The children participate in daily calendar and weather activities where math skills are reinforced. The students gain an understanding of the days of the week, months of the year as well as logical reasoning. Various technologies are used to enhance math concepts. The children are exposed to a variety of manipulatives and developmentally appropriate materials.

Text: Numbers, Frog Street Press, 2001; Number Tales, Frog Street Press, 2005.

## Pre-Kindergarten 4

In PK4, children explore the foundational concepts of mathematics. Through a variety of concrete hands-on experiences, the children gain an understanding of various concepts: matching number with set, 1-1 correspondence, measurement, sorting, patterning, basic shapes, sequences, cardinal numbers to 20 (recognition, counting and number formation, ordinal numbers: ${ }^{\text {stt }} 5$ 5th). Through discovery and play, the children learn estimating, graphing tally marks, and comparison of size. As the children progress from concrete to abstract concepts, they participate in mental math exercises using manipulatives (to five and possibly 10), skip counting and basic number sentences. In daily group activities, children learn and practice calendar concepts including identifying the days, months, and year. Use of math literature extends and enriches the math concepts. These concepts include number sense, measurement, sorting, patterning, identifying basic shapes, and sequencing.

Text: McGraw-Hill PreK Math Program 2002, Smart Exchange, 2012, Smart Technologies.

## Junior Kindergarten

The goal of the JK mathematics program is to develop an understanding of, and insight into, the patterns of mathematics by using concrete materials. The activities are designed to help young children see relationships and interconnections in mathematics and to enable them to work with ideas and concepts in a flexible manner. The concepts are interrelated and support one another to
increase the development of the child's scaffolding of understanding. Because children "think" through their hands, multiple senses are involved to enhance the understanding of the concepts introduced. We teach our children how to see math in everyday life. We begin with exploration of our environment, sorting objects and creating patterns. The following concepts are covered throughout the year: recognize numerals $0-20$, count sequentially to 100 , recognize basic shapes, sorting, patterning, creating sets of 10 and 20 , adding/subtracting within 10 , and understanding ordinal number placement.
Emphasis is placed on using real objects that the children can handle and manipulate to illustrate concepts in a concrete way. Considerable emphasis is also placedo developing the children's ability to verbalize different ideas. Abstract symbolization is used to label a concept only when the children understand the concept.

Text: Bridges in Math, Donna Burk and Allyn Snider, The Math Learning Center, 2000. Resource: Math Their Way, Addison Wesley Inc. 1995.

## Kindergarten

Children are exposed to a variety of mathematical concepts that help develop their logical and deductive reasoning skills. Our program provides a manipulative rich and hands-on approach to the exciting world of mathematics. Through relevant problem-solving and investigations, the children become engaged in meaningful discoveries. The children are encouraged to explore, develop, test, discuss, and apply their ideas.

The math program provides a year-long set of daily challenges that introduce and reinforce basic skills, such as problem- solving, addition and subtraction, place value, counting, money, time, measurement, sorting, patterning and exposure to mathematical vocabulary. Basic skills are assessed, and concepts are built, through the use of the calendar along with supplemental material.

The math program makes consistent and effective use of visual models to teach mathematical concepts. Math is also taught in integration with science, social studies and literacy through thematic units. Children are provided a program that is concrete and will establish the important foundation for mathematical thinking and success.

Text: Progress in Mathematics, Sadlier Oxford

## Grade 1

The Grade 1 mathematics curriculum builds on the concepts developed in Kindergarten. A variety of manipulatives and techniques are used to meet the various stages of development in first grade. The children move from concrete to abstract concepts.

In the fall, children are given a diagnostic mathematics test. On the basis of scores, teacher recommendations and class performance, groups are formed. The groups range in performance from on-grade level to accelerated groups that require higher level materials.

A strong emphasis is placed upon problem solving and a variety of problem solving strategies are taught. Students are expected to be able to justify the process they used to solve a numerical problem. These problem solving activities require students to use higher-level thinking and reasoning skills. The students are exposed to multiple ways to solve a problem such as guess and check, using manipulatives, acting out the problem, creating charts or tables, and drawing diagrams or pictures. The children learn how to estimate answers as a problem solving strategy and how to write number sentences to mathematically explain their answers to word problems.

Further exploration of graphing, telling time to half-hour intervals and counting money to $\$ .99$ occurs in Grade 1. The advanced groups are further extended to minute intervals and counting money above a dollar. Mastery of ones and 10s place value is also strongly emphasized in first grade. Students are exposed to place value up to the hundreds place. The advanced groups are further extended to the thousands place.

Geometry instruction consists of hands-on activities involving solids, such as cubes, cones, cylinders and spheres. Terminology is introduced dealing with solids, planes, symmetry and congruent figures. Fractions are also introduced through the use of manipulatives. Students learn to recognize halves, thirds, fourths and equal parts or"fair shares." Measurement is explored in both metric and standard units for length, weight, volume and temperature.

Quick recall of basic addition and subtraction facts to 18 is developed in first grade. The vocabulary words of basic mathematics are introduced and used throughout the year. Children are encouraged to utilize math computer games and programs in the classroom for review or enrichment.

Texts: Progress in Mathematics, Sadlier Oxford 2009; Mathematics Program Grade 1, Part 1 and 11; Various Math literature and problem solving books.

## Grade 2

Second grade offers students opportunities to experience mathematics in a multifaceted approach furthering their development and understanding of concepts. Homeroom teachers offer enrichment and support to students when appropriate.

There is heavy emphasis on problem solving and critical thinking throughout the curriculum, as children are taught strategies and multiple approaches to the Continental Math League problem solving activities. Allsecond graders participate in the CMLmeets, a problem solving "competition" among participating schools nationwide.

Topics covered in the curriculum include number sense, where children explore number relationships to 1,000 (and are introduced to numbers as high as millions for the more advanced children). All children learn about expanded form, estimation, patterning, rounding, ordinal numbers, place value, skip-counting, fractions, money and re-grouping.

Exploration of whole numbers and computations include basic addition and subtraction facts to 20, understanding of fact families, estimation of sums and differences, missing addends, associative and commutative properties, relating addition to multiplication, and subtraction; are introduced to arrays, basic multiplication facts and the meaning of multiplication including properties, repeated addition and skip counting. Division is introduced and children explore the concepts of equal parts, remainders and repeated subtraction.

Fractions are expanded to include comparing parts to the division of twelfths, comparing fractional parts of a whole and of a set and the relationship to decimals through use of money.

Algebra and functions are taught through the use of graphing, patterns and sequences. Ongoing exposure of the concept of "equal" enhances the understanding of beginning algebra, as does the introduction of the properties of addition and multiplication and the relationships of numbers expressed through the symbols $=$, < and $>$.

Measurement includes such concepts as area, capacity, length, mass, temperature, perimeter, weight and volume. Both standard and metric units are explored.

Geometry includes plane figures and solid figures, area, perimeter, congruent figures, combining shapes, slides, flips, turns, symmetry and volume.

The concept of time is further explored and includes such things as time sense, telling time, digital and analog clocks, elapsed time, reading a schedule and ordering events.

Statistics, data analysis and probability are explored through the use of graphing, range and mode, tallies, surveys, predictions, comparing likelihoods and using data.

Mathematical reasoning is a heavy focus of the second grade curriculum in math, including critical thinking and an ongoing emphasis on problem solving. Students are taught skills for developing a sense of problem solving, including, but not limited to, cause and effect, multi-step problems, logical reasoning and strategies for solution of problems at varying levels of difficulty. All students participate in the Continental Mathematics League (CML) competition.

A variety of supplementary materials, including manipulatives and math games, is available for use during free time. Literature relating to the mathematical area is frequently used to enhance concepts. Students learn to write about mathematical concepts using words as well as numbers to express ideas. All students use an online game-based math facts fluency program called REFLEX by Explore Learning.

This multiple-source approach implements the National Standards of Mathematics as established by the National Councilof Teachers of Mathematics. Our textbooks are curriculum common core compliant.

Texts: Progress in Mathematics, Sadlier Oxford, 2009; The Best of CML Grade 2-3.

## Grade 3

The third grade math program continues to develop the understanding of numeration and number sense begun in the early elementary years. Homeroom teachers offer enrichment and support to students when appropriate. All students participate in Continental Mathematics League (CML) competitions. Concepts of place value are introduced. Concepts of time and money are reviewed and mastered. Basic facts for addition and subtraction are reviewed, while multiplication and division facts are introduced. All students use an online game-based math facts fluency program called REFLEX by Explore Learning. Addition, subtraction and multiplication algorithms are studied and the ability to apply these skills in real life situations is emphasized. Students are further encouraged to see the connection between mathematics and the world around them through such topics as geometry, customary and metric measurement, data collection, and graphs as a means of organizing information. Mental math techniques and strategies for solving math problems are studied throughout the year as the children are encouraged to develop confidence in their ability to think mathematically. Our Approach and textbook are Common Core Compliant. We encourage inquiry and
understanding as well as supporting the development of skill mastery. The class meets five days per week for 55 minutes.

Text: Progress in Mathematics, Sadlier Oxford, 2007

## PHYSICAL EDUCATION (LOWER SCHOOL)

The school motto, Mens Sana In Corpore Sano (A Sound Mind in a Sound Body) is the cornerstone of the Lower School physical education program. The hallmark of this approach is a nurturing, non-competitive learning environment that allows students to experience the joy of efficient movement in a non-threatening setting. Students are able to explore a wide range of activities that encourage the development of gross motor coordination, visual motor coordination, muscle strength, endurance and social skills.

The Lower School physical education curriculum is taught using the most modern equipment and instructional methods available. Educational gymnastics instruction begins at age three and continues through fourth grade. This program employs specialized apparatus and provides different environments for individual and small group problem solving. In visual-motor units, each student works with his or her own piece of modified equipment designed to reduce fear and increase repetitions. Additionally, students are assigned tasks and equipment that allows for different levels of skill development and social maturation. At all levels, children are exposed to units focused on thinking skills that are taught through movement.

Students are evaluated on effort, behavior and maturity in fundamental movement patterns. These movement patterns are the foundation elements of the movements that must be performed in sports, dance and recreational activities. The program objective is to have all students approaching a mature (efficient) movement pattern in locomotor and manipulative skills. Low-organized games are used to enhance development of manipulative skills, problem solving and sportsmanship.

Instructional units include traveling, volleying, dribbling, catching, kicking, throwing, striking with implements, jumping and landing, dance, educational gymnastics and project adventure.

The PE program for grade 3 is a spiraling program involving four major components: motor skills development, physical and aerobic fitness, cognitive skills development and affective skills.

Children are allowed to progress on individual goals and are also involved in long-term group goals on a bi-weekly schedule of 45 minute periods. Fitness and skills testing is minimal and subjective in
nature until end-of-the-year standardized national testing, which has been a year-long targeted goal. Student evaluation is based on effort and behavior.

## The physical education program goals are:

// To allow children to become active within a vigorous exercise program stressing cardiovascular fitness, flexibility and major muscle group strengthening through low-level exercise;
// To expose children to a variety of athletic skills and introduce games in which those skills may be demonstrated;
// To allow athletic self-expression and movement discovery through open-ended programs of educational gymnastics and creative dance;
// To develop positive attitudes towards others, stressing sportsmanship and "teamsmanship," as well as instilling confidence and pride in one's self.

## Grade 3

// Movement experiences
// Body management
// Manipulative basic skills
// Introduction of sports skills and activities
// Precise fitness program
// Fitness testing

## SCIENCE (LOWER SCHOOL)

Lower School science is an activity-based program in which units are spirally developed in the areas of life, earth and physical science. Children's literature, videos and guest speakers enhance the program, as do field trips to science museums, nature centers, metro parks and our own school grounds. We capitalize on the young child's curiosity by providing meaningful experiences and active learning. Lower School science is centered around discovery, hands-on, inquiry-based curriculum. Most of the activities are teacher facilitated, encouraging the children to work in cooperative learning groups and as individuals to observe, describe, measure, predict, estimate, test and record. A good scientific attitude is fostered, as is a true love of learning.

In the PreK through Kindergarten programs, a basic awareness of the world around us is incorporated. A sensory approach is used to introduce a variety of science topics from which the children can later
construct new knowledge. Classification, careful observation, the use of manipulatives and hands-on exploration enable the children to build an appreciation for science.

Grade 3 students focus on process skills that are emphasized along with knowledge as students are engaged in hands-on, minds-on activities. The scientific method is modeled in the designing of experiments, as well as analyzing and integrating scientific concepts with students' prior knowledge. A strong love for science is nurtured.

Special programs, visiting scientists, videos, and models enhance the students' experiences, as do field trips to nature centers, science museums, and mini-field trips in our own school grounds. The fourth graders spend three days and two nights at Science Camp, immersed in environmental education.

Working together, the Lower School science teacher and the PreK teachers plan unique activities which parallel and supplement the curriculum. The children work directly one day per week with the science educator in the PreK classroom. JK works bi-weekly in the science room as do Grade 1 and Grade 2 students. Kindergarten students meet once per week. Students in Grades 3 and 4 meet with a science instructor three times a week, each for forty-five minutes. The children work in cooperative learning groups and as individuals to observe, describe, measure, predict, estimate, test and record. The foundation for a good scientific attitude is stressed.

## Pre-Kindergarten 3

Units of study include: Exploration of the world through our five senses, the science of animals, cause and effect, understanding science inquiry and science concepts, and a study of the seasons and weather in Michigan.

## Pre-Kindergarten 4

Units of study include: Exploration of health, safety and our human body and our five senses, animal and plant life cycles, habitats of living creatures, the science of construction, introduction to matter, cause and effect, understanding the science of inquiry and science concepts, dinosaurs and the history of our planet Earth.

## Junior Kindergarten

Units of study include: Life Cycle, Health and Safety, Signs of Fall, Birds, Properties of Water, Rainbows, Simple Machines, Five Senses, Matter

## Kindergarten

Units of study include: Living and Nonliving, Plant Life Cycle, Animal Life Cycle, Properties of Sound, Magnets, The Earth's Relationship to the Sun and Moon

## Grade 1

Units of study include: Seeds and Plant Life Cycle, Forces: Friction-Gravity-Magnets, States of Matter, Weather: Temperature- Wind-Precipitation, Human Body

## Grade 2

Units Of Study include: Plant Reproduction, Adapting to SeasonalChange: Habitats, Energy: Work-Simple Machines-Sound, Landforms and Rocks, Insects and Life Cycles

## Grade 3

Units of study include: Living Things and Animal Classification, Energy: Sound and Light, and Earth, Sun and Moon

## SOCIAL STUDIES (LOWER SCHOOL)

## Pre-Kindergarten 3

The Pre-K 3 social studies program focuses on relationships that the children develop in their homes, communities, and schools. The children's focus is on meeting new friends, sharing ideas and thoughts, engaging in making decisions, and learning to be a group member. The children are supported in activities that encourage them to express their compassion, caring, and desire to help others. This is accomplished in a variety of ways such as preschool community-building events, tending to the preschool garden, ample interaction with peers, joint recess time, and supporting peer performances. The social studies program enhances an awareness of the world in which we live. This is accomplished in a variety of ways such as: development of self-esteem and awareness of values; an understanding of feelings; and a familiarity of the roles others play in our community.

The children start each day by saying the Pledge of Allegiance and singing the Detroit Country Day School song.

Social Studies themes include: "All About Me," family, farm, community helpers and holidays. Various field trips are taken to enhance our themes. In addition, the children perform songs and poems for their parents several times throughout the year.

## Pre-Kindergarten 4

The PK4 social studies program is an interdisciplinary approach, within its thematic curriculum. The goal of the program is for children to develop a positive self-concept and an awareness of the world in which they live. Students are engaged in learning about family units, different holidays, homes and communities; they become comfortable and knowledgeable about themselves and the world around them. With a strong emphasis on values, manners, social skills, self-control and problem solving abilities, the children work at becoming responsible individuals who contribute to society.

Text: Character Education, Creative Teaching Press, 2002; The Best I Can Be, Scholastic Press, 2005; Character Education, Bridgestone Press, 2000

## Junior Kindergarten

The social studies curriculum in JK integrates all aspects of learning in developmentally appropriate thematic units. Children begin to learn about themselves in relation to their family, classmates, the community and the world. Through the units studied, the children learn to interact acceptably with each other in play/work situations. Some of the key ways to help our children build character are seen through our leadership board. These leadership jobs teach responsibility, work ethic, manners, and kindness. Our curriculum allows us to build social skills through play and games. We teach emotional literacy by helping the children interpret their feelings using a variety of tools (feelings charts, journals, modeling, helping students name their emotions and think about their reactions). Not only do the children learn about their own feelings, but also how to interpret the feelings of others, which develops empathy.

They also develop socially acceptable behavior and strong moral character though the activities and field trips that culminate many ofthe themes. Social Studies themes include: The First Thanksgiving, Winter Olympics (every four years), Parade of Presidents and Founding Mothers, Michigan Week, Hooray for the U.S.A., Black History Month, Martin Luther King, and fairy tales from around the world, as well as diversity in different cultures.

Group productions, which develop cooperation, individual and group responsibility, dependence on others and group interaction toward a specific goal, are part of the curriculum. Self-confidence is built
through teamwork and individual contributions to the productions. Children learn to make appropriate choices as they work in cohesive groups.

Text: Wright Group Books, 1996. Weekly Reader Living in the USA, Weekly Reading Corporation, 2005.

## Kindergarten

The social studies curriculum for kindergarten is designed to help children learn constructive social behavior, develop a positive self-image and form a better understanding of the world around them. Thematic units expose children to the customs, history and geography of different cultures. Maps and globes are used to learn about the world. The children learn about other cultures through literature. A variety of topics are integrated into the children's daily activities. The focus on social skills helps children develop greater independence and the ability to work and play cooperatively with others. Our Character Development Program helps children develop character skills that will last a lifetime. The students will demonstrate these skills in their work and play.

The Lower School uses The Responsive Classroom approach to teaching and learning. This approach integrates social and academic teaching and learning. We learn and practice social skills, particularly: cooperation, assertion, responsibility and self- control in the same ways we practice academic skills. The adults and the children in the classroom work together to create a caring environment where each person is respected and able to learn.

Text: Character Education, Scholastic News, The Responsive Classroom

## Grade 1

The social studies curriculum follows the seven strands of social studies: history, economics, geography, citizenship, culture, technology and social studies skills.

The year begins with a celebration of our country during Patriot's Week. This unit is a good introduction into the concepts of citizenship and our community. The children will be introduced to citizenship where they learn about rules and responsibilities within the community and the laws that govern. Students are exposed to various holidays and traditions around the world.

Next, children study people of influence which may include George Washington, Abraham Lincoln and Martin Luther King, Jr., Alber Einstein, Malala Yousafzai, Benjamin Franklin, Jane Goodall and Mahatma Gandhi to name a few. A study of economics focusing on needs, wants, goods, services and trade
completes the year. Children work in cooperative groups to help each other produce goods and budget money to buy supplies and products made by other groups in each classroom.

An emphasis is placed on geography throughout the year. To further enhance their understanding and appreciation of different cultures around the world, children complete research projects in the classroom on countries and perform in an interdisciplinary program, "Passport to World Adventures." Map and globe skills are taught including directions, continents and oceans.

Text:AChild's View,HoughtonMifflinHarcourt 2010, CurrentTrade Books,Atlas Of The World,andTime For Kids Magazines,2020.

## Grade 2

The social studies curriculum begins with the study of "What's a Community" and "History - Past and Present Communities". Students compare communities of the present time, the mid to late 1800s, and earlier in what is now the United States.

During our 1800's Pioneer Life unit, second graders compared and contrasted the similarities and differences between our current school community with that of a school community from the mid-1800's. They sharpened their researching skills by using a variety of resources to locate information, including internet websites and encyclopedias, library books, and iPad applications. To further our research and learning, students attended a virtual field trip with the Troy Historical Village where we took on the role of a student living in the 1800's. After our research was complete, children wrote an opinion paper discussing if they would like to live as a pioneer child or not.

The focus in the fall is the Native American Unit. Children study Native American Culture and learn about various tribes, the geographic regions for these tribes, their homes, food, differing customs and ways of survival. Children learn about Native American people's respect for the environment. Children research, with their homeroom class, various aspects of Native American culture. The unit culminates with children designing a Native American diorama that depicts the day in the life of a Native American in their region of study. Children of other rooms complete a gallery walk of other dioramas to learn more about different Native American regions.

In December, second graders explore holidays and holiday customs from around the world. They learn to appreciate ethnic and cultural diversity through the study of Christmas, Diwali, Hanukkah, Kwanzaa and Ramadan.

In January, children listen to stories, read books and write about the life of Martin Luther King, Jr. and other famous African Americans.

In the spring, second graders study the 50 states of the United States. Second graders learned about states in the Northeast, Southeast, Midwest, and West using a project-based approach that offered choices of learning styles and products. Each class focuses on one of the regions while second graders selected a state for study. He or she researches the state using PebbleGo Next, informational books, and videos. Each student becomes an expert on the state by researching the geography and weather, major cities, state symbols and facts, famous people, and population. They shared information with other second graders using state booklets (including a bibliography page) and a ChatterPix application program via the iPad.

The final unit is careers. Classroom visitors talk with children about their professions. Basic economics is discussed as children think about their future professions. Children research many different kinds of careers and choose one they would like to be when they grow up. Students then gather more information and complete a 5 paragraph essay on why they want to become this, how to make it happen, and what they will do when they achieve this. At the end of the unit, students have a job fair where parents come in and interview the students for a potential job. Students work on interviewing skills including being confident, looking at the person in their eyes, and giving a proper handshake. The social studies curriculum in second grade is an interdisciplinary program in which the units of study are combined with activities in reading, art and music. The curriculum is supplemented by a variety of interdisciplinary materials including a primary grade atlas, video, informational books and teacher-designed activity booklets.

Text: Teacher developed student booklets updated yearly, trade books for information and related literature, and internet-based resources.

## Grade 3

The third grade curriculum explores Michigan geography, economics, history, and growth. Social Studies consists of two weekly 45 minute sessions. At the end of the year, leadership skills are sharpened as students work creatively as a team making and selling a product.

Text: Our Communities, Harcourt Brace \& Co., 2010; supplemented with a variety of trade books.

## WORLD LANGUAGES (LOWER SCHOOL)

## My World Cultural Explorations (Pre-K3 - Junior Kindergarten)

Cultural awareness is the recognition of one's own and other cultures. In Pre-Kindergarten and Junior-Kindergarten classes, children learn that they participate in and are guided by the values and practices of their cultural communities. My World explorations are an investigation of cultural settings that influence the development of each individual child and each classroom community. My World is an integrated, project-based curriculum that asks children and families to think about and discuss their unique culture and the cultures of others who make up the Detroit Country Day School community while recognizing diversity, inclusion, equity and belonging. My World topics include each child's unique: name, family, home, siblings, pets, friends, neighborhood, school, religion, travel, family traditions, world languages, beliefs, and values. Classroom discussions on these topics are child-centered and family-focused. The teacher follows the interests and ideas of the children about their own culture and the culture of their classmates.

## Spanish (Kindergarten - Grade 3)

World Languages are an important part of the academic curriculum at Detroit Country Day School. Language specialists realize that learning a language in a non-immersion program requires years of study and review before the learner attains proficiency. Current studies show that young children learn languages easily and more readily than any other age group. Children happily mimic the teacher's speech, learning pronunciation and intonation experimenting with new sounds in playful activities. Teaching in the target language is crucial in these beginning years so that the children acquire Spanish in a naturalistic manner.

In the Lower School, the language specialist teaches Spanish through project-based learning that incorporates song, movement and playful interactions within an integrated curriculum. The Spanish teacher partners with the homeroom teacher on projects to develop vocabulary and topic knowledge. Cultural studies foster an understanding of people of the world and develop positive attitudes toward linguistic and global diversity.

Kindergarten through Grade 3 Lower School children meet three times within a scheduled rotation for Spanish class. Review is incorporated into each grade level to extend mastery of basic vocabulary and to facilitate the success of new children who enter the school each year.

## CO-CURRICULAR INFORMATION (LOWER SCHOOL)

## Learning Support And Tutorials

Lower School teachers provide individualized assistance, as needed during the day and before and after school.

## LIBRARY SERVICES (LOWER SCHOOL)

Our Values - We believe:
// That intellectual freedom is a fundamental right for all.
// That literacy is an essential skill across all platforms and disciplines.
// That reading for personal information and enjoyment leads to lifelong learning.
// That respect for intellectual and creative property is everyone's responsibility.

## Our Mission - Teach, Inspire, Explore

The Lower School Library supports the reading and information needs of all students in PK3-3rd grade with a diverse collection of materials in print and digital formats. In addition, through regular instruction, students develop a respect for materials, become comfortable with library procedures, understand how books are organized, and begin to locate materials to investigate ideas.

Information literacy skills are taught at each grade level, and students often leverage technology to accomplish their tasks. Students are encouraged to check out books that support their enjoyment and educational reading needs, and they can also check out additional materials to support their classroom projects. They are guided to become lovers of reading, independent library users, and life-long learners.

## AFTER SCHOOL PROGRAMS (LOWER SCHOOL)

The Lower School offers the following after school programs:
// Beyond the Bell Program
// Junior Jackets Sports Program
// PM Enrichment Program - (Grades 1-3)

PM Enrichment classes are optional after school activities offered for Grades 1-3, to meet the growing interests of children beyond the normal academic day. There are three nine-week sessions which meet during the fall, winter, and spring, Tuesday through Friday, from 3-4:00 p.m. Registration slips
are sent home one week before the start of each session, and are honored on a first- come, first-served basis and space availability. Certain activities, such as art, may be limited to participation in one session only.

An Early Risers before school program is also offered at the Lower School Please refer to the website (www.dcds.edu) for detailed information.

## MIDDLE SCHOOL

## INTRODUCTION

The Middle School academic program recognizes the unique needs of the age group while preparing students for the Upper School curriculum. The first academic priority is the development of thinking and writing skills. Study skills such as organization, methods of study, cooperative review, note taking, time management and reflection are emphasized. These skills are applied to the basics of English, languages, history, mathematics, performing arts, visual arts and science.

Honors and/or advanced level courses are designed to meet the needs of talented students so that they are appropriately challenged in courses in art, chemistry, English, languages and mathematics. These courses represent the foundation for the International Baccalaureate diploma program and the Advanced Placement program ofthe Upper School. Sophomore standing in college may be available to students who successfully pass the required number of IB and AP examinations as high school juniors and seniors.

The Middle School offers a number of coordinated and interdisciplinary activities that contribute importantly to a liberal arts education, such as extended field trips to, a science trip to Florida, and inter-departmental units featuring such things as a day in the life of a Civil War soldier. Faculty also conduct local field trips to community resources that relate to the curriculum, such as those to drama productions at the Meadow Brook and Hilberry Theatres. Students are prepared for, and encouraged to, participate in area and statewide mathematics, design, and robotics contests, science fairs in the metropolitan area, area and statewide language festivals, regional and state instrumental and vocal festivals, area-wide fine arts juried exhibitions, area-wide writing contests, the State Forensics Tournaments, and spelling bees at the local, state and national levels. By participating in academic experiences beyond the classroom, students learn to think in several spheres of knowledge and to apply a discriminating intellect to the world beyond the classroom.

The educational process demands meaningful homework assignments that extend and enhance the classroom experience. Each teacher's lesson plans, or assignments are available to students and parents as part of a planned approach toward teaching and learning. Teachers regularly update their plans and report grades via the available online system to maximize communication with students and parents. Teachers must display sound pedagogical practices and thorough, daily classroom preparation. Professional development is a priority at Detroit Country Day School. Teachers are encouraged to attend conferences, to visit other classrooms and schools, and take advanced
coursework in their field. A high level of professionalism marks a Detroit Country Day Middle School teacher.

For students, it is axiomatic that evaluation is an integral part of the instructional process. Examinations require the student to develop a course perspective and to reflect on acquired knowledge. Middle School students are frequently evaluated through a variety of methods to honor different learning styles and to review specific course content while developing thinking, application and writing skills. Students also undertake comprehensive final examinations that promote good study skills, content analysis, retention of material and the psychological/cognitive development required for the comprehensive examinations they will encounter in upper secondary education.

## PERFORMING ARTS (MIDDLE SCHOOL)

Detroit Country Day School recognizes the important role musical instruction can play in a child's life and commits itself to numerous opportunities for student participation. Colleges view participation in the arts and performing arts as a valuable experience that broadens students' understanding and appreciation of the aesthetics and beauty in diverse genres of music.

Our Primary goal is to provide excellent musical experiences through performance in instrumental music (band and orchestra) and choral music. Through its multi-level structure, the instrumental program offers the beginning student the opportunity to perform, while giving the advanced players the proper environment in which to further develop their skills and express their musicality. The choral program is open to every student who wishes to participate. Each ensemble offers a unique experience for students.

All Middle School performance groups perform two concerts each year in the Seligman Performing Arts Center. We also participate in the Michigan SchoolBandand Orchestra Association(MSBOA) andthe Michigan SchoolVocal Music Association's (MSVMA) district and state festivals with a reputation of excellence throughout the area. In addition to the MSBOA festivals, students are selected by blind audition to participate in the MSBOA All-State Ensembles and perform as a part of the Michigan Music Conference in Grand Rapids, MI. Participation in these events allows students to enhance their musicianship outside of the classroom.

## Blue Band

Blue Band: Prerequisites - none
The Blue Band is open to students in Grades 4 and 5 with both previous experience and no experience. We develop fundamental performance skills, such as tone production, articulation, and note and rhythm reading through the use of the Windstar Program. This program introduces wind instruments using "pre-band" instruments, which provides younger students a positive experience through smaller instruments. Students enrolled in the Blue Band will try three different instruments over the course of the school year. The following instruments are available to all Blue Band students: jFlute, jSax, and jHorn. This ensemble performs at least two major concerts per year.

## Gold Band

Gold Band: Prerequisites - Blue Band or previous band experience
The Gold Band is open to students in the 5th Grade with previous band experience (either through private lessons or through our Blue Band program). We continue to build on the fundamental skills learned through the Blue Band, and expand them to include work with sight reading, concert preparation, and musical independence. In Addition to the standard band instruments like Flute, Oboe, Clarinet, Alto Saxophone, Trumpet, Horn, Trombone, Baritone and Percussion, Gold Band members are also able to try the Bass Clarinet, Tenor Saxophone, Bassoon, and Tuba. This ensemble performs at least two major concerts per year.

## General And Vocal Music (Grade 4)

All Grade 4 students experience general and vocal music. Grade 4 music builds upon our recorder skills from Grade 3 (left hand notes) and completes our study of the lower, right hand notes while learning to play independently and within an ensemble. We increase our musical literacy skills through our study of music theory. We also work to improve posture, proper vocal usage and projection, and learn part work with harmony and/or descant harmony in addition to singing melody.

Students are exposed to listening to and singing both Western and Non-Western music selections from past and present day withculturalandhistoricalconnections. Students learn performance and audience etiquette while honing their skills, reflecting on their own progress and improving toward the goal of formally performing for an audience with the Grade 5 in our Winter Concert in December in the Seligman Performing Arts Center.

## Choir (Grade 4 \& 5)

Students meet for Choir twice a week for a total of 90 minutes. Children work on singing tone, breathing technique, solfeggio and rhythmic reading, balance and blending of voices, and singing in parts. The Choir holds performances several times each year for school and community audiences including "Celebrate the Arts."

## Band Explorations (Grades 6,7 And 8)

## Prerequisite: None

Over the course of the Goal, students will have the opportunity to try a variety of wind and percussion instruments. The purpose of this course is to provide students an overview of the instruments available to play in the band and to encourage them to join a full-year ensemble the following year. The instruments that will be used include the jFlute, jSax, jHorn and percussion. Instruments will be provided.

## Campus Band (All Grades)

## Prerequisite: None

This class is offered to any incoming or returning student, in grades 6 through 8, who is new to the band and has a desire to play an instrument, or would like to learn a different instrument. Students will receive guided instruction to develop musical skills including proper playing techniques, music reading, ensemble teamwork, intonation, and articulation. This ensemble will perform on at least two major concert dates during the school year.

## Symphony Band (All Grades) - MBDOIT

## Prerequisite: Placement by Audition

This performance group is open to students in the sixth through eighth grades who have grasped the skills covered in the Campus Band class. Emphasis is placed on the mastery of daily assignments that develop technical skills, note-reading, tone quality, proper position and basic knowledge of music theory and maintaining a consistent practice regimen. The group performs two major concerts each year and participates in school events. The grade in this class is not averaged into the GPA but may still affect honor roll status.

## Wind Ensemble (All Grades) - MBDOAT

Prerequisite: Placement by Audition
This performance group is open to students in the sixth through eighth grades who have mastered the skills covered in Campus Band and Symphony Band. Each group is exposed to music literature from various periods of music history, as well as the study of basic theory. Individual students participate in the Michigan School Band and Orchestra Association Solo and Ensemble Festival. The Band and Orchestra as performance groups participate in the MSBOA District and State Festivals. The group prepares two major concerts each year and performs for school events and various off-campus functions. The grade in this class is not averaged into the GPA but may still affect honor roll status.

## Symphonic Choir - MCR6RT

Prerequisite - none
This choir offers a very safe and nurturing environment for Middle School students to discover the beauty of music and self-expression. Students explore beginning and intermediate music theory concepts, fostering the recognition and understanding of the printed score. Sight reading skills are also a cornerstone of the choral experience, teaching young musicians to be intelligent music readers. Unique to the vocal musician, the choir analyzes and reflects upon the texts that are performed throughout the school year. The choir gives 3 school performances per year (Fall, Festival \& a Spring Pops Concert) as well as participates in MSVMA Choral/Solo \& Ensemble Festivals.

## The Vocal Majority (Grade 8) - MGCORT

Prerequisite - none
A continuation of the curriculum from Symphonic Choir, this group offers a more advanced setting for our more experienced $8^{\text {th }}$ graders with soprano/alto voices. Students continue to explore and advance their skills in music theory, sight reading and text analysis. The Vocal Majority participates in all DCDS school concerts as well as MSVMA Festivals and will, on occasion, join with the Upper School choirs as they prepare to transition to the Upper School choral program.

## Beginning Strings (Grades 4 \& 5)

Beginning Strings is for students in Grades 4 and 5 who are trying a string instrument for the first time or have limited experience on their instrument. Students may choose between violin, viola, cello or double bass. Students engage in the course twice a week. Classes take place before or after school.

This course focuses on the development of a strong foundation of technique and musicality and individual and group performance skills. Students perform in two concerts a year and at "Celebrate the Arts."

## Intermediate Strings (Grades 4-5)

Intermediate Strings is for students in Grades 4 and 5 who are continuing to learn their chosen instrument and for students that are incoming and have played for at least one year. Students engage in the course twice a week. Classes take place before or after school. This course focuses on the development of technique, musicality, group performance skills and orchestra skills. Students perform in two concerts a year and at "Celebrate the Arts."

## Strings Exploration (Grades 6-8) - MOROBT

## Prerequisite: None

Strings Exploration class is offered for students in grades six through eight who have not studied a string instrument, who have had minimal training on their instrument, or students who need review of the basic foundations of string playing. The students have a choice of studying the violin, viola, cello or double bass. Emphasis is placed upon basic techniques such as instrument hold, left hand position, bow hold, tone production and note-reading. Each student is responsible for renting an instrument from an area string shop for home practice. Cello and Double bass students are required to rent an instrument for home practice, but would have the opportunity to use a school instrument during the school day to avoid transporting such a large instrument to and from school. The Strings Exploration class performs two major concerts per year and participates in school events. Placement into this class will be determined by the Middle School Strings Director. The grade in this class is not averaged into the GPA but may still affect honor roll status.

## String Orchestra (All Grades) - MOROIT

Prerequisite: Placement by Audition
The String Orchestra is open to all students in grades 5, 6, 7 and 8 who have mastered the basic foundation of string playing as taught in Strings Exploration. Emphasis is placed on the mastery of daily assignments that develop technical skills, note-reading, tone quality, posture and basic knowledge of theory. The String Orchestra performs in two major concerts each year and participates in school events. Seventh and eighth grade students enrolled in this class are eligible to receive honor roll credit. The grade in this class is not averaged into the GPA but may still affect honor roll status.

## Chamber Ensemble (Grades 7-8) - MOROAT

Prerequisite: Placement by Audition
The Chamber Ensemble is open to select students in Grades 7 and 8 who have reached an advanced level of proficiency on their respective instruments. These students are exposed to music literature from various periods of music history, as well as the study of basic theory. Students enrolled in this class will have the opportunity to participate in the Michigan School Band and Orchestra Association Solo and Ensemble Festival. This group also participates in the MSBOA District and State Orchestra Festivals. The Ensemble also prepares two major concerts each year and performs for school events and various off-campus functions. The grade in this class is not averaged into the GPA but may still affect honor roll status.

## Rock Jam - Goal Rotator (Grades All) - MMUOGT1

## Prerequisite: None

Rock Jam is a music history and informal music-making course for students with any amount of music experience. We will study rock and pop styles, songs, and artists from the 1950s to the present and play and sing songs from each decade. No prior experience on voice or an instrument is necessary. Students who have at least two years of experience on piano/keyboard, guitar, ukulele, or a band or orchestra instrument will have opportunities to play that instrument in Rock Jam. This is not a performance-based ensemble and there will be no formal performances/concerts. The course will be student-centered.

## Dance Rotator (Grades 6-7, Mixed Level)

This beginner dance course will focus on proper dance technique such as body placement, isolations of the body and foot work. Students will learn classical jazz dance techniques and terminology within the structure of a proper dance class including a warm-up, across the floor and various center movement combinations. Students will also be collaborating with one another in the creative process as we work to develop skills in inventing and structuring movement by creating solo and group studies. Reading, writing, and viewing assignments inform these creative activities. Students will work together as we continue to cultivate an environment that supports and celebrates all bodies in motion! There is no previous dance experience required to take this course. All levels are welcome.

## Jazz Dance - Level 1 (Full Year) (Grades 6,7,8) - MDAOBT

## Prerequisite: None

This beginner dance course will focus on proper dance technique such as body placement, isolations of the body and foot work. Students will learn classical jazz and ballet dance techniques and
terminology within the structure of a proper dance class including a warm-up, across the floor and various center movement combinations. Students will also be collaborating with one another in the creative process as we work to develop skills in inventing and structuring movement by creating solo and group studies. Reading, writing, and viewing assignments inform these creative activities. Students will work together as we continue to cultivate an environment that supports and celebrates all bodies in motion! There is no previous dance experience required to take this course. All are welcome.

## Jazz Dance-Level 2 (Full Year) (Grades 6,7, 8) - MDAOIT

Prerequisite: Jazz Dance Level I Teacher recommendation or audition only
This intermediate level dance course will take a deeper look into the foundations of jazz dance technique. Students will focus on suspension and release, fall and recovery as well as the use of momentum and how breathe supports all of this. Dancers will explore new ways of moving in combinations, floor work and partnering, and also in various methods of improvisation. Students will also be collaborating with one another in the creative process as we work to develop skills in inventing and structuring movement by creating solo and group studies. Reading, writing, and viewing assignments inform these creative activities. Students will work together as we continue to cultivate an environment that supports and celebrates all bodies in motion!

## Honors Dance (Full Year) (Grades 6,7, 8) - MDAOAT

Prerequisite: Jazz Dance Level 2, teacher recommendation or audition only
This advanced dance course will have students engaged in both the technical and artistic training of jazz, ballet, modern and contemporary styles of dance. Students will work to refine their dance technique as well as explore new ways of moving both in across the floor work as well as partnering and various methods of improvisation. Students will work on the development of dance-making skills through composition classes and workshops that will have the students creating and choreographing their own body of work. These various class explorations will have the students making personal connections to oneself as well as with the greater world around them. Students will work together as we continue to cultivate an environment that supports and celebrates all bodies in motion!

## Grade 6 Theatre - MSW6DT

(Rotates with Writing Workshop - MWW6DT).
The Grade 6 Theatre elective guides students in an exploration of playful performance, theatre, and public speaking. Through this work, students will develop communicative, creative, interpretive, and
interpersonal skills consistent with the Portrait of a Country Day Student. This course is divided into three parts. The first section is devoted to short, skill-building activities designed to introduce students to the elements of a quality public speaker. During the second part of the class, we work on individual acting skills such as mime and voice acting. Finally, we conclude the class learning the teamwork necessary to be a part of an acting ensemble. Students will practice team improvisation and will participate in many group acting projects to learn the importance of working together in the theatre.

## Grade 7 Theatre - MXS7DT

(Rotates with Expository Writing - MEX7DT)
The Grade 7 Theatre elective guides students in an exploration of playful performance, theatre, and public speaking. Through this work, students will develop communicative, creative, interpretive, and interpersonal skills consistent with the Portrait of a Country Day Student. This course is intended for students who may have taken Theatre in 6th Grade or are just starting their theatrical journey. This course is divided into three parts. The first section is devoted to short, skill-building activities designed to introduce students to the elements of a quality public speaker. During the second part of the class, we work on individual acting skills such as mime and voice acting. Finally, we conclude the class learning the teamwork necessary to be a part of an acting ensemble. Students will practice team improvisation and will participate in many group acting projects to learn the importance of working together in the theatre.

## Grade 8 Theatre - MSF8D

(Rotates with STEM - MST8DT1)
The Grade 8 Theatre course continues to explore all elements of theatre including theatrical design and performance. Students will also learn about and discover the history of acting, musicals, and how theatre has influenced our culture. Students will gain more experience as a performer through monologue projects and scene acting performances. In addition to rehearsed performances, students will learn about the rules and basics of improvisation to further their acting and public speaking skills. Then, students will have the opportunity to explore an area of theatrical design that they are most interested in through a Capstone project. At the end of the year, the class will work together to produce, design, and perform a short play to further develop their skills as a communicator and collaborator.

## Grade 8 Advanced Theatre - MDR8RT

The Grade 8 Advanced Theatre course is intended for students who plan on taking Theatre in the Upper School. This course is designed to guide experienced 8th-grade students in exploring the
power of narrative as they participate in public speaking and theatre projects. Also, this course is intended to guide students in preparation for participation in Upper School Theatre productions and acting opportunities. Through this work, students will develop communicative, creative, interpretive, and interpersonal skills consistent with the Portrait of a Country Day Student. In the first half of the year, students will be focused on individual acting skills and enhancing the performer's tools (body, voice, and imagination). Then, students will have the opportunity to continue this practice through ensemble performances. Then, students will have the opportunity to explore an area of theatrical design that they are most interested in through a Capstone project. At the end of the year, the class will work together to produce, design, and perform a short play to further develop their skills as a communicator and collaborators. All of these experiences will provide a theatrical overview to help students determine which avenues of Theatre they are interested in pursuing further at the Upper School.

## VISUAL ARTS (MIDDLE SCHOOL)

The Middle School visual arts department offers arts instruction for all students. In fourth and fifth grade, all students experience art as part of the regular schedule each week. In sixth, seventh, and eighth grade, students can choose to take a full year of art or a rotator course is offered in sixth and sixth grade.

Classes are enriched with short videos, art reproductions, teacher demonstrations and presentations, the Scholastic Art magazine, visiting artists, and field trips. Classes address the National Standards for the Visual Arts as established by the National Art Education Association.

The Middle School Art Program embodies creativity in a collaborative, safe, approachable environment. The focus is to create artists and this is done by instilling the eight Studio Habits (Studio Thinking: The Real Benefits of Visual Arts Education, 2007).
// Develop Craft
// Engage \& Persist
// Envision
// Express
// Observe
// Reflect
// Stretch \& Explore
// Understand (Arts) Community

The art classroom fosters an instructional climate where students can express artistic talent, develop creative thinking, and find multiple solutions to art problems. Through varied studio experiences, the students gain the ability to produce, read and interpret visual symbols, and learn to evaluate their own productions as well.

While skill achievement and historic appreciation are stressed, emphasis on the fun and enjoyment of learning is an important element of Middle School art education.

## Art (Grade 4 \& 5)

Students meet in art every other day for 45 minutes. They work on developing skills and techniques by exploring a variety of art mediums. Art history is incorporated into the curriculum through presentations, research opportunities, and visual references. Students learn art vocabulary including the elements and principles of art, along with the Studio Habits of Mind. Student artwork is displayed throughout the school, in local libraries, public venues, and at "Celebrate the Arts." ART ROTATOR

Art (Grade 6 \& 7) - MAW6DT - unsure of course number
Meets: Two or three 70 minute classes a week for six weeks - three times per year.

The rotator courses include a variety of explorations that build upon the techniques and materials presented in earlier art education. Projects explore the elements and principles of art by working with a wide variety of mediums that are created within two- and three-dimensional space. In order to assist with personal growth, students are encouraged to take risks and required to document their progress. Throughout the year, students participate in peer-to-peer, teacher-student, and class critiques. This is an adaptable course for artists at any skill level.

## Intro To Prop Design (Grade 7) - MXA7DT unsure of course number

Meets: 2 to 3 days a week (70-minute classes).
This course is meant for dedicated artists who love to work three-dimensionally. Students sculpt with HD foam and extruded polystyrene using a Dremel rotary tool. The purpose of this course is to teach the thought process and craft of designing a prop for on or offstage. By the end of this course students will confidently design a small prop that can support a character. Props can be items used by actors onstage to make the performance more realistic. Cosplay and Halloween costumes are examples where props are used offstage to enhance a character's appearance. Projects further explore the Studio Habits of the Mind, which include an assessment of understanding, craftsmanship, creativity, effort, and participation.

## Year-Long Art (Grade 6, 7 \& 8) - MARORT

Meets: 2 to 3 days a week (70-minute classes).
The year-long course is offered to individuals who exhibit a special interest and the desire to grow as an artist. Through in-depth two and three-dimensional projects, students will practice studio habits that expand prior knowledge from earlier art education. Assessment of understanding, craftsmanship, creativity, effort, and participation is held at a higher standard. In order to assist with personal growth, students are encouraged to take risks and required to document their progress. Throughout the year, students participate in peer-to-peer, teacher-student, and class critiques.

In an effort to help students further explore their own ideas and interests, a sketchbook is maintained and is assessed at the end of each goal. It is highly encouraged for students taking this course to have prior practice of the eight Studio Habits (Studio Thinking: The Real Benefits Of Visual Arts Education, 2007). In addition to 5 th grade art, a second middle school art course is encouraged prior to taking year-long art in 8th grade.

## ENGLISH LANGUAGE ARTS

## English (Middle School)

"Language is the blood of the soul into which thoughts run and out of which they grow."
~ Oliver Wendell Holmes

The command of language is basic to thinking and learning in all disciplines. Language enables us to form concepts, to organize thoughts, to communicate ideas, impressions, feelings, values, and desires. Through language we share our experiences and share in the experiences of other people, both past and present. Indeed, skillful use of language may be the single most important means of realizing the ultimate goal of education: the development of informed, thinking citizens able to communicate and function effectively.

The Detroit Country Day Middle School English program focuses primarily on the development of reading, writing, speaking, and listening skills. The program also seeks to foster the enjoyment of language, the appreciation of literature, the expression of creativity and the development of logical, critical thinking.

Middle school language arts teachers employ a variety of student-centered approaches to create activities designed to further develop students' abstract, logical, and critical thinking skills:
// Emphasis on active reading, including directed reading activities, annotation, and reader response journals
// Use of online reading discussions to share thoughts about literature
// Use of Google Docs to facilitate the writing process, particularly reader response and revision
// Presentation of textual evidence in literature paragraphs and essays
// Combining research evidence and personal reflection to defend a thesis
// Film study

## English Language Arts (Grade 4)

In language arts and reading classes students develop their skills in reading, writing, speaking, and listening.

Students are given a variety of writing experiences in fourth grade to meet many writing purposes. Students organize ideas into topics and details with the help of graphic organizers, and write multi-paragraph works. Writers complete both creative writings and non-fictional research papers, considering intended audience, applying writing conventions and other elements of good writing: word choice, voice, organization and clarity, revising and editing before publishing. Students are guided through a five-step writing process: prewriting, writing, revising, proofreading and finally publishing.

Basic grammar skills, punctuation skills and structure are taught both at this time and in separate lessons. Spelling is taught both within the writing program and through explicit lessons. Students do most spelling exercises at home through written exercises. They follow the same schedule for spelling each week, which makes homework an expected routine and responsibility. Students also enrich vocabulary with Greek and Latin roots, and use these origins to develop breadth and understanding of the origins and development of the English language. Fourth grade students continue to improve their cursive writing that they started in third grade.

Students address skills used for effective reading through authentic fiction novels, non-fiction materials, and texts. Students apply explicitly taught comprehension skills, such as inference and identifying author's purpose, to their daily reflections on literature. Student choice is promoted during a literature circle unit in which students choose from a teacher-guided list of novels. They then share and analyze their chosen book with a small group of students.

In addition to daily assignments, there are several extension activities provided in fourth grade. Read-aloud is an integral part of both the reading program and overall growth and development, supporting reading comprehension strategies, listening skills, character development, social studies concepts and most importantly, the love of reading. Children are expected to read for twenty minutes every night and log theirat-home reading.

Novels: ; Greenglass House by Kate Milford; Fish in a Tree, Hunt; various book club novels Text: Wordly Wise Book 4, Educators Publishing; G.U.M.: Grammar Usage \& Mechanics (Grade 4); Strategies to Achieve Reading Success (book D) by Curriculum Associates; Handwriting Gr. 4, Zaner-Bloser

## English Language Arts (Grade 5)

The primary focus of English 5 is to further develop and explore the communication skills of grammar instruction, vocabulary, writing, reading and speaking to all audiences.
// Grammar \& Writing Workshop: Students explore a variety of writing genres using the five- step writing process: prewriting, writing a rough draft, revising, proofreading and publishing. The emphasis is to help students learn to write fluently, coherently, and correctly for a variety of purposes and audiences. Writing is taught in a nurturing atmosphere of acceptance and respect. Great emphasis is placed on students evaluating paragraphs for structure, mechanics, and fluidity. Grammar skills are taught as separate lessons and reinforced through writing lessons. Emphasis is on parts of speech, punctuation, and rule usage. Skills from lessons are embedded in note taking, classroom literature, IXL practice, and writing projects.
// Reading Strategies: Students grow in literacy through rich, interactive and successful experiences with excellent literature. The two major, equally important outcomes of literature are the construction of meaning and the development of positive habits and attitudes. Literature studies focus on literature devices, author's purpose, and abstract/inferential messages of text. Through explicit reading strategy instruction, students will read and analyze a variety of nonfiction and fiction. Students will also develop critical thinking skills and deepen comprehension techniques that can be applied to a variety of genres. Students have multiple, sustained opportunities to appreciate and learn from a wide range of literature. A variety of approaches, including teacher read-aloud, shared reading, cooperative and individual reading, and teacher- guided reading, are used. Extensive independent reading is also required.
// Vocabulary: Vocabulary is taught through Wordly Wise and literature studies. Students find and discuss new and interesting words in literature and evaluate the literal and figurative meanings words can offer. Grade 5 also offers Wordmasters Analogy Competition as an optional after school activity year round where students compete nationally in three meets.
// Expectations: Homework is assigned weekly. Students should use the Canvas Calendar to access all homework, events, and assessments. Reading daily outside of school is strongly recommended. Assessments vary, as some are closed-book, some open, some written essays, and some performed through IXL. Wordly Wise and STARS assessments alternate biweekly.

Texts: Because of Winn-Dixie by Kate DiCamillo; Hatchet by Gary Paulsen; ; Front Desk by Kelly Yang; choice book club novels, and choice independent reading novels; . Vocabulary Program - Wordly Wise 3000 Book 5, Educators Publishing; IXL Language Arts (Grade 5); Strategies to Achieve Reading Success (Book E) by Curriculum Associates Services, 2007 Scholastic Storyworks \& Wordmasters (optional)

## English (Grade 6) - MEN6RT

Grade 6 English seeks to build upon the foundation in the basics of English established in the fifth grade. The main focus of the course is the development of more thoughtful, in-depth reading, writing, and thinking skills through the study of short stories, novels, and film. Teachers employ a wide variety of techniques to accomplish these objectives. Directed reading activities help with prediction skills, drawing conclusions, and reading for meaning. Independent Reading encourages students to read literature they truly enjoy, fostering a lifetime reading habit. Dramatizations encourage students to visualize, and therefore, gain more meaning. Students also create multimedia presentations in response to their reading.

During the course of the year, students write poetry, essays, and an extended creative short story, utilizing the writing process: prewriting, drafting, revising, editing, and publishing. Students are encouraged to include descriptive language, add supportive details, and include writing tricks.

Vocabulary study stresses proper usage of words and the effective utilization of context clues both to convey and to interpret meaning. Grammar study emphasizes parts of speech, the complete sentence, capitalization and punctuation - elements necessary for the development of proofreading skills. Students utilize mentor sentence study to enhance grammatical understanding.

Texts: A Long Walk to Water, Park; The Miscalculations of Lightning Girl, McAnulty; Flying Lessons and Other Stories, Oh; Locomotion, Woodson

Vocabulary Program: Membean

## Writing Workshop (Grade 6) - MWW6DT

12-week, Goal-long class
In the Writing Workshop class, Grade 6 students begin to acquire the skills necessary to write thoughtfully developed, organized prose. At the beginning of the year, students are exposed to informational texts and practice writing persuasive paragraphs equipped with a clear topic/claim, evidence, and reasoning to make an argument and prove a position. From there, students concentrate on the development of their writing skills through personal expressive writing, specifically a memoir, focusing on the selection of concrete "showing" details and the use of specific language. Finally, students end the year by creating a fractured fairy tale after exploring and examining other fractured fairy tales as well as many original versions. This unit focuses on dialogue, voice, and creativity in writing. Throughout the year, students apply "magic tricks" and grammatical concepts, including parts of speech and comma usage during the revision stages of their writing as a way to practice skills learned in English 6.

## English (Grade 7) - MEN7RT, MEN7AT

## (Regular or Advanced)

In Grade 7 English, students explore a wide range of literary genres, concentrating on the short story, novel, and play. At the beginning of the year, students focus on the basic elements of the short story as well as various literary concepts. Students learn to recognize the structure of the story, to make inferences, and to formulate simple statements of theme based on the resolution of conflict. In addition, students develop independent reading skills, creating a multi-genre project presentation on one of their novels for Independent Reading. Analytic and expository writing assignments provide the main vehicle for the development of composition skills, although expressive writing is also explored. Writing instruction targets the development of tighter focus, more specific language and more sophisticated sentence structure. Vocabulary study stresses proper usage of words in all their variant forms and the proper utilization of context clues to convey and to interpret meaning. Grammar instruction focuses on two fundamental areas: identification of parts of speech and parts of the sentence. More extensive reading and analytical writing, are required of students in the honors class.

Texts:(Regular) Flipped, Van Draanen; Best of Friends, Perfection Learning; Roll of Thunder, Hear My Cry, Taylor; and a choice novel unit

Texts (Honors): : Flipped, Van Draanen; various short stories from Adventures for Readers, Roll of Thunder, Hear My Cry, Taylor; A Midsummer Night's Dream, Shakespeare; Vocabulary Program: Membean

## Expository Writing (Grade 7) - MEX7DT

12-week, Goal-long class
In the Expository Writing class, Grade 7 students begin to acquire the skills necessary to write thoughtfully developed, organized essays. At the beginning of the goal, students concentrate on the development of their writing skills through personal expressive writing, focusing on the selection of concrete "showing" details and the use of specific language. The students then learn to apply these writing skills to expository paragraphs, developing specific claims supported by evidence and argued effectively. Once they have acquired a measure of skill with well-focused paragraphs, students learn to adjust the content of individual paragraphs to write an organized essay: a "letter to the Head of School" assignment which includes an introductory paragraph with a hook and a thesis statement, two body paragraphs, and a conclusion with a strong clincher.

## English (Grade 8) - MEN8RT, MEN8AT

## (Regular or Advanced)

The primary objective of the Grade 8 English program is to develop the reading, writing, speaking, and thinking skills students need to succeed in the Upper School English program. Literature selections reflect age-appropriate language, style, and conflicts, and literature study emphasizes in-depth interpretive and analytical reading. Students learn to analyze language, literary structure, and point-of-view; make inferences and interpret meaning; and formulate statements of theme. Throughout their reading, students focus on essential questions including "What does it mean to be truly human?" and "How do writers use literary devices, like foreshadowing, irony, and symbolism, to enhance the overall theme?" Each goal students practice their independent reading skills and share responses through writing and/or oral presentations.

Students continue to develop their creative writing skills through poetry and short story assignments. The primary focus, though, is on the further development of skills in analytical and persuasive writing. In particular, students learn to present textual evidence to support their thesis in essays and in a research paper.

Vocabulary study reviews roots, prefixes, as well as suffixes, and continues to stress the proper usage of words in their variant forms, not simply definitions and synonyms. Grammar study emphasizes an
understanding of sentence structure and the development of editing skills that students can utilize in their writing. Through understanding clauses, students learn to create and punctuate a variety of sentence types.

Students in the advanced course undertake more challenging reading and do more extensive, in-depth analytical writing. Texts: (Regular) Snapshots, Perfection Learning; Crossover, Alexander; The Giver, Lowry; The Outsiders, Hinton; Perspective Unit Choice: (Nothing But the Truth, Avi; Game Changer Tommy Greenwald; Salt to the Sea, Ruta Supetys)

Texts: (Advanced) The Giver, Lowry; Lord of the Flies, Golding; Macbeth, Shakespeare; Graphic Memoir Choice (Maus, Spiegelman; Almost American Girl, Ha; Hey, Kiddo, Krosoczka); Narrative Non-Fiction Choice (Unbroken, Hillenbrand; Bomb, Sheinkin; Nazi Hunters, Bascomb)

Vocabulary Program: Membean

## COMMUNICATIONS

## Media Awareness Rotator (Grade 8) - MME8GT

12-week, Goal-long class; rotates with Critical Thinking and Research and Real Life
In Media Awareness, students are challenged to think about the way the media and advertisers target them. In this project-based class, students study advertising and marketing techniques, media manipulation, as well as social media and digital footprints. The class culminates with students creating their own fictional company and product, developing an advertising and social media campaign for it, and then shooting a commercial for the product.

Text: Made You Look, (chapters 1-3) Shari Graydon, Annick Press (2nd edition)

## HEALTH EDUCATION (MIDDLE SCHOOL)

The Middle School Real Life program introduces important health and developmental topics that will allow students to become better informed, helping them to make good choices and decisions which will have healthy, positive consequences. This curriculum emphasizes respect for self and others, becoming aware of health and wellness, and provides coping techniques to deal with all of the changes students go through in Middle School.

This program encourages ongoing communication between students and parents. In Grade 7 Real Life is presented as a rotator that meets during one goal in a student's schedule. In Grade 8 Real Life content is presented as a rotator in the C.I.A. (Character In Action) class. Though the actual material may vary a bit from year to year, the topics remain much the same. Listed below are the various topics for the current school year.

## Real Life (Grade 6) - MSL6RT

In this Goal rotator course, students thoughtfully explore their own identity, learning skills to help create the best self they can be. They also practice being an empathetic community member and trusted friend. Students learn that identity embodies a variety of unique characteristics that make them both stand out as well as be connected to others. Students leave the course understanding that some parts of identity stay the same, and some parts of their identity will adapt and change over time. Students learn about the importance of mindfulness and how to take care of their social and emotional needs.

## Real Life Rotator (Grade 7) - MRL7GT

(Rotates with World Religions and STEAM) Seventh Grade Survival Tips
// Copingwith Serious Loss Human Development
// Personal Safety (Including Internet Safety)
// Substance Abuse (Marijuana/Inhalants, alcohol, and illegal drugs) Peer Empathy and Peer Pressure
// Teasing/Bullying Individual Differences Nutrition

## Real Life Rotator (Grade 8) - MCA8Z

(Rotates with MSE8Z - Critical Thinking and Research, Media Awareness, as part of the C.I.A. Character In Action - class.)
// Nutrition and a Healthy You/Eating Disorders
// Conflict Resolution Diversity
// Human Development and Sexuality Advertising, the Media and You Skin Care and Sun Exposure
// Substance Abuse (Drinking and Driving)
// The Next Step: "Upper School Here We Come!"

## HISTORY (MIDDLE SCHOOL)

The goal of the Middle School history department is for students to develop a sound understanding and appreciation for people, places and events that have shaped the world in which they live today. The department also focuses on building the skills that will help prepare students for future academic successes and civic responsibility.

The history department believes that in order to foster and reinforce academic growth a variety of learning techniques must be utilized. Skills strongly emphasized and practiced throughout the history curriculum are: technical reading, identifying main ideas, note-taking formats, structured paragraph writing, interpretive analysis and oral expression. Historical information and academic skills are explored through cooperative learning exercises, interdisciplinary activities, individual research projects, audio-visual aids, gamification, and simulated activities. We are striving to develop students who will be able to take factual material and apply it to formulate thoughts, ideas and conclusions of their own.
We understand that the Middle School serves as an important transition between elementary school and high school. We strongly believe that through the implementation of these varied teaching strategies and applied skills, students will master the essentials to be productive learners and develop an appreciation for history and the world around them.

## Social Studies (Grade 4)

In fourth grade, students look at the five regions of the United States through the lens of four social sciences - economics, geography, political science, and history.

During the second half of the year, student focus on our home state of Michigan: geography, government, history, economics, and culture. Michigan's geography is the study of basic map skills and landforms of our state. Fourth grade then looks at government, reviewing its levels -- national, state and local, and their organization, which are integrated with both reading and language arts activities. Trips to the District Court allows students to experience government in action. From there, our fourth graders are introduced and taken through an in-depth look at the history of Michigan. Interdisciplinary learning in art, French and science broaden the educational experience and understanding of Michigan's history. The study of ourstate's economics and its variety of industries and lifestyles round-out the year. The month of May brings Michigan Week and celebrating what we have learned throughout the year in a variety of presentations, most significantly "Magnificent

Michigan Film Festival," an entertaining, informative and multi-disciplinary musical which is presented on stage at the school's Performing Arts Center.

Text: Social Studies Alive! Regions of Our Country 2016

## Social Studies (Grade 5) - MHS5RT

At the fifth grade level, this course serves as a study in early American history, from the Age of Exploration through the American Revolution. History lessons attempt to link past and present in ways that make sense for all students. DVDs and interactive whiteboard activities enrich the curriculum. Through Scholastic News, the children become familiar with current events. An effort is made to integrate history into other subjects. Each year, fifth grade students present "American Beginnings," by researching and becoming a "character" of America's past.

## Global Studies (Grade 6) - MHS6RT

During the first part of the year, students are provided with foundational knowledge and tools which enable them to begin to think like historians, geographers, cartographers and anthropologists. Throughout the The remainder of the year they apply that understanding to the various regions of the world thus becoming more empathetic, connected, 21 st century global citizens. Through studying human patterns and culture resulting from adaptation to landforms, natural disasters, climate and interaction with other nation- states, students begin to see the world as an interconnected web and less as isolated areas. One vehicle to drive their understanding will be consistent engagement in world events; making connections with current and relevant happenings. Their discoveries and understanding are also applied through experiences such as the Trailblazer Project, African Caravan and the Global Village Experience. The course also focuses heavily on critical thinking, applying understanding at a higher level and a great deal of teamwork and collaboration. Technology And research skills are developed in combination with tangible, real-life experiences to give students a deeper comprehension of the content. Students will leave Global Studies with a greater understanding and appreciation of the continents along with the people and cultures within them.

## Our Story (Grade 7) - MHS7RT

Our Story is a thematic journey that will cover time periods ranging from the ancient world to modern global hot spots. The thematic journey includes Europeanization of the Americas, Order and Government, Revolutions, Human Rights, and Historical Heroes and Villains. During the year students will focus on developing historical skills such as understanding cause and effect, bias, and perspective. Additionally, students will continue to develop reading, writing, note-taking and research skills. By using the driving understanding that "every action has a reaction," students will come away with a
deeper appreciation of their personal connection to history and the role they have in shaping the future."

## World Religions (Grade 7) - MHW7DT

(Rotates with STEAM and Real Life)
This course will explore the world's five major religions. Religions to be explored will include Judaism, Christianity, Islam, Buddhism, and Hinduism. Students will explore the basics of these religions through our five keys to religious understanding: People, Beliefs, Places, Books, and Code of Conduct. The importance of this class lies in understanding and appreciating religious diversity and recognizing similarities, while creating ways to combat indifference and intolerance. This compliments the 7th grade World History course because students are better able to see the religious connection to the rise and fall of empires, the importance spirituality plays in the lives of human beings, and the various ways historical leaders have used religion during their reign in leadership positions. Students create a shared scrapbook via Google Slides to showcase their learning and personal connections they make with each religion. The end of the course culminates in students presenting their scrapbook to their parents and writing their answer to the essential question: "How does religious understanding reduce conflict in society?"

## Critical Thinking And Research (Grade 8) - MSL8GT

This rotator course challenges students to think critically about an important topic of their choosing and use the research process to dive in-depth on that topic and create a final project. Critical Thinking and Research (CTR) starts with learning about the research process and how it is used in everyday life. Students are asked to look at instances where they use research in their life and think critically on how research helps them make everyday decisions. Students spend time in the library where they learn about academic research and how to identify expert sources. Sourcing, citations, and the process in which you find information is all discussed and then applied to a major project that students complete at the end of the Goal. Research is a skill that students will need for the rest of their educational career and life. This course is designed as an introduction to skills and topics that they will need as they move forward into high school.

Students are asked to think about an important historical topic to them and do a deep exploration into that topic. They start with the exploration of multiple topics that they are interested in and then move into pre-search on one of those topics. They must think critically about their topic and create an overarching question that their research then must answer. At the end they create a video, rich with images and information, to share with their class.

## History Of The United States (Grade 8) - MHS8RT

The 8th grade American History course takes a chronological approach to studying the history of the United States. Starting from Pre-Revolutionary America and ending in 1865 at the conclusion of the Civil War, students study the physical, political, and social growth of our nation and are challenged to find connections between our rich past and our current status. Through the study of the facts, students are able to see the relationships between individuals, groups and ideologies that have shaped the history of the United States. However, it is also important to present concepts that help students to understand the cause and effect of events that have influenced the American experience.

This survey course focuses on the American Revolution, the Constitution, Westward Expansion, and the Civil War, emphasizing the theme of revolution and what it means to be revolutionary. Students will assess the revolutionary nature of our nation's founding documents and principles. They additionally explore how these principles have been invoked to support both historical and contemporary revolutions. The course focuses on paragraph writing, analysis of primary sources, note taking strategies, analytical writing, reading comprehension, collaboration with classmates, and multiple research-based projects.

Special activities for this course include: participating in the America and Me Essay Contest; mapping the American Revolution in Boston and a social revolution of choice in Detroit; developing a research based, constitutional supported, presentation on a 21st century social revolution; partaking in the Lewis and Clark interactive experience; and the interdisciplinary class trip to Boston. The history department views the trip as an extension of the classroom experience, so students "feel" the history they are learning back in the classroom.

Text: U.S. History American Stories: Beginnings to 1877, National Geographic, 2018

## MATHEMATICS (MIDDLE SCHOOL)

The Middle School Mathematics department offers a rich variety of courses to meet students' individual needs. Emphasis is placed on applying computational skills to quantitative situations. Within each course, technology is utilized to enrich the curriculum. It is our aim to present concepts in a manner that engages students and enables them to think critically while developing mathematical understandings and connections. By encouraging our students to problem solve, inquire, and reason, our curriculum reflects the ideology of current best practices in mathematics education.

For students who complete the Middle School mathematics sequence early, Advanced Geometry and Advanced Algebra II are offered. Students may also be enrolled in higher level high school math
courses as needed. The department provides numerous opportunities for students to compete in mathematics contests at the school, regional, state, national and international levels.

## Mathematics (Grade 4)

The fourth grade math program revisits basic algorithms, adding to the application of multiplication and division. All students use an online game-based math fraction program called Frax by Explore Learning. Multiplications up to two digits and division of two- and three-digit numbers are studied. Place value, metric measurement, graphs, mental math, and problem solving are explored. Addition and subtraction of fractions with like and unlike denominators are studied, and decimals to the tenths and hundredths place as well. All students participate in Continental Mathematics League (CML) competitions. Our approach and textbook are Common Core Compliant. We encourage inquiry and understanding as well as supporting the development of skill mastery Online practice materials and after school enrichment opportunities are offered.

Text: GO Math! Grade 5, Houghton Mifflin,2015

## Mathematics (Grade 5) - MMA5RT

The fifth grade math program builds on the preceding third and fourth grade programs and emphasizes a balance between computation and problem solving. Students practice the four basic operations of addition, subtraction, multiplication, and division with whole numbers, fractions, and decimals. Twice per week, classes reinforce math computation skills through timed Mad Minutes. Students are introduced to key concepts in geometry and measurement. The foundation of algebraic thinking is explored through practice of variables and expressions. Students learn the importance of applying math knowledge to real-life situations. They explore and use a variety of techniques and strategies for problem solving. Students use supplementary materials, including manipulatives and math games, to enhance their learning. We encourage inquiry and understanding as well as supporting the development of skill mastery

Text: GO Math! Grade 6, Houghton Mifflin, 2015

## Mathematics (Grade 6) - MMA6RT

The math program includes a gradual expansion of students' knowledge of number systems. The course emphasizes mathematical structure, development of equations, solutions to equations,
graphing, geometry, metric system, fractional numbers, decimal numbers, percents and integers. Estimation, problem solving, and the algebraic process are key components throughout the course.

Text: Math: Course 2, McDougal Littell, 2007.

## Advanced Mathematics (Grade 6) - MMA6AT

This demanding Grade 6 course is for the students who have not only excelled in mathematics but are able to think critically and apply the concepts to related topics. Students are presented new concepts in a more abstract manner requiring the use of the algebraic process to determine solutions. Core Grade 6 topics are integrated throughout the course. Enrollment is determined by recommendation based upon the departmental criteria.

Text: Math: Course 2, McDougal Littell, 2007.

## Pre-Algebra (Grade 7) - MMA7R

This course emphasizes solving equations algebraically, thereby strengthening arithmetic skills and developing the necessary, traditional pre-algebra concepts. Work with positive and negative rational numbers, variables and exponents is stressed. Elementary geometry concepts are studied, emphasizing the metric system and the application of geometric formulas. Number theory, graphing and word problems are also studied. Spreadsheets and graphing data, utilizing computers, are coordinated with the science department.

Text: Pre-Algebra, Larson, 2012

## Advanced Pre-Algebra (Grade 7) - MMA7AT

In the advanced course, the approach is more abstract and theoretical than in the regular pre-algebra course. The same traditional pre-algebra topics are presented as in the Grade 7 Pre-Algebra course. In addition, more in-depth emphasis is placed on number theory, graphing equations, functions, strategies for solving word problems, exponents, real numbers, varied base numbers, geometry and elementary algebra. The algebraic method is used in equation solving throughout the year. Enrollment is determined by recommendation based upon the departmental criteria.

Text: Pre-Algebra, Larson, 2012

## Mathematics (Grade 8) - MMA8TT

This is a course for those students who will benefit from additional pre-algebra mathematics before taking Algebra I. Emphasis is placed on strengthening arithmetic skills, introducing geometric concepts and providing the student with a stronger understanding of the properties of the number system. Topics are taught so that their relationship with algebraic concepts is stressed. Special emphasis is placed on providing the students with opportunities to be successful in mathematics. Topics studied in depth include operations with integers and rational numbers, equations, problem solving, area and volume, and graphing. The goal of this course is to provide a smooth path from arithmetic to algebra and from the visual world and arithmetic to geometry.

Text: Algebra Readiness, Prentice Hall, 2010.

## Algebra I - MMA8RT

(Fulfills one high school credit)
This high school level course is designed for those students who have mastered the topics discussed in Pre-Algebra. Both the structure of algebra and the development of computational problem-solving skills are stressed. The course of study includes working with real numbers, equations and inequalities, systems of equations, coordinate geometry, quadratic equations, polynomials and rational equations. Throughout the course, topics are integrated and reviewed. Graphing calculators, supplied by the department, are used in relation to the course work.

Text:Algebra 1, Larson Boswell, 2022.

## Advanced Algebra I - MMA8AT

(Fulfills one high school credit)
In this advanced course, more in-depth work is assigned and more rigor required. The same topics covered in Grade 8 Algebra I are studied and integrated. Additional topics that are often just introduced in an Algebra I course and then expanded in the Upper School mathematics courses may also be studied. Such topics could include probability and statistics, sequences, permutations, combinations and others. Graphing calculators, supplied by the department, are used in relation to the course work. Enrollment is determined by recommendation based upon the departmental criteria.

Text: Algebra 1, Larson Boswell, 2022.

## Advanced Geometry - MMA8GT

(Fulfills one high school credit)
This advanced level course is for those Middle School Students who have successfully completed the Advanced Algebra Course. The geometry concepts are introduced visually, analytically, inductively and deductively. The course integrates topics from both algebra and geometry. Emphasis is placed on the development of logical reasoning with the mathematical systems studied. The basic postulates and theorems of Euclidean geometry are developed and the concept of formal proof is studied in depth. In addition to the traditional topics of geometry, basic concepts of logic, set theory, groups and graph theory are studied.

Texts: Geometry, Moise Downs, 1991.

## Advanced Algebra li - MMAOAT

(Fulfills one high school credit)
This course is for those students who have successfully completed the Advanced Geometry course. It is a demanding second year algebra course with emphasis on preparing the student for the Advanced Placement program in mathematics and/or the International Baccalaureate syllabus. Course content includes properties of the real number system, solving equations and inequalities,solving systems of equations, relations and functions, quadratic relations and systems, graphing functions and relations, polynomials and polynomial functions, exponential and logarithmic equations, sequences and series, permutations, combinations and probability, analytic geometry, basic statistics, matrices, and the study of transformations.

Text: Algebra and Trigonometry, Pearson Addison-Wesley, 5 ${ }^{\text {th }}$ Edition 2012.

## PHYSICAL EDUCATION (MIDDLE SCHOOL)

The mission, philosophy and purpose of the Detroit Country Day Middle School physical education program reflect the school's motto -Mens Sana in Corpore Sano (a sound mind in a sound body). The Middle School physical education program strives to develop within each student an understanding of how to achieve and maintain a sound mind in a strong body. The Middle School physical education program also strives to challenge students to achieve their individual potential, while encouraging the attainment of lifetime skills and health and wellness values.

Desired goals of the middle school physical education program are:
// An appreciation of fitness as a lifetime pursuit
// The development of a diligent work ethic
// A commitment to teamwork
// The integrity to play by the rules and exhibit good sportsmanship
// The development of a positive self-image and a respect for others
// To build an understanding of personal responsibility for one's fitness and health
// The ability to win graciously and lose with dignity
// To develop and maintain a tradition of excellence
// To maintain a safe athletic environment

The physical education and athletic departments present the "Corpore Sano: Elite Achiever" Award to Grade 6, 7 and 8 students who attain elite achievement in interscholastic athletics and physical education. To be eligible for the yearly award, students must meet the criteria set forth in the areas of:
// Athletic Sport Participation - Successful completion of more than the minimum interscholastic / on campus sport requirement for each grade level
// Individual Fitness Testing - An average of the 85th percentile in the Mile Run, Pacer, Shuttle Run, Pull-Ups, Push-Ups and Sit- Up tests based on gender and age
// Written Component - Short written narrative ( 100 words or more) describing how Middle School interscholastic sports and physical education have made an impact on their lives. Students are to focus their essay on at least one of the four tenets of the Middle School Honor Covenant

## PE (Grade 4-5) - MPE5RT

The school motto, Mens Sana In Corpore Sano (A Sound Mind in a Sound Body) is the cornerstone of the Lower School physical education program. The hallmark of this approach is a nurturing, non-competitive learning environment that allows students to experience the joy of efficient movement in a non-threatening setting. Students are able to explore a wide range of activities that encourage the development of gross motor coordination, visual motor coordination, muscle strength, endurance and social skills.

Students are evaluated on effort, behavior and maturity in fundamental movement patterns. These movement patterns are the foundation elements of the movements that must be performed in sports, dance and recreational activities. The program objective is to have all students approaching a mature (efficient) movement pattern in locomotor and manipulative skills. Low-organized games are used to enhance development of manipulative skills, problem solving and sportsmanship.

Instructional units include traveling, volleying, dribbling, catching, kicking, throwing, striking with implements, jumping and landing, dance, educational gymnastics and project adventure.

## Grade 4-5

// Specialized sport skills
// Lead-up sports games and activities
// Precise fitness program
// Fitness testing

## PE (Grade 6) - MPE6RT

The structured physical education curriculum includes an in-depth fitness evaluation of each student in the fall and retesting of each student in the spring of each school year. Students are evaluated on their health-related fitness levels in four test areas: cardiovascular endurance, muscle strength, agility and flexibility. The students complete a battery of tests that include: mile run, pacer test, shuttle run, sit-up, pull-ups, push-ups.

Instructional units include Project Adventure (climbing), soccer, flag football, field hockey, ultimate Frisbee, cross country, basketball, gymnastics, volleyball, team handball, floor hockey, trackandfield, softballandpaddletennis. Various Competitive Sport units incorporate a "Sport Education Model" which requires students to participate as referees. Participation in this "Sport Education Model" encourages students to be successful, enthused and committed to doing better for themselves and their team.

Scores, statistics, pictures and articles are posted on the physical education bulletin board. Units are grouped by skill and students are able to transfer the skills they are learning across the curriculum.

Students do receive a mark in Grade 6 physical education but are evaluated on their health related fitness scores, sport skill achievements, climbing initiatives, behavior, attitude, industry, organizational skills and leadership ability.

## PE Rotator (Grade 6) - MPE6DT

(Rotates with Art - MAR6DT)
The structured physical education curriculum includes an in-depth fitness evaluation of each student in the fall, communication of the student's fitness profile with the student's parents, recommended exercise programs and retesting of each student in the spring of each school year. Students are evaluated on their health-related fitness levels in four test areas: cardiovascular endurance, muscle
strength, agility and flexibility. The students complete a battery of tests that include: mile run, pacer test, shuttle run, sit-up, pull- ups, push-ups..

Instructional units include Project Adventure, flag football, field hockey,ultimateFrisbee, basketball, volleyball, team handball, floor hockey, track and field, and paddle tennis. Units are grouped by skill and students are able to transfer the skills they are learning across the curriculum.

Students do receive a mark in Grade 6 physical education but are evaluated on their health related fitness scores, sport skill achievements, climbing initiatives, behavior, attitude, industry, organizational skills and leadership ability.

## PE Rotator (Grade 7) - MPE7Z

Studentsare evaluated on their health-related fitness levels in four test areas: cardiovascular endurance, muscle strength, agility and flexibility. The students complete a battery of tests that include: mile run, pacer test, shuttle run, sit-up, pull-ups, push-ups.

Instructional units include badminton, ultimate Frisbee, and team handball.

The rotator curriculum is a continuation of the Project Adventure Ropes Course Climbing Curriculum. The Grade 7 initiatives are more advanced and conclude with climbing on the high elements. They include climbing walls two, three and five, the high wall, climbing into the eagles nest, completing a blindfold climb, a 360 degree spin to the cargo net and mastering self-belaying techniques.

## PE (Grade 8) - MPE8RT

The structured curriculum includes an entire school year of continuous fitness activities for each student, communication of the student's fitness profile with the student's parents and recommended exercise prescriptions for each student. Principles of cardiovascular and strength training appropriate for Grade 8 students are taught. Directed daily exercise, strength training and cardiovascular programs are conducted utilizing free weights, cybex machines and a variety of cardiovascular machines in the Fitness Center.

Students are evaluated on their health-related fitness levels in four test areas: cardiovascular endurance, muscle strength, agility and flexibility. The students complete a battery of tests that include: mile run, pacer test, shuttle run, sit-up, pull-ups, push-ups, sit-and- reach test

The competitive sports education curriculum includes instructional units in various competitive games such as ultimate Frisbee, flag football, basketball, badminton, volleyball, softball, team handball, floor hockey and tennis.

The second goal curriculum includes a continuation of the Project Adventure Ropes Course Climbing Curriculum. The Grade 8 initiatives are more advanced and conclude with jumping from the high trapeze which hangs from the ceiling. Additional initiatives include climbing walls two, six and seven, the ceiling climb, various spins into the cargo net, a single and double rope climb, and the dangle do challenge.

Students do receive a mark in Grade 8 physical education but are evaluated on their health related fitness scores, sport skill achievements, climbing initiatives, behavior, attitude, industry, organizational skills and leadership ability. Students may elect to receive athletic credit for successful participation in this class.

## SCIENCE (MIDDLE SCHOOL)

The intent of the Middle School science curriculum is to engage Middle School students in a wide variety of topics and to provide a meaningful context for their science education at a personal,local, and global level. All classes are student-centered with an emphasis on science process skills and hands-on, minds-on activities. Cooperative learning is used extensively in the classroom and students are challenged to think critically as well as creatively. Students at all levels will develop reading and writing skills for the content area through the use of relevant and current resources from a variety of sources and will implement technology to aid in their understanding and application of topics.

## Science (Grade 4)

Grade 4 science offers students a year of in-depth exploration of topics in earth science, physical science, and life science. At the end of each unit, students use the knowledge and understanding they have gained to complete a STEAM (Science, Technology, Engineering, and Mathematics) project that allows for deeper investigation. Fourth Grade scientists explore the world around them by first investigating the role of plants and trees. In this first unit of study, students focus on making observations and asking investigative questions. Students then move on to a study of how organisms interact with each other through our unit on ecosystems. In this unit, students develop and use models, analyze and interpret data, and construct explanations. Students continue to use these skills in their study of energy. Grade 4 students participate in a 3 day outdoor learning experience where they participate in activities such as pond life, wilderness skills, compass/orienteering, and fire
building. Air and weather are the culminating units in Grade 4 science. Within these two units, students gather information from experiments and other resources to provide evidence and construct scientific explanations.

## Science (Grade 5) - MSC5RT

Grade 5 science offers students a year of in-depth exploration of topics in earth science, physical science, and life science. At the end of each unit, students use the knowledge and understanding they have gained to complete a STEAM (Science, Technology, Engineering, and Mathematics) project that allows for deeper investigation. Fifth Grade scientists explore the world around them by first investigating our changing Earth. In this first unit of study, students develop and complete experiments, make observations, and develop questions to further their understanding of how rocks are formed and classified. Students then move on to a study of the human body. Students develop and use models, analyze and interpret data, and construct explanations as they complete the following units of study: cells, digestion and respiration, circulation and excretion, and muscles, bones, and nerves. Flight and space exploration are the culminating units in Grade 5 science. Within these two units, students focus on obtaining, evaluating, and communicating information using evidence collected from experiments, text, simulations, and models.

## Science (Grade 6) - MSC6RT

The theme of the 6th grade science curriculum is "Our Impact on the World". Students will use an inquiry-based approach to consider how human actions impact topics such as water quality, human health, food safety, and ecosystems. All classes will participate in the Salmon in the Classroom program, directly applying concepts to a real-world project. In addition, students will become citizen scientists by using resources from the Cornell Lab of Ornithology and the Rouge Education Project to study bioindicators of the environment, and the DCDS natural areas will be utilized. Skills threaded throughout the year include: using evidence to make inferences, qualitative and quantitative observations, classification, data analysis, research, organization, critical thinking, and argumentation. The curriculum emphasis will differ slightly during each unit, and students will keep a notebook that will provide a foundation for their studies. The laptop will be used for various activities throughout the year.

## Science (Grade 7) - MSC7RT

The unifying theme for the Grade 7 curriculum is "Our Moving World." Students will explore the concepts related to forces, Newton's Laws of Motion, and energy. Students will learn how speed, acceleration, forces, and energy are involved in their daily lives. Scientific method/processes and
research skills are further developed and implemented during class activities and projects. Students will design and complete their own projects both individually and within groups. Students will learn to think critically about science, using a claim, evidence, and reasoning format. In addition, the 7th grade students will explore watersheds, the Great Lakes, and participate in the Rouge River Education Project. The curriculum emphasis will differ slightly during each unit and students will keep a journal that will provide a foundation for their studies.

## Science (Grade 8) - MSC8RT

The unifying theme for the Grade 8 science curriculum is "What Makes Up the World Around Us?" where students explore the building blocks of life and the environment. Topics studied include climate change, density, weather and natural disasters, atoms and molecules, and an introduction to genetics. As these topics are studied, current issues are discussed, with an emphasis on the student's role in the world and an individual's right to make choices that impact others. The laptop will be used for various activities throughout the year. Eighth grade students will participate in the Friends of the Rouge water quality testing in the spring. The curriculum emphasis will differ slightly during each unit and students will keep a notebook that will provide a foundation for their studies.

## Chemistry (Grade 8) - MSC8AT

Prerequisite: Teacher recommendation
Recommended Grade 8 students may elect this option. Chemistry involves the study of the structure, properties and composition of substances, and the changes that substances undergo. This course specifically studies atomic structure, electronic structure, the periodic table, nomenclature, chemical equations, chemical composition, stoichiometry, gas laws, kinetic theory, and a brief introduction to biochemistry. Lab experiments complement the material and allow the student to collect and analyze data to reinforce the mathematical relationship that exists in chemistry. Emphasis is placed on experimentation, exploration, collaboration, and inquiry. Students are challenged to solve problems by designing experiments and synthesizing data.

Text: Online textbook: Chemistry: Intermediate Edition (ck12.org)

## STEAM (MIDDLE SCHOOL)

STEAM stands for science, technology, engineering, art and math. The mission, philosophy and purpose of the Detroit Country Day Middle School STEAM education is to foster a learning
environment in which students solve problems and create new designs using concepts and skills from math, science and technology and integrating the Design Thinking Process.

## Introduction To STEAM (Grade 6 Rotator With Real Life) - MST6GT

STEAM stands for science, technology, engineering, art and math. The objective of this course is to foster a learning environment in which students solve problems and create new designs using concepts and skills from math, science, and technology. Through authentic projects based on real-world endeavors and involving a range of engineering disciplines, students will learn problemsolving strategies, apply math and science knowledge, and grow in their capacity for creativity, fun, and hands-on learning. All sixth grade students will attend STEAM for one goal.Topics featured in Introduction to STEAM include the engineering design process, practical applications of physical science and energy including roller coasters and solar cars, and computer programming. Introduction to STEAM concludes with a "Makerspace" experience in which students have the opportunity to create and share design projects of their own choosing, using a variety of new technologies introduced in the class.

## STEAM - Special Topics (6th Grade - Rotator Elective) - MST6GT1

STEAM is for students who enjoy creative thinking, hands-on building, solving problems, and learning to use new technology. In STEAM, we explore different areas of engineering while creating new designs, using a variety of technology including 3D printing, computer programming, and robotics. 6th Grade STEAM rotator will provide similar topics to the Intro to STEAM rotator, but with opportunities for more in-depth exploration of topics and technology. The STEAM Rotator is a project-based class and is adaptable to all levels of technical ability from beginner to experienced.

## Bridges, Buildings And Burroughs (7th Grade - Goal Elective) - MSTB7GT

Bridges, Buildings and Burroughs( "B cubed") is a STEAM elective for students who enjoy creativity, hands-on projects, and exploring the world around them with an emphasis on architecture, city planning and engineering in this Goal rotator. Students will investigate and solve real-world problems as they collaboratively create a city prototype designed to meet specific needs and challenges. This class will work towards submitting an entry into the Future Cities competition in late winter. This STEAM rotator is a project-based class and will build on concepts and skills students practiced in the Intro to STEAM course in sixth grade.

## STEAM (7th Grade - Goal Rotator Elective) - MST7GT

STEAM is for students who enjoy creative thinking, hands-on building, solving problems, and learning to use new technology. In STEAM, we explore different areas of engineering while creating new designs, using a variety of technology including 3D printing, computer programming, and robotics. 7th Grade STEAM rotator builds on the ideas introduced in the 6th-grade Introduction to STEAM/Super 6 course but includes a wider range of topics, technology, and opportunity to explore concepts in depth. The STEAM Rotator is a project-based class and is adaptable to all levels of technical ability from beginner to experienced. This course may be taken in conjunction with Full Year STEAM.

## Yearlong STEAM (Grade 7) - MST7RT

This course builds on the ideas introduced in 6th grade Introduction to STEAM but involves greater complexity and challenge.. The intent of 7th grade STEAM is to provide opportunities for students to explore engineering and design with a wide variety of technologies, ranging from 3D printing and creating polymers to soldering electronic devices and programming microcontrollers. With the in-depth study enabled by a yearlong course, students will gain expertise in design and engineering skills that will permit more independent and individualized project development through the course of the year, culminating in a final design project based on each student's interest. 7th Grade STEAM may include field trips and guest speakers as schedules permit. We will be participating in local or national competitions relevant to STEAM based topics

## Yearlong STEAM (Grade 8) - MST8RT

This course builds on the ideas introduced in Introduction to STEAM but involves greater complexity and challenge than both the $7^{\text {th }}$ grade course and $8^{\text {th }}$ grade STEAM Rotator. The intent of 8 th grade STEAM is to provide opportunities for students to explore engineering and design with a wide variety of technologies, ranging from 3D printing and creating polymers to soldering electronic devices and programming microcontrollers. With the in-depth study enabled by a yearlong course, students will gain expertise in design and engineering skills that will permit more independent and individualized project development through the course of the year, culminating in a final design project based on each student's interest. 8th Grade STEAM may include field trips and guest speakers as schedules permit. We will be participating in local or national competitions relevant to STEAM based topics.

## WORLD LANGUAGES (MIDDLE SCHOOL)

The majority of Middle School students study at least one world language, providing them the opportunity to broaden their horizons. Students benefit from a deeper appreciation for other cultures, increased career opportunities, more satisfying travel and developing a better understanding of one's own language.

The fourth and fifth Grade World Language class touches on while preparing students for future language study. In the sixth through eighth grade classes, all skills of language acquisition are targeted: reading, listening, speaking and writing in conjunctionwithculturebynativeor near-native speakers. In French and Spanish, grammar and vocabulary are introduced in practical, comprehensible everyday situations. In Latin, the focus is directed towards morphology, syntax, semantics and culture via age-appropriate readings, allowing students to make strong and meaningful connections with English.

The learning experience goes beyond the classroom, as we go on a variety of local excursions including the Kelsey Museum of Archeology and the DIA. There is also the opportunity to join the festivities during National Language Week, which vary from year to year. Activities include dance performances and instruction as well as art displays. Throughout the year, the Latin and French Clubs provide interested students opportunities to explore culture on a deeper level. Latin students attend the Michigan Junior Classical League Conference. In addition, students participate in competitive National Exams sponsored by the American Classical League, the American Association of Teachers of Spanish and Portuguese and the American Association of Teachers of French.

The language program is integrated into the curriculum and is considered a full academic class. Successful completion of the Middle School language program fulfills the first year requirement in the Upper School.

## Spanish (Grade 4-5)

Introductory topics and activities include Spanish Around Us and Cognate Recognition and Exploration. High frequency verbs and Special Person interviews are included in the curriculum. Topics include days of the week, weather, seasons, dates, holidays, birthdays, music, dance, and celebrations in the Spanish-speaking world. Other themes include My Family and me, My Clothes, My Meals, My Home and Where I Live. Hispanic Heritage Month Activities are also a highlight. The primary method of instruction is Comprehensible Input.

Texts: Materials provided by teacher

## French 6 - MFR6IT

## Prerequisite: None.

This course introduces vocabulary and structures for communication and conversation. Students will learn greetings, numbers, dates, time, weather, common school objects, and family. We will introduce pronouns and ER verbs and how to form and answer questions.

Texts: Materials provided by teacher.

## French 7 - MFR7IT

Prerequisite: Department recommendation (based on Grade 6 performance and assessment).
Expansion of the student's language experience is the primary goal of this course. Students study a wide variety of grammatical concepts including common prepositions, the various uses of the definite and indefinite articles, and the common contractions with the articles. They also learn possessive adjectives, common adjectives, and a few irregular verbs. New vocabulary is important as students learn the rooms of the house, the names of places and how to give directions. The final unit includes vocabulary for sports, musical instruments, pets and the family. Students are encouraged to express themselves entirely in French during class time.

Texts: Materials provided by teacher.

## French 8 - MFR8IT

Grammar points include: verbs that add an accent in certain forms, the conjugation of -ir and -re verbs and how to form imperatives. Students review regular adjectives, but also learn the patterns for some irregular adjectives as well as how to form the comparison of adjectives. An important portion of the year is dedicated to the past tense as students learn how to form this tense for regular and irregular verbs and which auxiliary verb to use. Students also read a short spy mystery entirely in French. Throughout the year, the emphasis is on students expressing themselves exclusively in French. Themes are centered on sports, technology and travel.

Texts: Materials provided by the teacher.

## Latin 6 - MLA6BT

This course introduces the formal study of Latin. The general objective is for the student to be able to read, write, understand and translate Latin and to recognize and apply grammatical concepts. Part of learning Latin is to understand the language as communication of ideas and values of Roman culture and how it served as a foundation of Western culture. Through word study, students will realize the practical application of Latin, as a significant percentage of English vocabulary originates from Latin. Studying Latin bases, prefixes and suffixes will increase English vocabulary skills. It will also serve as a strong foundation for those students who wish to study French, Italian, Spanish, Portuguese or Romanian during their academic career.

Reading material is the source for all vocabulary. Grammar study includes first, second and third declensions of nouns and adjectives in all cases as well as the indicative and imperative action of all four conjugations of verbs in the active voice. Analytical skills will be sharpened as Latin is a highly inflected language. Reading material and culture are ideal vehicles for improving the critical thinking of students of all ages while they learn about Roman history and daily life.

Texts: Suburani, Hands Up Learning, 2020. Additional materials provided by the teacher.

## Latin 7/Beginning Latin 7 - MLA7IT

Prerequisite: Latin 6
This course serves as a continuation of Beginning Latin. Objectives include reading, writing and translation proficiency while recognizing and applying grammatical concepts.

Reading material is the source of all vocabulary. Grammar study includes first, second and third declensions of nouns and adjectives in all cases and genders and the indicative and imperative action of all four conjugations of verbs in the active and passive voice.

Personal, demonstrative and relative pronouns as well as adverbs are introduced. Students study various aspects of Roman civilization: history, daily life and mythology. Critical thinking will help students Analyze,synthesize and evaluate text and predict an outcome.

The word study portion of the class teaches students word formation and derivation of English words from Latin, showing the interrelationship between Latin and English.

Texts: Suburani, Hands Up Learning, 2020. Additional materials provided by the teacher.

## Latin 8 - MLA8AT

Prerequisite: Latin 7
This course serves as a continuation of Intermediate Latin. The general objectives are for the student to be able to read, write, understand and translate Latin, and to recognize and apply grammatical concepts.

Reading material is the source of all vocabulary. Grammar introduces students to irregular verbs in all tenses, passive voice in all tenses, interrogative and demonstrative pronouns, comparisons, relative clauses, participles and the principles of word formation. The political structure of the Roman Republic is studied and related to modern governments. The reading material and grammatical exercises are also used as a basis for critical thinking activities in which students analyze, synthesize and evaluate text and predict outcomes.

Texts: Texts: Suburani, Hands Up Learning, 2020. Additional materials provided by the teacher.

## Spanish 6-MSP6BT

This course is an introduction to the Spanish language and culture of Spanish-speaking people around the world. The emphasis is on conversation, pronunciation, reading and writing for communicative purposes. Students begin to acquire the knowledge of basic grammatical structures as they study vocabulary associated with age-appropriate everyday topics. These include, butare not limited to, greetings and introductions, the weather, school materials and subjects, likes and dislikes, and physical/personality descriptions. Students who begin Spanish study in the Grade 6 will have the opportunity for in-depth study of the language and culture over three years, promoting long-term mastery of Spanish language skills. Providing they continue successfully through three years of Middle School study, they will be prepared for second-year language study in the Upper School.

Texts: Materials provided by the instructor.

## Beginning Spanish 7 And/Or Beginning Spanish 8 - MSP7BT, MSP8BT

## Prerequisite: Must be in Grade 7 or 8

Students begin to speak, read, write and comprehend the Spanish language on a fundamental level. Communication of relevant ideas and meanings in real life situations allows for students to understand grammar inductively. As the year progresses, previously introduced concepts reappear, allowing for repetition and enhancement of student learning. Native pronunciation is stressed as well as different regional dialects. Vocabulary emphasis: greetings, telling time, weather, numbers, parts of
the body, classroom objects, the calendar, hobbies, descriptive adjectives, -ar,-er, and -ir verbs in the present tense, location and food. Students learn to communicate as they participate in paired and small group activities, write short essays and role play real life situations.

Grammar focus: Subject pronouns including tú and Usted and vosotros vs. Ustedes, gender and number, definite and indefinite articles, the present tense of regular and irregular verbs such as ser, hacer, tener and ir, direct object pronouns, noun and adjective agreement, definite and indefinite articles.

Texts: Materials provided by the instructor.

## Spanish 7 - MSP7IT

## Prerequisite: Beginning Grade 6 Spanish

This class is a continuation of Beginning Spanish from Grade 6. Continued emphasis is placed on culture as well as the Spanish language. Intense review is offered along with the introduction of new material. Vocabulary and grammatical themes include: food, utensils,-erand -ir verbs, ser, tener, hacer, possessive adjectives, locations in the community, activities, family and pronunciation of consonants. Additionally, students explore cultural aspects such as the quinceañera celebration and Day of the Dead.

Texts: materials provided by the instructor

## Honors Spanish 8/ Spanish 8 - MSP8BT

Prerequisite: Beginning Spanish and must be in Grade 8
Spanish 8 is a course designed for those who have successfully completed Grade 7 Spanish. Students continue to develop their skills by revisiting previously learned concepts while learning new and more complex grammatical structures.

Themes include sports, technology and travel. Students strive for novice high-intermediate low level proficiency.

Texts: Materials provided by the instructor

## CO-CURRICULAR INFORMATION (MIDDLE SCHOOL)

## Learning Support And Tutorials

The Middle School Learning Support Consultant runs the Learning Support Program (LSP). The Learning Support class is staffed by grade level faculty, and provides individualized, academic support aligned to the core curriculum for designated students. In addition, many tutorials are offered after school on a regular basis; days will be announced in the Weekly Bulletin. Tutorials with specific teachers can be set by appointment either just before or just after school. Homework supervision will be assigned after school as needed. Students may also see a teacher or be assigned to study skills assistance during a common unscheduled period or selected FLEX (Featured Learning Experience) periods.

## LIBRARY SERVICES (MIDDLE SCHOOL)

## Our Values - We believe:

// That intellectual freedom is a fundamental right for all.
// That literacy is an essential skill across all platforms and disciplines.
// That reading for personal information and enjoyment leads to lifelong learning.
// That respect for intellectual and creative property is everyone's responsibility.

## Our Mission - Teach, Inspire, Explore

From students conducting research or quietly reading to faculty members working collaboratively with the librarian, , the Library is a hub of activity in the Middle School. The Library is staffed by a professional librarian, and it is open to all students before, during, and after school. Students draw from a continually growing, diverse collection of print and digital materials, and Destiny Library Catalog gives access to the library's print collection as well as to Sora ebooks. The Middle School Library Canvas course and website provides access to online reference databases from multiple vendors, which offer thousands of expert resources. Additionally, the DCDSReads Library website is an extensive resource for students, faculty and parents who are looking for great books to read.Special programs such as a book fair, visiting authors, and other book-related activities help students further develop their love of reading. The librarian also provides professional development on the use of new resources and technology and speaks to teachers and parents about technology and teens.

A crucial mission of the Library program is to collaborate with each department to support the curriculum. All students are given "just-in-time" instruction to meet their academic needs, and instruction focuses on several areas:

Reading - Through book talks, displays, reading lists, emails about new books and special programs, students frequently hear about and see books that may be of interest to them.
Research skills and information literacy - Students are taught how to use print and digital resources effectively and how to decide which resources are created by experts. .
Responsible use of resources - Students receive instruction on the importance of giving credit to their research sources, how to create a list of works cited, how to avoid plagiarism, and how to use technology and all resources responsibility.

## AFTER SCHOOL PROGRAMS (ATHLETICS) (MIDDLE SCHOOL)

Students in Grade 7 are required to successfully complete one season of athletic participation each year. Students in Grade 8 are required to successfully complete two seasons of athletic participation each year. One of the athletic sport activities must be an on- campus interscholastic sport. The second sport requirement may be satisfied by participating in an intramural or non-team sport or physical education class.

The Middle School athletic program is designed to provide every student an opportunity to participate at his/her appropriate level, offering competitive and intramural options.

Please refer to the website (www.dcds.edu) for current sports offerings

## After School Programs (Grades 4 \& 5)

PM Enrichment classes are optional after school activities offered for Grades 4 \& 5, to meet the growing interests of children beyond the normal academic day. There are three eight-week sessions which meet during the fall, winter, and spring, Tuesday through Friday, for one hour. Registrations are sent electronically to parents one week before the start of each session, and are honored on a first-come, first-served basis and space availability. Certain activities, such as art, may be limited to participation in one session only.

## CLUBS (MIDDLE SCHOOL)

The Clubs program is designed to offer socialization, as well as to allow students to explore interests, discoverpassions, and develop responsibility. Students may select from among competitive, academic, athletic, craft, artistic, hobby, performance and service options.

Please refer to the website (www.dcds.edu) for detailed information.

## UPPER SCHOOL

## INTRODUCTION

Detroit Country Day School offers academic programs that contribute to the liberal arts education of students. Symposia and assemblies on current societal issues, and theatre, art and musical enrichment programs serve to stimulate the mind and provide a variety of experiences in the educational process. By designing additional intellectual, ethical, aesthetic, and social activities beyond the classroom, students learn to think in several arenas of knowledge and to apply a tough, discriminating intellect to the information they obtain.

The educational process demands meaningful homework assignments that are corrected, graded, reviewed, and returned to the students. Each teacher must post assignment sheets electronically for students as part of a planned approach toward teaching and learning. Teachers must display sound pedagogical practices and evidence classroom preparation.

For students, it is axiomatic that assessment is an integral part of the instructional process. Assessment may take many forms, including project-based assessment, research, written work, collaborative work, in-class oral examinations, and written examinations. Examinations require students to develop a course perspective and to reflect on acquired knowledge. Students regularly prepare for hourly examinations, as well as for two-hour midyear and final examinations; this comprehensive assessment is necessary for a proper education as well as preparation for college/university practices.

Detroit Country Day School is also committed to the psychological, social, athletic, and aesthetic development of the student. To this end, students are required to earn White Points for service to others, Gold Points for activities, Blue Points for athletics and for fine and performing arts credit. The point system ensures student involvement and self-growth. The school believes that this goal of total involvement leads to the complete realization of individual potential.

## MUSIC (UPPER SCHOOL)

The ancient Greek philosopher, Plato, extolled the benefits of music on the human being. He said: "Education in music is most sovereign because more than anything else rhythm and harmony find their way to the inmost soul and take strongest hold upon them, bringing with them and imparting grace if one is rightly trained." Detroit Country Day School values music as an important part of a
young person's development. Musical involvement has been shown to improve a student's self-discipline, dexterity, coordination, self-esteem, thinking skills, listening skills, creative ability, and personal expression. In addition, many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. Detroit Country Day School recognizes the important role musical instruction can play in a student's life and commits to numerous opportunities for student participation.

Our primary goal is to provide excellent musical experiences through performance in instrumental (orchestra and band) and choral music. These groups participate in the Michigan School Vocal Music Association and Michigan School Band and Orchestra Association festivals. We also emphasize individual growth by encouraging additional private study and participation in solo and ensemble festivals. Students are encouraged to continue their study of music through music history and theory classes. We provide our students with knowledge of our musical past, music of other cultures, and the mechanics and form of music. Emphasis is on performance, as well as the study of the intellectual, aesthetic, historical, and emotional aspects of music.

## Fundamentals Of Music Theory - UMU311, UMU312 (1⁄2 Credit)

Prerequisite: none
Students will learn how to read notes in multiple clefs, read rhythms in both simple and compound meters, sight-sing using solfege, and how to build triads and seventh chords. Students will be graded based on in class assignments, homework, quizzes and tests.

## Ap Music Theory (Honors) - UMU413H (AP/IB) (1 Credit)

Prerequisite: Fundamentals of music theory OR music theory placement test
Students will gain an in-depth understanding of standard chord progressions, voice leading, harmony, form and counterpoint. Students will explore solfege and its relation to harmony and $18^{\text {th }}$ and $19^{\text {th }}$ century counterpoint. Other topics covered include melodic, harmonic and rhythmic dictation, sight-singing, and figured bass analysis.

## Advanced Music Practicum - UMU421, UMU422 (½ Credit)

Prerequisite: Instructor approval
Students have the opportunity to work with the instructor to create personal music goals to achieve each semester in an independent study environment. This class is intended for those that wish to
deepen their musical knowledge in a particular area i.e. musical composition, song writing, instrumental or vocal techniques, or even to prepare for recitals and college auditions.

## Concert Band - UBD413 (1 Credit)

Prerequisite: At least 1 year instruction on a musical instrument.
The Concert Band plays three major concerts a year, performs at all home football games, at the commencement ceremony, and participates in the Michigan School Band and Orchestra Association festivals. Members are graded on class participation, daily preparation, concert performance, Smart Musicassignments,and in-class playing tests. Students will develop the fundamental skills on their instrument necessary to perform the highest level literature available to a young high school band.
Text: The Artistry of Fundamentals, Frank Erickson

## Jacket Big Band - UBD403H (1 Credit)

The Jacket Big Band is an auditioned based jazz ensemble that performs multiple concerts and performances throughout the year. The group performs at school concerts as well as gigs outside of school. Past performances have included Cliff Bells Jazz Club in Detroit and Zal Gaz Grotto in Ann Arbor. The Jacket Big Band is a zero hour class and will meet Monday mornings from 7:30-9:00 am and every Tuesday and Friday during lunch. Members will be graded on class participation, playing assignments, discussion topics, and in-class playing tests. Students will learn multiple styles of jazz music (swing, blues, latin, etc.) and learn both basic and advanced improvisational technique.

## Concert Choir - UCR413 (1 Credit)

Prerequisite: Tone-matching and voice placement audition
Concert Choir is a mixed choir of up to 65 students who enjoy singing and can pass a simple tone matching and voice placement audition. Three major concerts are given during the year, with occasional off-campus appearances and collaborative performances with local professional groups. This choir performs mostly collegiate level choral literature. Members of Bella Voce, a 16 voice advanced mixed ensemble, are chosen from the choir annually by audition. Detroit Country Day School choirs participate in all Michigan School Vocal Music Association (MSVMA) Choral and Solo \& Ensemble Festivals.

## Orchestra - UOR413 (1 Credit)

Prerequisite: Play string instrument

Orchestra is offered to all violin, viola, cello, and bass students. The orchestra plays two major concerts a year, the commencement ceremony, performs at Celebrate the Arts, and participates in the Michigan School Band and Orchestra and Solo and Ensemble festivals. Members of the orchestra are graded on in class participation, weekly practice assignments requiring 100 minutes of practice per week, in-class playing tests, and concert performance. Members may also perform in the Symphony Orchestra (a collaboration of selected members of Orchestra and Concert Band).

## Honors Symphonic Orchestra - UOR423H (AP/IB) (1 Credit)

## Prerequisite: Audition for Directors

The Honors Symphonic Orchestra is an audition-based ensemble consisting of the finest string, wind and percussionists at the Upper School. The orchestra performs the highest level repertoire available including many professional level works. This course is an honors level class, and the workload is comparable to any other honors level class at the Upper School. Within the Honors Symphonic Orchestra, we have formed five chamber groups within the class as a whole. Chamber ensembles provide the students with the following benefits: students have some control over what they perform and learn how to work together both on a musical and a personal level. The very best instrumental music programs across the state of Michigan all have numerous chamber ensembles. We do not feel that is a coincidence and as we strive to become the top music program in the state, we see a clear need to include chamber ensembles as part of our instrumental music curriculum. The Honors Symphonic Orchestra is one of the top five full orchestras in the state of Michigan and in District 4 the HSO is in the top three in the district. Our groups within the ensemble are and are not limited to: DCDS String Quartet which meets before school on Wednesday and Friday mornings and when they are preparing for fundraisers and parties during class. Saxophone Quartet meets exclusively during Honors Symphonic Orchestra. Percussion Ensemble meets exclusively during the Honors Symphonic class period.

Text: Repertoire as decided by the directors

## THEATRE, DANCE \& COMMUNICATION ARTS (UPPER SCHOOL)

The Theatre, Dance \& Communication Arts Department offers students the opportunity to explore their creativity in a nurturing and supportive setting. Each course engages students in technique exploration, practical performance opportunities and a research component reflective of our global cultural community.

## Honors Chamber Music Ensemble - UOR403H (1 Credit)

Prerequisite: By audition
The Honors Chamber Music Ensemble is a small ensemble of four to eight instrumentalists and meets three times per week. Students learn about different genres of chamber music and the performance practice of each genre studied. The ensemble(s) perform two school concerts per year, MSBOA Solo and Ensemble Festival and travel off campus for charitable performances for major organizations in the Southeastern Michigan area. Some performances include the CATCH Night of Champions, Rose VIP Reception and the Friends' Ball to benefit Ascension Providence Hospitals. Students receive a $1 / 2$ honors credit.

## Dance Foundations - UDN111 (1/2 Credit)

Students will develop their individual knowledge, skills, abilities, behaviors, and attitudes in relation to the world of dance, their own unique identity, and the world around them through the perspective of dance. Focus will be given to learning various dance techniques, basic dance history, and expressing one's self through movement. Students will discover their own movement potential and expand respect of self and others through the practice of studio etiquette, various class structures, and audience participation.

## Dance Foundational Movement - UDN 211/212 (1 Credit)

Foundational movement studies is a semester-long course in which both experienced and non-experienced explore movement patterns and basic skill development, as well as choreography and improvisational movement. Emphasis is placed individuals experiencing the positive effects of mind body connections made through movement. The semester culminates in an in depth project in which the dancers are asked to inform, create and reflect upon a topic of their choice.

## Dance Performance Studies - UDN 221/222 (½ Credit)

Performance studies is a semester-long course in which students will have the opportunity to build on technical dance skills, work with guest artists and learn choreography to be performed at our spring dance showcase. Although dance experience is not required, a disciplined approach to learning material is expected. A strong emphasis is placed on goal setting, both individually and as a group and accomplishments are celebrated.

Dance Repertory Ensemble - UDN413 (1 Credit)<br>Prerequisite: Audition or faculty approval.

The disciplined dance student may elect to audition for the Repertory Dance Ensemble, a year-long course in which students further strengthen their skills in contemporary dance forms through developing and performing repertoire of a variety of dance idioms. In addition to working with guest choreographers, students are encouraged to experience and analyze choreographic elements and work collaboratively and/or individually on work that is presented at our annual spring dance showcase. Dancers may also be invited to perform at multiple events throughout the year.

## Advanced Dance Practicum - UDN433 (1 Credit)

This course will be a technique and performance-based class that will challenge students to become well-rounded dancers in numerous dance genres. Dancers will be exposed to a wide variety of additional styles and introduced to local artists that study and teach these dance techniques. Dancers will use the traditional class etiquette for each genre and utilize standard rehearsal and performance practices.

## Dance Directed Study - UDN513 (1 Credit)

Imagine, create, and share your vision of dance with the world. A theoretic and applied study of the basic elements of choreography will be introduced and explored through the creation of original works. Choreography will be approached through the exploration of resources including improvisation, use of ideas, knowledge of forms, and development of the craft. Students will learn to critique dances through the workshop process by observing, reflecting, discussing, evaluating, and making recommendations for revision. The culminating class project will be to collectively produce a dance production and incorporate such elements as costumes, lighting, original music, props, sets, and professional staging. Students will also learn to imaginatively use technology to support their dances and personal choreographic process.

## Foundations Of Film Making - UFM 211/212 (1/2 Credit)

As the true art of filmmaking becomes watered down by reality TV and cell phone uploads, at the same time, some of the most creative and unique films are being born. Arguably, interpersonal communication is suffering due to the ease of digital communication. Knowing how to work collaboratively-listening, sharing ideas, compromising, problem solving-will become some of the most important and necessary skills for entering the workforce.

Foundations of Filmmaking is a course that will introduce and develop an appreciation for the science and art of filmmaking, and the skills and techniques necessary to work collaboratively to produce
compelling film products. Students will also learn how to communicate with peers and in front of a group in a professional and effective manner.

Lectures, exercises, discussions and examples in all processes of filmmaking are explored. Camera, lighting, and sound techniques are discussed. Use of computer software (student choice) to create film projects is practiced.

## Intermediate Filmmaking - UFM 221/222 (1⁄2 Credit)

Prerequisite: Students Foundations of Filmmaking - UFM 211/212
This semester course is designed to enhance appreciation for the science and art of filmmaking, as well as introduce new skills and techniques necessary to produce stronger student film projects.

## Acting Technique For Film I - FM231 (Semester Class) (1⁄2 Credit)

This course introduces students to acting techniques and exercises that prepare them for on-camera work. The work and teachings of Stanislavski, Chekhov and other master teachers will be explored. Practical experience working as cast members for film projects will be balanced with individual monologue work.

## ACTING TECHNIQUE FOR FILM II - UFM241 (SEMESTER CLASS) (½ CREDIT)

Prerequisite: Acting Technique for Film I
This course explores intermediate acting techniques and exercises that challenge students further for on-camera work. The work and teachings of Stanislavski, Chekhov and other master teachers will be more deeply explored. Practical experience working as cast members for film projects will be balanced with individual monologue work.

## Film Directed Study - UFM311 ( $\mathbf{1} / \mathbf{2}$ Credit)

The best way to learn is to teach. In Directed Study for Film, students will mentor younger film students through the coursework and projects of Foundations and Intermediate Filmmaking. It is intended for serious film students looking for an opportunity to grow in a more flexible environment. Students will gain invaluable experience managing departments or entire production teams. They will answer questions, demonstrate techniques and offer advice.

## Film Studio Productions - UFM 323 (1 Credit)

Prerequisite: Faculty approval.
This full year course is designed to prepare students for college-level film studies. Students will be immersed in technique building exercises and projects that not only inspire creativity but also require problem-solving skills. While building upon the strong foundational prerequisites, FSP will challenge students further with the writing of working screenplays, advanced camera work and editing techniques, and the stretching of students' comfort levels in areas of weakness.

## Film Independent Study - UFM411 (1/2 Credit)

This course will be designed based on the students' needs, abilities and experience. It is intended for conservatory film students with possible aspirations for film in higher education. Students will balance their time between screenwriting, working on independent films, and mentoring younger film students.

## Acting Studio For Film - UFM 343 (1 Credit)

Prerequisite: Acting Technique for Film I \& II
This full-year acting course explores advanced acting techniques and exercises that challenge students beyond just on-camera work. Students will continue to work the teachings of Stanislavski, Chekhov and other master teachers, while exploring the writer and director within themselves. Practical experience working as cast members for film projects will be balanced with individual monologue work and partner scene work. Students will also write monologues and scenes for practical use.

## Advanced Film Studio Production - UFM 423 (1 Credit)

This course is the capstone for film conservatory students only. This course focuses heavily on the pillars of strong filmmaking: story structure, screenwriting, camera work, lighting, sound, and editing. Students will be required to work on projects in their declared major, minor and in an identified area of needed growth. The creation of original film work to be submitted for adjudication in film contests is a requirement. The use of a Macintosh computer is required (we have a limited Mac editing suite) as is demonstrating proficiency with the editing software Final Cut Pro X.

## Film Portfolio Development - UFM 431 (1⁄2 Credit - First Semester Only)

This course is for senior conservatory film students only. The course will be designed based on the students' needs, abilities and experience. The focus will be preparation for college admission, including essay writing, applications and reel work. Students will also prepare their portfolio for Celebrate the Arts.

## Advanced Acting Studio For Film - UFM 443 (1 Credit)

Prerequisite: Acting Techniques for Film II FM241/242 AND instructor permission
This year-long capstone course emerges students in advanced acting techniques for on-camera work. Students will continue to study the masters while applying the techniques to both original screenplays and published work. Students in this course will also study story structure and screenwriting. Throughout the year, acting students will write various length screenplays and monologues for production. Students in this course will also learn directing techniques and will direct a short film as their final project.

## Communications In A Digital World - UCM201, UEN202 (1⁄2 Credit)

Prerequisite: none
The course objective is to train the student in practical methods for development and delivery of the informative and persuasive public speech, including theoretical bases for speech development, composition and delivery. Exercises and applications include extemporaneous and impromptu speaking; information, persuasion, and introduction speeches; and speeches with visual aids. Students will be evaluated by the instructor as well as by other students. Discussions cover topics such as listening, contemporary speech makers, and proper audience behavior. Skills required for development of the public speech, such as expository writing style and research methods, have cross applications to other core courses. In addition, speaking before an audience prepares the student for collegiate and business presentations.

Text: Generated by the instructor.

## Forensics - UCM221 (1⁄2 Credit)

Prerequisite: none

This course may be used to fulfill the sophomore speech graduation requirement. The course objective is to provide students with the skills necessary to express ideas through public speaking and literary performances. The course will be modeled after the competitive forensic activity but students are not required to compete as a part of the course. Students will have the opportunity to learn the skills of informative and persuasive speaking including both composition and delivery of presentations. Students will also learn the skills involved in the oral interpretation of literature. The focus of interpretation skills will be on proper choice of literature, interpretation of author's intent along with physical and vocal performance of literature. In addition, performing before an audience provides students with skills and confidence that are necessary outside of the classroom.

Text: Generated by the instructor.

## Debate - UCM222 (1⁄2 Credit)

Prerequisite: none
This course may be used to fulfill the sophomore speech graduation requirement. The course objective is to provide students with the skills necessary to express ideas through analytical debate and argumentation. Although the course will teach some of the aspects of competitive academic debate, students are not required to compete as a part of the course. Students will have the opportunity to learn how to analytically approach the subject of communication through constructive argument. Assignments will focus on the oral presentation of a variety of argumentative forms including political debates, academic debates, Lincoln-Douglas style debates and other forms of persuasive argument. The skills students will learn include persuasion, persuasive language use, argument structure/presentation, critical analysis of argument and audience, research, logical thought and fallacies of reasoning. Students will also learn the skills necessary to persuasively present their argument before an audience. This course will provide the students with skills that will help them prepare for collegiate courses and the business world. Text: Generated by the instructor.

## Theatre Production I: Stagecraft - UTH231, UTH232 (½ Credit Each Semester)

Prerequisite: Theatre I and instructor permission
This course explores the movement skills necessary for the actor with emphasis on physical training and practical application in realistic and abstract performance efforts. Dance, Mime, Stage combat, Yoga, and Alexander Technique are just some of the different forms of movement that will be explored during the semester while enhancing the students' work on monologues, scenes, and performances.

Theatre Conservatory requirement

## Theatre Production I: Stagecraft - UTH311, UTH312 (½ Credit)

Prerequisite: none
This course will cover most of the fundamental aspects of theatre production. Students will learn scenery construction and painting techniques as well as how to operate lighting and sound equipment. While students learn the basics in theatre production, they will become knowledgeable of the important safety requirements involved within the theatre. In addition to classroom work, students will have a chance to apply their knowledge to several hands-on projects in the theatre and scene shop.

Text: Theatrical Design and Production Sixth Edition, J. Michael Gillette. Scripts as assigned.

## Theatre Production li: Theatrical Design - UTH321, UTH322 (1⁄2 Credit)

Prerequisite: UTH311/312 or Instructor Approval
This course takes students beyond the practical aspects of theatre production and focuses on the process of designing the different elements of a show. The students will begin to learn how to read and analyze a script; collaborate on a design concept; research costumes, lighting, sound and scenery within the concept; and the various ways of presenting their ideas to the design team. The students will apply these lessons to two projects during the semester, where they will read a script, determine a concept and make a final presentation to the class.

Text: Theatrical Design and Production Sixth Edition, J. Michael Gillette. Scripts as assigned.

## Technical Theatre Studio - UTH323 (1 Credit)

Prerequisite: UTH311/312, UTH321/322, or Instructor Approval
This course is designed to be an intensive course in Theatrical Design with an emphasis on teaching the students all aspects of creating and implementing a Design for the stage. The students will explore the art of Design through readings, classroom projects, classroom discussions, and journaling, which will help buildthe foundational skills necessary to become a Theatrical Designer. In addition to the classroom work, students will have an opportunity to choose an area of design to focus on and create and execute their design for 2 Theatre Showcases (one per semester) in conjunction with the Acting Studio classes, thus giving them the chance to apply what they've learned in a practical setting with the guidance of their instructor.

Text: Scripts as assigned. Any additional materials to be provided by the instructor.

## Theatre I: Performance Foundations - UTH411, UTH412 (½ Credit)

Prerequisite: none
Providing a thorough overview of the theatre from both theoretical and practical perspectives, this semester course provides student experiences as actors, directors, and researchers. Curricular experiences include improvisational training, acting technique comparisons, script analysis and world theatre investigations. Evaluation of students is based on classroom participation, prepared classroom presentations and written materials developed through research. This is a prerequisite course in the theatre curriculum.

## Studio Theatre Ensemble - TH413 (1 Credit)

Prerequisite: Audition or faculty approval.
This year- long course immerses students in the art of producing and presenting theatre from an acting, directing and design perspective. Students chronicle their journey in the craft through journaling and development of a portfolio of their experiences. IB students will undertake all four of the Standard Level elements of study. The four elements of the Standard Level are Performance Skills, World Theatre Studies, Practical Play Analysis and Theatre Production. Studentsseeking IB credit for Theatre Arts must comply with submittal requirements for evaluation as outlined in the IB Theatre Arts guidelines. Limited to juniors and seniors. Enrollment by permission of department head.

## Theatre li: Performance Studies - UTH421, UTH422 (½ Credit)

Prerequisite: Theatre I: Performance Foundations
In this course focusing on scene studies from a wide range of theatrical material students will analyze, rehearse and present scenes in the classroom setting. Contemporary and classic playwrights will be used to explore various acting styles that have developed throughout the ages. Evaluation of students is based on preparedness for daily work, artistic growth over the semester and commitment to the process. Memorization of multiple scripts will be required. Recommended for sophomores and juniors who have completed 411.

## Advanced Theatre Performance Practicum - UTH443

Prerequisite: UTH413 and Instructor approval
This course is a continuation of the course of study in Studio Theatre Ensemble. Designed to provide students with an opportunity for highly focused, in-depth study of advanced performance, writing, movement and production aspects of theatre. Multiple performance opportunities will be available in classroom settings, theatre festivals, state and national competitions.

Text: Scripts as assigned. Any additional materials to be provided by the instructor.

## Advanced Theatre Design Practicum - UTH443

Prerequisite: UTH323 and Instructor Approval
This course is a continuation of the course of study in Theatrical Design. Building on the theoretical and practical work done in the Technical Theatre Studio course, students will take on more practical design opportunities in conjunction with the Performance and Dance classes, while continuing to work on classroom projects that expand their knowledge beyond foundational skills.

Text: Scripts as assigned. Any additional materials to be provided by the instructor.

## Theatre Directed Study - UTH513 (1 Credit)

Prerequisite: UTH413 or 443 and Instructor Approval
This course will be designed to allow students to focus on furthering their studies in Performance, Directing, Stage Management, or Theatrical Design and will be based on the area of study chosen by the student and their experience level. It is intended for Theatre Conservatory students who wish to pursue a course of study in Theatre at the collegiate level.

Text: Scripts as assigned. Any additional materials to be provided by the instructor.

## VISUAL ARTS (UPPER SCHOOL)

The Upper School fine arts department offers instruction for all students in grades nine through twelve. A sequential program with a gradually expanding knowledge base and skill development is presented. Class study includes four major components:

1. Aesthetic perception
2. Creative expression and production
3. Art History
4. Critical analysis

In presenting art education, we look at the experience in its broadest context. We introduce the student to the historical foundations of the art form. We study art as an experience of creation through an artist's eyes and as a link to culture. Students become familiar with the critical study of the art form itself and learn to critique their own productions as well. Studio time allows the students
hands-on experiences with art principles and elements, techniques, and media. Through varied experiences, the student develops a rich understanding of the background in visual arts.

Friends of the Arts sponsor the Celebrate the Arts Festival and numerous other unique events that extend and enrich student experiences in the fine and performing arts.

## Foundations Of Studio Art - UAR101, UAR102 ( $1 / 2$ Credit)

This semester course will prepare students for all studio art classes offered at DCDS: Painting, Drawing, Ceramics, Sculpture, Photography, Computer-Graphics, Mixed Media Exploration, Jewelry, Metals, Fibersand Textiles. The course is based on a college level foundation course with an emphasis on the Elements and Principles of Art and Visual Design. It is a project based class with a cultural and historical framework that will provide students with a better understanding of the building blocks of art.

This course will be a requirement for all students new to DCDS, and any student coming from the Middle school who has not taken the full year Fine Arts course either in $7^{\text {th }}$ or $8^{\text {th }}$ grade.

If an incoming freshman from our middle school has completed the full year of Fine Art, they may register for any introductory studio courses offered. Painting, Drawing, Fashion Research and Design, Ceramics, Sculpture, Photography, Computer Graphics, Jewelry.

## Introduction To Drawing - UAR111, UAR112 (1⁄2 Credit)

## Prerequisite: UAR101 or UAR102

Drawing becomes a form of exercise to strengthen artistic ability, curiosity, and problem solving. Students will create drawings so that they learn to see and understand how to express ideas, feelings, and imagination. Students will be able to evaluate drawings in relation to their expressive qualities. They will be able to discuss the mediums and techniques used. Group critiques and artist statements as well as experimental approaches to drawing will augment studio work.

## Advanced Drawing - UAR211, UAR212 (1⁄2 Credit)

Prerequisite: UAR111 or UAR112
This course is a progressive journey from the introduction of basic formal vocabulary, materials, and perceptual awareness, to developing, reacting, and addressing personal issues and interests. It is continuing the discovery of individual passions through diverse experiences and responses from
faculty and fellow students. Emphasis is placed on exploring the development of ideas and risk-taking. What happens in the struggle gives way to surprise, invention, and discovery. Critiques remain fundamental as a guide to student growth.

## Introduction To Painting - UAR171, UAR172 (1⁄2 Credit)

Prerequisite: UAR101 or UAR102
Painting becomes a form of exercise to strengthen artistic ability and curiosity. Students will learn to see and understand the media associated with paint while expressing ideas, feelings, and imagination. Students will be able to evaluate their paintings in relation to their expressive qualities, and to understand terms for discussing the techniques used towards completion. Group critiques are required for each completed project. Sketchbooks are an integral part of the course for the gathering, formatting, and research of ideas, techniques, and class notes.

## Advanced Painting - UAR271, UAR272 ( $1 / 2$ Credit)

Prerequisite: UAR171 or UAR172
This course is a progressive journey from the introduction of basic formal vocabulary, materials, and perceptual awareness, to developing, reacting, and addressing personal issues and interests in painting through experimental and different uses of paint. It is continuing the discovery of individual passions through diverse experiences and responses from faculty and fellow students.
Emphasis is placed on exploring the development of ideas and risk taking. What happens in the struggle gives way to surprise, invention, and discovery. Critiques remain fundamental as a guide to student growth. Computer research is encouraged for current trends.

## Introduction To Ceramics - UAR121, UAR122 (½ Credit)

Prerequisite: UAR101 or UAR102
Students are introduced to clay from the process of construction through the completion of finished pieces. Students will build both functional and non-functional forms using basic hand-building techniques and the potter's wheel. Drawing and painting on the clay surface both before and after firing will be emphasized with the use of color, texture and glazes. High fine/low fine and raku are introduced.

## Advanced Ceramics - UAR221, UAR222 (1⁄2 Credit)

Prerequisite: UAR121 or UAR122

The course continues the work from Beginning Ceramics involving hand-building and wheel techniques to explore both functional and sculptural forms. Students will be introduced to various methods of kiln firing, gas and electric. Oxidation and reduction with concentration on low fire temperatures will be emphasized.

Project possibilities will cover: glaze calculation, colorants in glaze bases, colored porcelain, luster, under glazes, raku, earthenware, and some stoneware glazes. Slip casting and salt firing pottery projects in this section will be form and function based. Pit firing and raku are also included.

## Introduction To Sculpture - UAR131, UAR132 (12 Credit)

## Prerequisite: UAR101 or UAR102

Students are introduced to traditional and modern sculpture through slide lectures, demonstrations, and hands-on material work. There will be six projects throughout the semester. Each project will touch on some history of sculpture pertaining to that specific style. The course will emphasize aesthetics and learning about materials to produce sculptures safely with hand and power tools. There will be critiques four times a semester to evaluate work, and two multiple choice tests. Students will be responsible for all information covered in the course including the history of sculpture, digital images, and art vocabulary.

## Advanced Sculpture - UAR231, UAR232 (½ Credit)

Prerequisite: UAR131 or UAR132
Students will work with the instructor's guidance in individually directed assignments based on student skill, technique level, and personal interest.

## Introduction To Photography - UAR141, UAR142 (1⁄2 Credit)

## Prerequisite: UAR101 or UAR102

A practical introductory course emphasizes 35 mmcamera operation, film exposure and darkroom procedures forblack and white photography. Individual darkroom time is programmed into the course work and access to a 35 mm camera is required. Students will study the history of photography through videos and lectures and learn the basic crossover from the science to the art of photography.

The Advanced Photography class builds on the foundation learned from the Introduction to Photography. Students will continue to develop their photography skills as they concentrate on a more conceptual and technical approach. Projects are designed to build further understanding of photographic problem solving. They will become comfortable with digital cameras and photo-based media. In addition they will apply refined editing techniques in photoshop. Class critiques will address the technical and aesthetic challenges encountered as they use their cameras. Assignments are tailored to individual interests.

## Introduction To Computer Graphics And Digital Photography - UAR161, UAR162 (1⁄2 Credit)

Prerequisite: UAR101 or UAR102
The course introduces the computer and digital camera as tools and new media in fine art. Students unite creativity and technology while developing their drawing, painting, and illustration skills on the computer. The course uses Adobe Photoshop program, drawing, and painting programs, computer scanners and photo manipulation programs to execute art and illustration in the form of personal logos, comics, abstract paintings, portraits, collage, and book designs. Students will view works created by contemporary computer artists. The course is recommended for any student interested in art or computers.

## Advanced Computer Graphics And Digital Photography - UAR261, UAR262 (½ Credit)

Prerequisite: UAR161 or UAR162
This course is designed to expose students to a real life design studio environment. Students work on design challenges utilizing the technology experience gained in Beginning Computer Graphics and Digital Photography. Design challenges include corporate identity, poster design, package design, and an introduction to computer animation.

## Mixed Media Exploration - UAR321, UAR322 (1/2 Credit)

Prerequisites: AR 141/142 (Intro to Photo) or AR161/162 (Intro to Computer Graphics)
This semester course will introduce alternative materials to explore varied approaches to photography. Beginning with exercises to introduce fluidmedia into photography, the class will advance into methods for incorporating drawing materials, collage and stencils into drawn and photographic compositions. Issues of craftsmanship as well as narrative and formal content will be addressed. In addition, the class will engage in group discussions of current mixed-media trends in contemporary art.

## Introduction To Jewelry And Metals - UAR151, UAR152 (1⁄2 Credit)

Prerequisite: UAR101 or UAR102
This course will introduce to the students, through a series of lectures, demonstrations and assigned projects, the basic metal working techniques utilized in the fabrication of jewelry. This course will also deal with some of the unique design challenges inherent to jewelry when trying to strike a balance between form, function and imagery.

## Advanced Jewelry And Metals - UAR251, UAR252 (1⁄2 Credit)

Prerequisite: UAR151 or UAR152
This course builds upon the set of techniques learned in Introduction to Jewelry and Metals and adds the processes of Lost Wax Casting, Carbon Casting, 3-D printing and CAD. The techniques are introduced through a series of lectures, demonstrations and assigned projects. Casting is one of the oldest processes formaking jewelry and dates back thousands of years. This course will also deal with some of the unique design challenges inherent to jewelry when trying to strike a balance between form, function and imagery.

## Fashion Research And Design - UAR311 (1⁄2 Credit)

Prerequisite: Art and Design
Fashion Research and Design will lead the student through the essential stages of research and transition into Fibers and Textiles. Research is vital to any design process and should be experimental, investigative and support a particular idea. This course will provide inspiration, information and creative direction toward a collection. The course will help bridge the gap between research, early design techniques through visual communication and rendering.

## Fibers And Textiles - UAR341, UAR342 (1⁄2 Credit)

## Prerequisite: AR101

This one semester course is an introduction to traditional and experimental fibers and textiles through clothing and fashion trends. Students are required to produce a journal with photos, sketches and samples of designs, accessories, and sewing techniques. This course presents student artists with unique opportunities to explore fabrics and surface designs as well as challenge them to express their unique style and creative ideas in fashion. The class addresses the expressive and conceptual potential of fibers and textiles as well as related materials and techniques. Field trips encourage growth and provide challenging new insights and material for their projects.

## Directed Study Intro And Advanced - UAR411, UAR412 (1⁄2 Credit)

Students must have enrolled previously in at least one year of studio art. This is designed to be a course of exploration through medium, media, style or subject. This experimentation allows the student the freedom to discover a new way of thinking or conceptualizing. Projects must be challenge based to solve a specific problem or test a new process. These works may be completed in several weeks or may require an entire semester. All areas of art are available for Directed Study.

## Portfolio Development (Directed Study) - UAR441, UAR442 (1/2 Credit)

Students begin to build their portfolios based on their choice of theme, media/medium, technique or style. The completion of a minimum of three projects is recommended by the end of the semester. Emphasis is placed on computer research, visiting galleries, museums and communication through digital media with other artists.

## IB Studio Art - UAR451H ( $1 / 2$ Credit For A Semester)

The IB program in studio art enables highly motivated art students an opportunity to create a portfolio of college-level work. The development of the IB Studio portfolio involves significantly more time than a typical high school art course and is designed for students utilizing this course at the Standard Level for the IB Diploma. The quest for uniqueness of both production and experimentation makes active demands on students and teachers. Students will be required to complete eight pieces by December to submit digitally to the Scholastic Art Awards for judging and will create and curate an exhibition of their work in April for their senior show during Celebrate the Arts.

## AP/IB Studio Art - UAR443H (1 Credit)

The AP program in studio art enables highly motivated art students an opportunity to create a portfolio of college-level work. The course is intended to develop three aspects of the AP exam: Quality, Concentration and Breadth. The development of the AP Studio portfolio involves significantly more time than a typical high school art course and is not for those who are casually interested. The quest for uniqueness of both production and experimentation makes active demands on students and teachers.

Students will be required to complete eight pieces by January to submit digitally to the Scholastic Art and Writing Awards for judging.

## AP Art History - UAR463H (1 Credit)

Prerequisite: Open to juniors or seniors or with department head approval or UAR101/102 Art \& Design. This course does not fulfill a history department graduation requirement.

AP Art History is a year-long course and covers the history of visual art and artifacts from the dawn of civilization to the present day, including the art of several non-Western cultures. Art has never existed within a vacuum. Art and its societies and cultures have always been closely intertwined. Art will be examined as a reflection of the societies within which they existed. What was the political climate like? What forms of artmaking benefited from the rise of new technologies? What was the significance of certain forms of art to the daily lives of people? By analyzing art in terms of the historical, political, and economic context from which it came, it is possible to better understand that period of history. The content of the course is intended to cover the information that will be tested on the Advanced Placement exam in the spring and is designed to be an equivalent to a college level introductory course.

## COMPUTER SCIENCE (UPPER SCHOOL)

The computer science curriculum serves several groups of students. For students new to DCDS, we have an interdisciplinary orientation course, which includes lessons on making good use of their laptop computers, ournetwork, and available technologies. Students in our introductory classes can get their first experience with coding in a variety of languages. For our most interested students, the computer science curriculum continues with Intermediate Programming \& Data Structures, followed by Advanced Computer Science A (AP). Post-AP courses are also available.

## Intro To Programming - UCS111, UCS112 (1⁄2 Credit)

Prerequisite: none
In this beginning course, students will learn computer programming by studying the structure of programs before learning the syntax of a computer language. Starting with applications that allow students to program visually, students will finish the semester able to design and implement an algorithm which can be translated to a computer programming language.

Text: Materials available from teacher.

## Introduction To Python - UCS141, UCS142 (½ Credit)

Prerequisite: none
Python is a high-level, general-purpose programming language with a simple syntax. It is an interpreted language, with a rich programming environment, including a robust debugger and profiler. While it is easy for beginners to learn, it is widely used in many scientific areas for data exploration. This course is an introduction to the Python programming language for students without prior programming experience. It covers the fundamentals of computer programming as well as some advanced features of the Python language. The course is structured to benefit students who are interested in building simple console-based games.

Text: Materials available from teacher

## Introduction To C - UCS231, UCS232 (½ Credit)

## Prerequisite: Algebra 1

This course is a one-semester course. Students in this course learn the basic syntax of $C$ including data types, expressions, and control statements. The course begins with an overview of the $C$ programming language and an introduction to compiling and running C programs. Next, students learn how to use the assignment operator with variables of integer and Boolean data types. The course then covers basic control statements such as if statements, if/else statements, switch statements, and for statements. Students learn how computer hardware is organized to help them understand the behavior of computer programs.

The Goal for this course is to prepare students to be able to write, compile and understand C programming.

Text: Computer Science, A Structured Programming Approach Using C, by Forouzan and Gilberg ISBN -10: 0534491324 Edition: 3

## Introduction To Game Development Using Python And Pygame - UCS241 / 242 (1⁄2 Credit)

## Prerequisite: UCS141 or UCS142

This is an introductory programming course that will motivate programming through the creation of video games using Pygame framework (also called the Pygame library) in the Python programming language. Students will learn the basics of programming in Python and then quickly move to creating games with 2D graphics. New programming concepts will be introduced as a means to further game creation. Basic concepts in video game design such as setting up a graphical display and handling
events, skills that are essential for any game will also be introduced. This is a project-based course and students are expected to demonstrate the techniques taught in class through their projects. The class combines lectures and short projects. No previous programming experience is required.

Text: None. Materials will be available online.

## Intermediate Programming \& Data Structures - UCS321, UCS322 (1⁄2 Credit)

Prerequisite: Algebra 2, or any Intro Computer Science class
This course logically follows either of the 200-level courses (Programming and Design for the Web 1, CS221/222.) This course builds on pieces of programming learned in the prerequisite courses. Juniors and seniors with interest and ability in the physical sciences and/or mathematics may take this course as their first computer science course.

Intermediate Programming and Data Structure is an integral part of the advanced placement computer science sequence, covering the first few chapters of the Computer Science AP textbook. Many students choose to continue with that course (CS433H). This course includes algorithms, general computing, object-oriented programming, and structured programming (including control structures and methods) concepts. The course currently uses the Java programming language.

Text: Java: How to Program, 10th Edition Prentice Hall, ISBN-13: 9780132940948 Paul Deitel \& Harvey Deitel

## Computer Science A - UCS433H (AP) (1 Credit)

Prerequisite: UCS321, UCS322
This class, an honors level Advanced Placement class, logically follows Intermediate Programming and Data Structures (CS321/322) and builds on the programming concepts, data structures, and language of that class. The goals of the class are comparable to beginning college level courses in computer science and computer engineering.

The course outline includes object-oriented program design, program implementation, program analysis, standard data structures, standard algorithms, and computing in context (software and hardware components, and ethical and social implications).

Programming applications are used to develop student awareness of particular algorithms and data structures. This course provides a comprehensive background in computer science; we especially
recommend it for students wishing to pursue careers or degrees in computer science, engineering, physical sciences, or mathematics. The course uses the Java language.

A goal for this class is to prepare students to get a passing grade or better on the Advanced Placement AB examination in May. Text: Java: How to Program, 1Oth Edition Prentice Hall, ISBN-13: 9780132940948 Paul Deitel \& Harvey Deitel

## Advanced Topics In C++ - UCS441/UCS442 (1⁄2 Credit)

Prerequisite: UCS231, UCS232, UCS433H
This class covers the more advanced aspects of object-oriented programming and the C++ programming language. Techniques including subjects such as file access, abstract data structures, class inheritance, and other advanced techniques. The following C++ programming topics are covered: classes, objects, function and operator overloading, inheritance and dynamic polymorphism, templates, exceptionhandling, standard template library, data structures, complex input/output standard and file handling techniques, program documentation, bit manipulation and other advanced C++ techniques.

The Goal for this course is to prepare students to be able to use void functions classes, subclasses, friend functions, operator overloading, polymorphism, inheritance, and object-oriented programming concepts and techniques

Text: C++: How to Program, 8th Edition Prentice Hall, ISBN-13: 9780132662369 Paul Deitel \& Harvey Deitel

## ENGLISH (UPPER SCHOOL)

"Almost all education is language education." - Neil Postman (1931-2003)

Language skills empower intellectual, personal, and social growth. Recognizing this essential feature for individual development, our English faculty engages students in both formal and personal thought and expression to instill in them an awareness of the self-responsibility and social implications of speaking and writing.

Our teachers of language further recognize their own arduous responsibility in meeting objectives in relation to individual learning strengths. To that end, we establish a foundation in vocabulary and
grammar to promote active reading skills and thoughtful expression in speaking and writing. We offer a variety of compositions-analytical, expository, responsive, and creative-with the emphasis on guiding the young writer to find his/her voice.

By varying classroom practice to include student-centered as well as teacher-directed activities, we further the student's rhetorical abilities through daily discussion, group work, debates, and oral presentations. By assigning homework on a nightly basis, we encourage the continual involvement in language, literature, and ideas, emphasizing active reading practices such as highlighting, note-taking, and reading journals. Classroom lessons foster critical thinking through various interpretive approaches from personal response to formal analysis. In electives, we offer critical studies ranging from New Criticism to feminism to postmodernism.

As instructors of young writers, we devote ourselves daily to their exploration of avenues of expression. We particularly pride ourselves in providing individual writing tutorials in:
// Developing a specific and debatable thesis
// Structuring the rhetoric of a valid argument
// Organizing smooth transitions in composition
// Considering the appropriate choice of language
// Integrating research and/or reflections from experience
// Contextualizing quotations as supportive evidence
// Compiling a Works Cited page in the proper Modern Language Association (MLA) format

## Literature, Speech, Composition \& Grammar (Freshmen English) - UEN113, UEN113H (1 Credit)

## Prerequisite: none

This course in literature, speech and composition emphasizes methods of effective writing paragraph development, syntax, organization, and vocabulary building - all leading toward analytical, expository, responsive, and creative composition. The course integrates grammar and language studies in order to increase the effective development of the student's individual voice in speaking and writing. The literature program introduces the genres - fiction, non-fiction, oration, poetry, epic, and drama - and teaches the active reading skills necessary for an in-depth enjoyment of literature. More extensive writing and comprehensive study are required of students in the honors section, which prepares the students for the IB and/or APprograms.

Text: The Norton Introduction to Literature,, 2020; Grammar For Writing, Grade 9, Sadlier, 2014; Vocabulary Workshop: Level D Enriched, Sadlier, 2012; Catcher in the Rye, Little, Brown and Co., Romeo and Juliet, Simon and Schuster, 2011.

Alternate text for Honors: Foundations of Language and Literature, Macmillan, 2018.

## American Themes In Literature - UEN203 (Sophomore English) (1 Credit)

Prerequisite: Freshman English and Teacher Recommendation

Students explore themes found in American literature from colonial to modern times and consider their relevance to contemporary life. In this way, students achieve a general knowledge of their literary heritage and make meaningful connections to their lives. Increased emphasis is placed on composition, building upon the skills learned in Grade 9 so that the student functions proficiently in three areas of writing: argumentation, analysis, and personal response. Vocabulary building is continued. UEN2O3 students will continue to develop close reading, language and composition skills using research based instructional strategies.

Texts: Absolutely True Diary of a Part-time Indian, Little, Brown, 2007, ; The Crucible, Penguin. The House On Mango Street, Vintage, 1991; Their Eyes Were Watching God, Harper Collins, 2006.

## American Literature, Grammar And Composition (Sophomore English) - UEN213, UEN213H (1 Credit)

Prerequisite: Freshman English
Students survey major periods and authors in American literature from colonial to modern times. In this way, students achieve a general knowledge of their literary heritage. Increased emphasis is placed on composition, building upon the skills learned in Grade 9 so that the student functions proficiently in three areas of writing: argumentation, analysis, and personal response. Vocabulary building is continued. More extensive writing and in-depth study are required of students in the honors section, which prepares the students for the IB and/or AP programs.

Texts: Absolutely True Diary of a Part-time Indian, Little, Brown, 2007; The Crucible, Penguin, 1995; Narrative of the Life of Frederick Douglass: An American Slave, Penguin, 2005; Their Eyes Were Watching God, HarperColins, 1937; Grammar for Writin g, Grade 10, Sadlier, 2014; Vocabulary Workshop, Level E, Enriched, Sadlier, 2012.

Alternate Texts for Honors: Norton Anthology of American Literature, Shorter edition, The Scarlet Letter, Penguine 2016

## Creative Writing - UEN303 (1 Credit)

Prerequisite: sophomore English (or concurrent with soph. English, with department approval) Creative Writing empowers students to create worlds, to use rhetoric and sentence level writing skills to build arguments, to experiment with language and structure in poetics, and to envision a written project come to life in script writing. Each goal, students delve into a large genre (fiction, poetry, nonfiction, and scriptwriting) of writing through readings, critical analysis, craft essays, and personal responses, with an eye toward how each text can be used as an example of authorial agency. In every text we read, we will examine how the author accomplishes their themes and effects through a close look at structure, sentence-level writing, tone, and style. After exploring a wide array of different classic and contemporary texts, students will draft, revise, workshop and edit their own creative work in that genre. The workshop style classroom allows students to work collaboratively as authors and editors, to receive a detailed critique during the editing process, to develop as writers, and to help each other achieve their goals.

Texts by: Sherman Alexie, William Carlos Williams, Yusef Komanyakka, OceanVuoung, Ross Gay, Lucille Clifton, TKira Madden, Danusha Lameris, Claudia Rankine, Tracy K Smith, Julia Elliot, Yoko Towada, Haruki Murakami, Hayao Miyazaki, Tom Stoppard, Stephen Elliot, John D'agata, Joe Wendteroth, Sofia Coppola, Quentin Tarantino, Wes Anderson, Ta'Nahisi Coates, Leslie Jamison, Rebeca Solnit, Barbara Kingsolver, Stephen King, and many othercontemporary and classic authors, filmmakers, and playwrights. Students will be graded on response/craft analysis essays, workshop participation (quality), deadlines for drafts, and final product.

## World Literature - UEN313 (1 Credit)

Prerequisite: Sophomore English
This course samples sme twentieth- and twenty-first-century novels, stories, and poems (in translation) by authors from mostly non-English speaking countries. Areas of specific focus will be Africa, Iran, Korea, and South/Central America, but the stories and poems in our anthology take us to Japan, Pakistan, Iraq, Algeria, Australia, China, New Zealand, Italy, Russia, and many other countries and cultures. Reading and writing about these texts allows us to consider how writers perceive their cultural identity in relation to religion, politics, geography, and colonialism and also to focus on the specific themes of coming of age and maintaining humanity in a repressive society. Daily classes are run mostly as discussion. Students are expected to complete regular daily reading and writing
homework about the literature and the countries and cultures from which the texts originate; evaluation also rests on papers, presentations, quizzes (over literature and vocabulary) and exams.

Texts may include: Chinua Achebe, Things Fall Apart, Anchor, 1959; Joseph Conrad, Heart of Darkness, Dover, 1902; Lloyd Jones, Mister Pip, Dial Press, 2008; Richard Kim, Lost Names, University of California Press, 1970; Marjane Satrapi, Persepolis, Pantheon, 2003; Modern World Literature anthology, Nextext, Houghton Mifflin, 2001, including short stories and poetry from throughout the $20^{\text {th }}$ century including Garcia Marquez, Borges, Mahfouz, Naipaul, Kincaid, Gordimer, and other writers from throughout the world.

## Literature \& Composition World Literature (Honors) - UEN313H (AP/IB) (1 Credit)

Prerequisite: department recommendation
Honors world literature students pursuing the International Baccalaureate or Advanced Placement program will refine their applications of formal literary concepts as well as initiate explorations of various other critical theories, with an emphasis on cultural and personal contexts. By doing so, students will work to discover meaning in their readings and to justify their interpretations.

Assigned texts include novels and dramas representing the canon of western literature as well as various works by modern authors from around the world. In this course, students will compose many analytical essays, including extemporaneous pieces; compose creative writings; undertake research for and engage in several oral presentations; study textual, literary, and collegiate-level vocabulary; and select for supplemental study poems and short stories from international sources.

Text: Achebe, Chinua. Things Fall Apart. Anchor Books, 1994; Asturias, Miguel Ángel. The President. Trans. Frances Partridge. Waveland Press, 1997; Camus, Albert. The Stranger. Trans. Matthew Ward. Vintage, 1989;Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford University Press, 2011; Márquez, Gabriel García. Chronicle of a Death Foretold. Trans. Gregory Rabassa. Ballantine, 1982; Moliere, Tartuffe. Trans. Richard Wilbur. Mariner Books, 1968 (summer reading); Satrapi, Marjane. Persepolis. Pantheon, 2003; Sophocles. The Three Theban Plays. Trans. Robert Fagles. Penguin Books, 1984

## Narrative Techniques In Literature And Film - UEN323 (1 Credit)

## Prerequisite: Sophomore English

Each day we encounter a staggering amount of texts, and not all of them are literary. Many are visual; and if we are not trained to see meaning and motive in visual representations-be it film, television, Internet, comics, or advertising-then we run the risk of being manipulated, being deceived, or at the
very least remaining ignorant of the signs that cry out for interpretation by critical thinkers. This course will give you a working vocabulary and context for both literary and film analysis (excerpted from Understanding Movies, Seventh Edition, by Louis Giannetti) - that is, it will help you to be conscious of how and why a story is told in a particular medium, how to pick up on the tricks and subtleties of good writers and directors, and how to read the text of books and films and peel away the layers of discovery, empowering you as a critical decoder of cultural signs.

Text: The Vintage Book of Contemporary American Short Stories, ed. Tobias Wolff, Vintage, 1994; The Metamorphosis and Other Stories, Franz Kafka, Dover, 1996; Annihilation, Jeff VanderMeer, MacMillan, 2014; ; Into the Wild, Jon Krakauer, Anchor, 1997.

Films: Citizen Kane, Orson Wells, 1941; Slumdog Millionaire, Danny Boyle, 2008; The Godfather, Francis Ford Coppola, 1972; Annihilation, Alex Garland, 2018; Mean Girls, Mark Waters, 2004; Step Brothers, Adam McKay, 2008; Get Out, Jordan Peele, 2017; Let the Right One In, Tomas Alfredson, 2008.

## Composition And Literary Form - UEN333 (1 Credit)

Prerequisite: department recommendation
An anthology of essay models comprises the literary focus of this course in which the primary goal is to improve students' analytical writing abilities. Through the study of models, students will practice the techniques of expository writing and will learn to recognize specific organizational structures in their reading. Most compositions will allow students freedom to express their views as they work with specific forms of exposition such as argument, description, comparison and contrast, and narration. Revisions of papers and revision exercises will serve as the basis for the study of the conventions of English, which depend on both the knowledge of grammar and its practice.Regular vocabulary units and study skills are included throughout the course.

Texts: The Moment: Wild, Poignant, Life-Changing Stories from 125 Writers and Artists Famous \& Obscure, Harper Perennial, 2012; Born a Crime, 2016.

## Humanities - UEN343 (1 Credit)

Prerequisite: Sophomore English
In this course, students learn how art, architecture, history, literature, philosophy, and music provide ideas, specifics, and details that cut through the artificial barriers that separate people. The course deals with the basic questions raised in humanities: "Who am I?" "What is the purpose of life?" "Why do I act as I do?" "Why do I think the way I do?" Three time periods are studied in depth through representative art and literature, history, and language: Greek, Medieval and Renaissance, and

Modern. Extensive research, oral reports, team teaching, projects, and analytical papers will be the format of the course.

Text: The Elephant Man, Macbeth, Oedipus the King, A Man For All Seasons, Dante's Inferno, The Odyssey, Edith Hamilton's Mythology, All the King's Men

## Love, Money, And The Pursuit Of The American Dream In 20th Century American Literature - UEN353 (1 Credit)

## Prerequisite: Sophomore English

This course will explore the characters, plots, and themes of several important novels, poems, plays and short stories of the $20^{\text {th }}$ Century that deal with wealth, poverty, and the nature of success and failure in America. This exploration will move from the turn of the 20th century into progressively more contemporary surroundings and will reflect increasingly diverse voices. Students will be expected to complete daily reading and/or writing assignments. The class will largely be discussion based, and students will be evaluated using a variety of assessments, including both impromptu and prepared essays, presentations, quizzes, and exams. The course will cover works by F. Scott Fitzgerald, Ernest Hemingway, Arthur Miller, Richard Yates, Sam Shepard, Stephen Crane, Edward Albee, Joyce Carol Oates, and others.

## American Diversity, American Identity - UEN373 (1 Credit)

Prerequisite: Sophomore English
American Diversity/American Identity is an interdisciplinary course that provides an opportunity for students to explore diversity and examine the forms of oppression that impact our social systems and their own lives. The study of contemporary fiction by American authors from various cultural and ethnic backgrounds will provide an important lens through which we examine realities across the spectrum of American experiences. Students will be expected to analyze a variety of texts, and to engage in self- assessment with an eye toward making more conscious choices about how they utilize the influence they have on the communities in which they live. Thematic questions that we will consider include: What are the promises of America? What is the "American Dream"? Is there a contrast between the rhetoric of America's promises and the reality faced by various groups of Americans? Who or what determines the identity of an individual, group or society? How can individuals and groups act as agents of change in the pursuit of social justice? We will explore these questions in addition to the ones that are raised through our critical thinking, reading, writing, and discussion.

Text: The following authors and/or works may be among those included: Interpreter of Maladies by Jhumpa Lahiri, How the Garcia Girls Lost Their Accent by Julia Alvarez, China Men by Maxine Hong Kingston, The Laramie Project by Moises Kaufman, Song of Solomon by Toni Morrison, and The Color of Water by James McBride. Various short stories, poems and articles that will be provided.

## The Margins Of Literature - UEN363 (1 Credit)

## Prerequisite: Sophomore English

The Margins of Literature is a course that surveys a number of genres that are usually slighted by traditional literature courses, including letters, profiles and other essays, the graphic novel, journalism, literary criticism and works of philosophy. Along the way we also look at songs, stories, poems and film. Our concern will be to understand the primary characteristics of each genre, but also to come to an understanding of the texts we read in their own right. The readings in this course are extremely diverse and are chosen to appeal to a wide range of interests. Authors will include Michael Eric Dyson, Art Spiegelman, Barbara Kingsolver, Martin Buber, Virginia Woolf, James Agee and Plato. That said, this is also a writing course, and it is my first goal to help you develop the sophistication of your written voice. To that end, we will write a great deal, including writing in the genres that we read.

## Contemporary Multicultural Voices - UEN383 (1 Credit)

## Prerequisite: Sophomore English

As time progresses and literature evolves, more contemporary, globally diverse literary voices have emerged. This course will explore these modern literary voices in a multitude of genres-both fiction and non-fiction-from globally framed contexts and perspectives. Synthesizing a myriad of contemporary voices which speak to some of the world's most pressing issues and themes, students will develop their skills as critical and mature readers, writers, and thinkers. In addition, the course will challenge students to consider their roles as global citizens. By means of these powerful contemporary literary voices, students will work to develop their cultural competency, insight, and empathy. The course will encourage students to analyze and evaluate the extent to which the voices presented in the contemporary works of literature represent the diversity, complexity, and universality of the human condition.

Texts: A Thousand Splendid Suns by Khaled Hosseini, Hope and Other Dangerous Pursuits by Laila Lalami, Stolen Voices: Young People's War Diaries, from World War I to Iraq by Zlata Filipovic and Melanie Challenger. (Excerpts from the publication World Literature Today-a contemporary world literature magazine-will be provided and integrated as part of the course.)

## British And American Fiction - UEN393 (1 Credit)

Prerequisite: Sophomore English
This course, in which a selection of British and American novels, short stories, and plays is studied, takes no single theme as its focal point, but instead undertakes a broad investigation of the variety and complexity of the problems addressed by writers of different centuries. Students prepare a number of analytical papers in addition to in-class writing assignments. The course will consist of assigned readings of the different texts, vocabulary study, analytical and creative writing, and reading quizzes.

Text: The following authors and/or works may be among those included: Shakespeare's Hamlet and Macbeth, Austen's Pride and Prejudice, J.D. Salinger's Nine Stories, John Steinbeck's The Grapes of Wrath, Ernest Hemingway's A Farewell to Arms, William Golding's Lord of the Flies, and Maya Angelou's I Know Why the Caged Bird Sings.

## Survey Of English Literature - UEN413 (1 Credit)

Prerequisite: Sophomore English
This course is designed to introduce students to representative texts of English literature from medieval to modern times. In addition, students study seminal literary and cultural theories as a means of investigating both the stylistic features and social contexts of the English literary canon.

Text: The following authors and/or works will be among those included: Chaucer's Canterbury Tales, Shakespeare's Othello, Lewis's The Monk, selections of Romantic and Victorian poetry, and the works of Post-Colonial writers such as Derek Walcott, Salman Rushdie and Anita Desai.

## Literature \& Composition Survey Of English Literature (Honors) - UEN413H (AP/IB) (1 Credit)

Prerequisite: Junior English and department recommendation
The course is designed to introduce students to the breadth and depth of English literature. Students study major writers of various periods and discuss significant narrative elements, social patterns and ideological movements that influenced the writers of each age. Analytic papers and presentations require a working comprehension and application of critical assumptions and methods of New Criticism, New Historicism, Reader Response, Feminism, and Marxism. The authors and texts studied may include: Beowulf, selections from Chaucer's Canterbury Tales, Marlowe's Dr. Faustus, Shakespeare's King Lear or The Tempest, key passages from Milton's Paradise Lost, Bronte's

Wuthering Heights, Stevenson's Doctor Jekyll and Mr. Hydeand the poetry of Donne, Blake, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Barrett-Browning and W. B. Yeats.

Text: Norton's Anthology of English Literature ${ }_{2}$ 10th Ed., The Major Authors, W. W. Norton, 2020

## Literature \& Composition Shakespeare / Drama (Honors) - UEN423H (AP) (1 Credit)

## Prerequisite: department recommendation

This course is a study of drama, with the primary focus on the study of some of the greatest Shakespearean plays and moving toward modern drama, watching how the genre has evolved and continues to evolve. We will begin by examining two of Shakespeare's most famous tragedies, a beloved comedy, and a history that shares elements from both genres. We will move in a roughly chronological order, moving from Shakespeare to the development of modern drama and ending with late $20^{\text {th }}$ century drama and the Theatre of the Absurd. During the year, students will also study poetry, beginning with Renaissance poetry and progressing to modern poetry throughout the year. Students will write a variety of essays, including analytical, reader response, and impromptu essays. Students will also periodically answer Advanced Placement English test essay questions as composition assignments. In addition, students will read selections from critical theory texts and apply the ideas presented to the texts that we study. Class will be run primarily as discussion. Students will be expected to complete regular daily reading and writing homework.

Text: The following authors and/or works may be among those included: Shakespeare's Othello, Much Ado About Nothing, Henry IV, Part I, Twelfth Night, and Hamlet as well as Heinrich Ibsen's A Doll's House, George Bernard Shaw's Pygmalion, Anton Chekov's The Cherry Orchard, Tennessee Williams' A Streetcar Named Desire, Arthur Miller's Death of a Salesman, Eugene O'Neill's The Iceman Cometh, Tom Stoppard's Rosencrantz and Guildenstern Are Dead, Thornton Wilder's Our Town, and Wendy Wasserstein's The Heidi Chronicles.

## African American Literature - UEN433 (1 Credit)

## Prerequisite: Sophomore English

African American literary voices have evolved over time in response to shifting socio-political landscapes and historical movements. This course will focus on the theme of migration-literal and figurative. We will study literature that documents the journeys of people of African descent from the Transatlantic slave trade through the Black Lives Matter Movement. Our study will focus on tales of the African American experience and how those experiences have shaped-and been shaped by—their literature. We will study a variety of genres including fiction, nonfiction, film, music, and visual art. Units of study will include: slavery, the Civil War and Reconstruction, the Great Migration,
the Harlem Renaissance, the Civil Rights Movement, the Black Arts Movement, "Post- racial" America and the Black Lives Matter Movement.

Texts include Octavia Butler, Kindred; Nella Larsen, Passing; James Weldon Johnson, The Autobiography of an ex-Colored Man; Lorraine Hansberry, A Raisin in the Sun; August Wilson, Fences; Angie Thomas, The Hate U Give; Ta' Nahesi Coates, Between the World and Me; Glory directed by Edward Zwick; $13^{\text {th }}$ directed by Ava DuVernay; poetry, art and music of The Harlem Renaissance.

## The American Novel - UEN443 (1 Credit)

## Prerequisite: Sophomore English

The American novel has been one of our most popular and meaningful literary modes. Some offer entertainment: others illuminate the human experience. This course gives students the opportunity to examine the individual visions of many great American novelists. Students study each writer's view of reality, use of character, point of view, plot, theme, and style. This course includes an examination of the historical context and significant literary movements that shaped the novelists and their world. The creative and expository essay will form an important part of the course.

Text: Ordinary People, Ballantine Books; Pat Conroy's Lords of Discipline and The Great Santini, Bantam Books; The Sun Also Rises; The Great Gatsby, Macmillan; Cold Sassy Tree, Dell; The Red Badge of Courage, Bantam Books; My Antonia; I Know why the Caged Bird Sings.

## Crime, Corruption, Systems, And Cycles - EN463 (1 Credit)

## Prerequisite: Sophomore English

The stories we read and lessons we learn are often created from sources of privilege and power, rather than a diversity of authentic perspectives. As a result, the "truth" can often become a carefully constructed narrative to align people with a society's hegemonic thoughts and beliefs. In this course, students will be expected to grapple with this dynamic within literature and other cultural texts, as a means of thoughtfully reflecting on how their own beliefs, biases, and perspectives have been formed. Sub-themes include institutional bias, the criminal justice system, and organized religion. Readings will focus on fiction, non-fiction, and graphic novels as accounts of these experiences. Watch video explanation of class.

Potential texts include works by Margaret Atwood, Ta-Nehisi Coates, Truman Capote, William Golding, Jon Krakauer, Julie Lythcott-Haims, Alan Moore \& Dave Gibbons, Tom Perrotta, Bryan Stevenson, and Colson Whitehead, among others. Other multimedia supplemental "texts" considered are: the "Serial" (Season 1) podcast, the Netflix documentary Making a Murderer (Season 1), the Netflix mini-series

When They See Us, and episodes of the television shows The Handmaid's Tale, The Leftovers, and Watchmen.

## British Literature - Novels And Drama - UEN473 (1 Credit)

## Prerequisite: Sophomore English

This course is designed to expand and enrich the students' reading experience by exploring eight novels and two plays of the masterpieces and the milestones. Selections cover four centuries and explore ten different impressions of reality. Books and plays are read and their ideas discussed in depth through both class discussion and critical writing assignments varying from several question quizzes to a seven-page typed discussion of a particular theme topic. The course fosters the students' ability to understand the basic elements of the selections read, analyze techniques and effects used by the authors, and evaluate what they have read.

Text: The following authors and/or works may be among those included: Bunyan's The Pilgrim's Progress, Austen's Pride and Prejudice, Bronte's Wuthering Heights, Hardy's Tess of the D'Urbervilles, Conrad's Heart of Darkness, Lawrence's Sons and Lovers, Joyce's A Portrait of the Artist as a Young Man, Golding's Lord of the Flies, Shakespeare's Julius Caesar and Shaw's Man and Superman.

## Victorian Literature And Culture - UEN493 (1 Credit)

Prerequisite: Sophomore English
This course will focus on the literature of the Victorian period in Britain (1832-1901). During the years of Queen Victoria's reign, Britain was the undisputed industrial, economic, and cultural leader of the world. This course approaches the study of this rich and dynamic period by exploring some of its poetry, novels, and non-fiction prose works. We will consider what these works tell us about the Victorians' view of art, science, gender, education, religion, and the British Empire (including, at that time, India), and, in contrast, what they help us reveal about our own $21^{\text {st }}$ century American views of these same issues.

Text: Major texts will include poetry by Elizabeth Barrett Browning, Robert Browning, Dante Gabriel Rossetti, and Alfred Lord Tennyson. The NewOxfordBookof VictorianVerse, Oxford University Press, 1987; novels by Charlotte Bronte JaneEyre, Penguin, 1986; Charles Dickens; Hard Time, Dent, 1994; Rudyard Kipling Kim, and the cultural criticism of Thomas Carlyle (on industrialism), Thomas Henry Huxley (on science), John Stuart Mill "The Subjugation of Women", John Ruskin and Walter Pater (on art and architecture), and John Henry Newman (on education), Prose of the Victorian Period, Riverside, 1958.

## Literature And Law - UEN513 (1 Credit)

## Prerequisite: Sophomore English

Almost half the law schools in America offer courses on law and literature. It seems that law professors detect a similarity between the work that lawyers and judges do and the work that novelists, poets, and literary critics do. In this course we will find out for ourselves what the similarities might be. We will consider literature that takes the law as its subject (Sophocles' Antigone, Susan Glaspell's Trifles, Franz Kafka's The Trial, etc.), but we will also explore the powerful influence that contemporary literary theory has had upon the study of the law. For instance, lawyers arguing cases and judges writing opinions are mostly telling stories, and literary theory has a lot to say about how and why we tell the kinds of stories we do. Throughout the course, we will keep in mind that law has always been a matter of some people writing rules for other people, and we'll pay close attention to stories, factual and fictional, where the smooth operation of such a system has been challenged. Our texts and topics will range as far back as law goes, to the Code of Hammurabi, and on to Plato, the Bible, the Salem witch trials, even the O.J. Simpson trial. We will also do a good deal of fascinating reading in American constitutional law.

Text: Antigone, Sophocles; Billy Budd and Other Short Stories, Herman Melville; The Trial, Franz Kafka; Trifles, Susan, Glaspell; Interpreting Law and Literature: A Hermeneutic Reader, Sanford Levinson and Stephen Mailloux.

## Mythology In Contemporary Literature: The Hero's Journey - UEN523 (1 Credit)

## Prerequisite: None

In 1949, author Joseph Campbell published a work that would change the study of comparative mythology as the world knew it. Through his exploration of the "monomyth," Campbell studied, analyzed, and argued that all mythic narratives are ultimately the same innatestory. Today, we commonly refer to Campbell's model as simply, "the hero's journey." This course will explore literary depictions of expeditions as both external and internal events. Whether it is an inward journey, an adventurous quest, a homeward voyage, or an imposed exile, each path provides a traveler with challenges that test, shape, and ultimately reveal one's true character. Through a sweeping lens that ventures across generations, genders, and genres the course will explore how an ever-changing landscape can affect our humanity.

Texts may include: The Light Between Oceans by M. L. Stedmen; The Perksof Being a Wallflower by Stephen Chobsky; The Girl Who Fell From The Sky by Heidi W. Durrow; Cold Mountain by Charles

Frazier; The Fault in our Stars by John Green; The Road by Cormac McCarthy; The Yellow Birds by Kevin Powers; Wild by Cheryl Strayed; Man Gone Down by Michael Thomas.

## Success And Prosperity, Past And Present:

## East Asian Literature (Honors) - UEN533H (1 Credit)

In this course students will study modern literature from China, Japan, and Korea in part by examining how writers borrow from traditional culture as they explore universal themes like family, education, individual and community, power, and gender.

Historically in East Asian countries, education in the classics was the key to getting a good job and achieving success and prosperity. Although their countries' educational systems were revised in the nineteenth and twentieth centuries, modern Chinese, Japanese, and Korean writers remain influenced by ancient and traditional texts and beliefs - the Confucian, Daoist, and Buddhist themes apparent in classical literature and folklore. Modern literature also reveals writers borrowing from each other's' national traditions and from the West as they represent their countries' historical and cultural challenges, including the imposition of Western culture, the Sino-Japanese wars (and WWII), and the Cultural Revolution in China and its aftermath, the separation of North and South Korea, and the exponential growth in the economic, political and cultural powers (K-Pop!) of these countries in the last 50 years.

Texts may include: Monkey: A Folk Novel From China, trans. by Arthur Waley. (Grove, 2007); The Columbia Anthology of Traditional Chinese Literature, (Columbia UP, 1994); Traditional Japanese Literature (Columbia UP, 2008); Anthology of Korean Literature: From Early Times to the Nineteenth Century (U of Hawaii Press, 1981); Kim, Richard, Lost Names: Scenes From a Korean Boyhood (U of California P, 1998); Murakami, Haruki, Norwegian Wood (Vintage, 2000); Natsume, Soseki, Kokoro (Penguin 2010); Dai Sijie, Balzac and the Little Chinese Seamstress. (Anchor, 2002); Yoshimoto, Banana. Kitchen (Grove, 2006).

## Short Fiction - UEN543 (1 Credit)

Prerequisite: Sophomore English
Each semester of this course will examine the development of the short story and novella from conventional story to experimental tale. Students will respond to the works of writers from various cultures whose works explore important themes of the modern world. Through research and class discussion, students will develop the skills necessary for literary analysis and apply these skills in both subjective and objective critical approaches. Analytical essays, oral presentations, and original creations and presentations will articulate their understanding of the human condition, as well as
their own values and belief system. Supplemental study of critical and general vocabulary, the writing process, and the philosophy and psychology of modern and postmodern movements will broaden student expression. Ultimately, the goal of the course is to foster appreciation for the precision of short fiction so that students may independently enjoy this genre of literature.

Text: Short Novels of the Masters, Carroll \& Graf; The Art of the Tale, Penguin Books

## Introduction To Literary Criticism And Theory (Honors) - UEN553H (1 Credit)

## Prerequisite: Sophomore English

This course is designed to introduce students to the various modes of literary study they are likely to encounter in the college classroom. Among these modes we must include the conventional formalist approach, but we will also explore several fields of critical theory, such as feminism, psychoanalysis, structuralismandpost-structuralism, Marxism, and new historicism. We will also make forays into fields influenced by literary theory, such as cultural studies and critical legal studies. Throughout the course we will apply the methods we study to a diverse array of literature.

The goal of the course is twofold: to familiarize students with the basic theoretical concepts and vocabulary they are bound to encounter in their college literature courses and to deepen their understanding of the complexity of language. Class time will consist primarily of discussion, with some lecturing where needed. We will also investigate the applicability of the theories we study to other media, including movies, TV shows, Supreme Court cases, music, and advertisements. Most students will find one or more of these provocative texts appealing, and individual exploration and projects will be encouraged.

Text: The readings for the course, primarily in the form of handouts, will consist of seminal texts by authors who changed the way we understand language and writing (Nietzsche, Marx, Saussure, Freud) and representative works of modern and post-modern thought (Eliot, Barthes, Benjamin, Jameson, and Kristeva). We will devote several weeks to various theories of feminism and will read such important feminist theorist as Woolf, Beauvoir, Gilbert and Gubar, and Cixous. Finally, we will read all this theory against a background of literature no less demanding or exciting, including works by Morrison, Shakespeare, Poe, Dickinson, Stein, Brecht, Borges, and Beckett.

## Women's Literature: Her Story In History (Honors) - UEN563H (1 Credit)

Prerequisite: Sophomore English and Teacher recommendation
In this course students will survey literature by women, often about women, but not for women alone. In reading a wide range of women's literature, including critical articles, prose, drama, and poetry, we
will explore the unique impact of gender on literature. Students will study the social, economic, political, and historical forces that have shaped these writers and women's lives in society. The course will be taught primarily from a feminist perspective, but students should be open to a variety of interpretive frameworks for discussing texts.

Texts may include: Women's America: Refocusing the Past edited by Linda Kerber, et al; A Room of One's Own by Virginia Woolf; Antigone by Sophocles; Snow Flower and the Secret Fan by Lisa See; A Doll's House by Henrik Ibsen; The Awakening by Kate Chopin; Sula by Toni Morrison; The Color Purple by Alice Walker; Various critical essays and short works that will be provided.

## Rhetoric, Composition, Innovation And Creativity - UEN573H (1 Credit)

EN573H is an honors course in rhetoric geared toward writers. Students will learn an advanced style of rhetorical analysis and look at a variety of textual styles. In examining and analyzing a variety of textual styles, students will be able to identify rhetorical strategies and fallacies, analyze the efficacy of an argument, examine the strengths and weaknesses of various rhetorical strategies and styles, and apply these valuable lessons to their own writing. The course will be divided into units based on a particular sub- genre of nonfiction writing. Each unit will encourage students to study the sub-genre via textual readings and complete analytical writing assignments in the style of rhetorical analysis. Students will then produce a creative piece of writing in the sub-genre they are studying in the style of a peer edited creative writing course. The sub-genres include: memoir, investigative journalism, vivid description, "lyric essay", personality profile/biography, satire, short-form argument, researched argument, popularreview, long-form criticism, advertising, visual argumentation, speeches, documentary and blogging. Through study and use of the various styles of non-fiction writing, students will gain an understanding of the nuanced and complex forces language and logic are capable of achieving.

Books: Best Creative Nonfiction, Vol 1, Norton 2007; ; Outliers, Malcolm Gladwell, 2008; The Immortal Life of Henrietta Lacks, Penguin, 2010.

Essays, Magazine articles, websites, and film change yearly.

## Introduction To Theory Of Knowledge - UEN583H (1 Credit)

Prerequisite: sophomore English and teacher recommendation; open to non-IB juniors and non-IB seniors as English credit; a required course for candidates enrolled in the International Baccalaureate Diploma Programme.

The Introduction to the Theory of Knowledge accentuates critical inquiry in the study of Ways of Knowing, pursuing such questions as, "What counts as knowledge? . . What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? . . What makes [Intro to] TOK distinctively different from standard academic disciplines is its process. At the center of the course is the student as knower, articulating perspectives such as "What do I claim to know [about x]? Am I justified in doing so [how]?" in conjunction with their own experience and "their understanding of knowledge as a human construction" (TOK Guide, March 2006, IBO).

The Introduction to TOK explores the axiomatic assumptions and fundamental concepts underlying the scientific method and historiography. Concentrating on science's domination of nature and the pervasive influence of politics and fallacious arguments, students reflect upon the role of psychotechnology in their lives while investigating the theme of dystopia in canonical science fiction. Readings include an IBO-approved primer for Theory of Knowledge plus Book 7 from Plato's Republic, Huxley's Brave New World, Orwell's 1984, and Ayn Rand's Anthem, plus articles and essays pertinent to contemporary intercultural perspectives and events.

Students compose brief responses to directed questions concerning various ways of knowing and areas of knowledge. Unit papers integrate reflective research and response theory in order to encourage students to link their personal justifications with their understanding of existing knowledge claims, counter claims, and alternative justifications.

## Seminar In Theory Of Knowledge - UEN593H (1 Credit)

Prerequisite: Admission to the Seminar in Theory of Knowledge (TOK) is reserved for seniors pursuing the International Baccalaureate Diploma Programme.

The Seminar in the Theory of Knowledge extends upon the introduction to the course in fulfillment of the assessment criteria of the IB DP. Students develop individualized articulations of their own theory of knowledge, draft position papers in response to IBO "Prescribed Titles" (Topics), and deliver presentations (the Internal Assessment) as a self-evaluation and extended analysis of their studies in epistemology (i.e., TOK). The seminar entails an in-depth examination into meta-ethics (i.e., derivations of the moral good) and aesthetics and includes guidelines and class time for the IB candidate to make progress on the Diploma Programme's required Extended Essay (E/E).

Readings include IBO-approved TOK textbook as well as articles and essays pertinent to contemporary intercultural perspectives and events.

## Literary And Cultural Perspectives On Sports - UEN613 (1 Credit)

Prerequisite: Sophomore English
Contemporary culture places extraordinary value on sports: we devote a great deal of energy, money, emotion and other resources to sports. Through a series of literary pieces - epic, drama, novel, short story and poetry - this course will examine sports as a metaphor for meaningful relationships and values passed down through generations, from Homer to August Wilson. Papers, projects, tests and quizzes will provide students with opportunities to hone their skills relative to formal analysis, reader response, research, and oral presentation.

Texts may include: Homer. The Iliad, Book 23, The Odyssey, Books 8 and 21; . "The Funeral Games for Patroclus"; Bernard Malamud, The Natural, Farr, Strauss, Giroux. 2003; August Wilson, Fences, Samuel French, Inc. 2010; Don DeLillo, End Zone,New York: Penguin, 1986; Madeline Blais, In These Girls Hope Is a Muscle,, 1996; Marc Aronson, Pick-Up Game: A Full Day of Full Court, Penguin, 2011; Paul Staudohar, Football's best Short Stories, Indep Publishers group, 1998.
// Supplemental Readings include poetry, essays, and other texts by William Blake, A.E. Houseman, James Dickey, James Wright, Ernest Thayer, Lou Abbott and Bud costello, George carlin, Murray Ross, Barlett Giamatti, Arthur Krentz, Heather Reid.

## Introduction To Linguistics: Language In The World - UEN623 (1 Credit)

Prerequisite: Sophomore English, or concurrent enrollment in EN213H
Introduction to Linguistics exposes students to the richness and diversity of language through the exploration of one's own usage, dialects, and language in the media, as well as the evolution and science of English. Studying linguistics enables students to gain a holistic understanding of the living amoeba that is language. Through an introduction to the primary subsets of linguistics, students will develop their skills as critical thinkers and analysts and will gain insight into the multifaceted and growing field of linguistics. In Introduction to Linguistics: Language in the World, students will examine the interdisciplinary aspects of their own language usage through; project-based learning, scientific inquiry, understanding patterns, and making predictions about the future of language. Watch video explanation of class.

Primary texts and resources include; Linguistics for everyone: An Introduction; "Do You Speak American?"; Etymology Icon; Founding Grammars: How Early America's War Over Words Shaped Today's Language; Contemporary Linguistics, An Introduction; various multimedia resources, videos, and docuseries.

## HEALTH EDUCATION (UPPER SCHOOL)


#### Abstract

UHE131, UHE132 (1⁄2 Credit) Prerequisite: none The U/S Health class is a one-semester class required for graduation that is taught in $9^{\text {th }}$ grade. One semester of Health Education is required for graduation. The course is designed to assist students in making healthy choices. There are four content areas which are covered in the course: cardiopulmonary resuscitation (CPR); nutrition and fitness and their effect on acute and chronic illness; drug education and substance abuse prevention; and reproductive health and issues related to sexuality. The course emphasizes the importance of well-being and making informed choices for optimal health.


In the U/S, all students have access to a nurse, counselor, and athletic trainer at all times. They all provide individualized health education as needed.

Text: Health: Making Life Choices, Webb, Frances \& DeBruyne, Linda, Glencoe/McGraw-Hill, 2010; American Red Cross Community First Aid and Safety, Mosby Glencoe, 1993.

## HISTORY AND SOCIAL SCIENCES (UPPER SCHOOL)

Learning history and the social sciences in the areas of political science and economics endows students with skills that extend well beyond the classroom. These skills include: critical reading and research of a variety of perspectives and sources, multiple forms of analytical oral and written communication, and creative problem solving and collaboration. In addition, engaging in difficult history and current issues engenders empathy and an understanding of our complex world.

To achieve the above, students must enroll in three and a half years of departmental offerings. As freshmen, students learn about the significance and contributions of Ancient and Non-Western Civilizations. This knowledge better informs their understanding of the impact and challenges of Modern World History in their sophomore year. As juniors, students select from a collection of courses in American History in which they grapple with the complexities of the American story. As seniors, students enroll in at least one semester of Government. Departmental offerings also include senior electives in Microeconomics, Macroeconomics, Economics of Sustainability and Entrepreneurship. At each level students have options that include Honors, Advanced Placement and International Baccalaureate.


#### Abstract

Ancient And Non-Western World - UHS113 (1 Credit) Prerequisite: none After establishing a foundational understanding of the concepts of culture and civilization, this survey of the Ancient and Non- Western world seeks to develop an appreciation of the cultural traditions, geo-political structures and the religious worldwide views that have shaped the modern experience. This course begins with a study of Mesopotamia and includes analysis of Egyptian, Indus, Greco-Roman, Middle Eastern, Chinese, and Medieval European societies.


Students also learn effective research techniques and develop the ability to evaluate primary and secondary sources.

Text: Ancient World History: Patterns of Interaction, McDougall-Littell, 2012.

## Ancient And Non-Western World - UHS113H (1 Credit)

Prerequisite: department recommendation.
After establishing a foundational understanding of the concepts of culture and civilization, this survey of the Ancient and Non- Western world seeks to develop an appreciation of the cultural traditions, geo-political structures and the religious worldwide views that have shaped the modern experience. This course begins with a study of Mesopotamia and includes analysis of Egyptian, Indus, Greco-Roman, Middle Eastern, Chinese, and Medieval European societies.

Students also learn effective research techniques and develop the ability to evaluate primary and secondary sources. Text: World Civilizations, Volume I, $7^{\text {th }}$ Edition Phillip Adler, 2015

## Modern World History - UHS223 (1 Credit)

Prerequisite: None.
This class is designed to deepen understanding of the values and institutions characteristic of Western civilization and the contemporary world, and to analyze the accomplishments and failures of the various European societies and nations that are impacted by their imperialist advances. We explore revolutions that spring out of the Enlightenment, the Age of Industrialization and its impacts, the Age of Imperialism, World War I, how the Great Depression and the rise of dictators, World War II and the Cold War, The course finishes with modern studies of several key regions of the world. Through our studies, students develop the skills necessary to be lifelong learners. They practice critical thinking, enhance reading comprehension, develop research skills and practice analytical thinking through oral and written expression. Students practice effective research using a variety of sources.

Text: World History: Modern Era, Prentice Hall, 2011.

## Modern World History (Honors) - UHS223H (1 Credit)

Prerequisite: None
This advanced course is designed to deepen understanding of the process and events that led to the development of the values and institutions characteristics of the contemporary world. The content is similar to that of UHS223, but this course features about $50 \%$ more reading as the text will be heavily supplemented. Students choosing this course should be active learners as the course emphasizes experiential and project-based learning activities. While students will practice study techniques, critical thinking, and research skills, the emphasis will be on critical reading of sources and analytical essay writing.

Text: Heritage of World Civilization, Vol 2, Albert Craig, 10th Ed, 2016

## European History AP (Honors) - UHS233H (AP) (1 Credit)

Prerequisite: Department recommendation
The AP European History course is designed to be an introductory college-level course that introduces students to the rich political, cultural, social and intellectual heritage of Europe. The content of the course follows the Advanced Placement guidelines of the College Entrance Examination Board. This year-long course traces the basic themes in European history from the Renaissance through to the present. This is an in-depth review of major developments in modern European history. Students are expected to read assignments independently, demonstrate knowledge of basic chronology of major events and spend class time exploring various historical perspectives of issues in European history. Students will work with primary and secondary source materials in order to master the approach and construction of Document Based Questions and ultimately develop study skills necessary to master 500 years of European history in preparation for the AP European History exam in May.

Text: History of Western Society Since 1300, John McKay, 12th Ed, 2017.

## AMERICAN STUDIES (UPPER SCHOOL)

American History 1861-Present - UHS313 (1 Credit)<br>Prerequisite: None.

This history elective offers a basic survey of American history beginning with the American Civil War and follows with the attempt to rebuild the union during Reconstruction. An emphasis will be given to economic and social changes of the late nineteenth century and the emergence of the United States as a world power. Topics include the transformation of the United State into an urban industrial society, the dilemma of race, the changing role of women, the Great Depression, and the political and social response to these issues.

The semester ends with the advent of the United States' entry into World War II. The second semester begins with US involvement in World War II. Emphasis is given to the Cold War and rising global involvement of the United States. Other topics include the Civil Rights movement, the social and political turmoil of the 1960's, the War at Home, the Nixon years and the Reagan Revolution. The course will conclude with the analysis of the United States' position in the twenty-first century as the lone superpower.

Text: America's History since 1865, Vol. 2/Edition 8 by James A. Henretta, Lynn Dumenil, David Brody, Susan Ware, 2014

## The History Of American Warfare - UHS373 (1 Credit)

Prerequisite: None
This course seeks to explore how historical military events shaped the country. The class will discuss both thematically and chronologically the development and growth of the American nation through its conduct in war, and the course seeks to pinpoint the circumstantial and ideological origins of the wars in American history. The course begins with the settlement of the North American continent and traces the major themes through the Civil War to the emergence of America as a global superpower in the 20th and 21st centuries. Other key elements of the course include examinations of the pivotal battles of each major conflict, along with the major technological advancements and their application during wartime. Additionally, the course will discuss the role of the major personalities of war, the social, political and economic ramifications of waron a democratic society, as well as the daily life of the soldier, the role of women and minorities during the major conflicts.

Text: Ways of War, Matthew Muehibauer, 2nd Ed, 2018.

## United States History AP (Honors) - UHS313H (AP) (1 Credit)

Prerequisite: Department recommendation
United States History AP is designed to be the equivalent of an introductory college course. This year-long class does prepare students for the Advanced Placement exam in the spring. The course
traces the basic themes in American history from the colonial era through the 1980's. After an initial examination of the dynamics of the slavery issue in early America, the nature of the American Revolution, the development of the Constitution and the emergence of political parties in the new republic, America's nationalism and expansionism as well as the rise of sectional discord are surveyed. The early economic development of the nation and the rise and impact of the industrial age are explored. Reform movements like Jacksonian democracy, Popularism, progressivism and the New Deal are examined and related to similar efforts made in the 1960's and 1970's. Special attention is given to the challenges and progress of women and minorities. Students are expected to read assignments independently and spend class time exploring historical perspectives, working with primary source material and engaging in investigative web activities.

Text: American Pageant, David Kennedy, $16^{\text {th }}$ edition, 2016

## Struggle For Rights: The Equal Experience In America - UHS323 (1 Credit)

## Prerequisite: None

Is the Promise of America upheld for all in America? Students will begin the year with a study of the Declaration of Independence and the Constitution. By analyzing America's guiding principles, students will be able to analyze whether the American Experience truly allows citizens and residents to experience a "Land of Opportunity." The course is designed to challenge students to consider what it means to be a minority in America in the $20^{\text {th }}$ Century. Through a survey of traditional American History topics, we will explore how various groups were impacted by the same time period and events. Minority group focus: African-Americans, Native Americans, Immigrants, Women, Children, religious minorities, the Poor. Students will complete a Common Book Project over the course of the year to encourage exploration of topics of interest in our studies as they apply to current society. Students will also focus on traditional argumentative historical writing through a term paper. Various activities throughout the year allow students to participate in web quests, cooperative group work, and oral presentation.

Text: US: Narrative History Volume 2.., James Davidson, 8th Ed, 2018

## History Of The Americas IB (Honors) - UHS333H (1 Credit)

## Prerequisite: None

This is an advanced course covering the history of the countries of North and South America focusing on the period from 1865 to the present. Topics covered include the achievement of independence of Latin America and the United States - including the adoption of the U.S. Constitution-Latin American development, inter-American relations, and the impact of the Cold war on those relationships. The
course will focus on critical analysis of the sources of historical knowledge. The course requires students to be proficient writers as tests are essay only.

Text: America: A Narrative History, George Tindal, 10th Ed., 2016

## 20 ${ }^{\text {th }}$ Century American Foreign Policy - UHS343 (1 Credit)

## Prerequisite: None

How did the place of the United States in the world evolve over the course of the $20^{\text {th }}$ Century? To what extent and why did we get involved in various conflicts and other missions throughout the world? While doing an overview of American History in the $20^{\text {th }}$ Century, this course will focus on the United States' involvement in global affairs from 1898 to the present. Some points of focus will be: the rise of United States Imperialism, U.S. involvement in World Wars, the U.S. role in the United Nations, the Cold War with specific emphasis on Korea and Vietnam, and we'll end the year looking at the United States' role in current global affairs.

Students will use the material to strengthen writing, verbal and research skills in a variety of assessments throughout the year. Text: From Colony to Superpower, George Herring, 2008

## African-American History - UHS363 (1 Credit)

Prerequisite: None
How did people of African descent, who were brought to this country against their will, create religious, social and political institutions and organizations that fought institutional racism? This survey course in African-American history willbegin the year with the introduction of slavery at the Jamestown settlement and end the first goal with the failure of Reconstruction. The second half of the course focuses on the nadir of race relations in the 20th century and will end the academic year with contemporary issues in the African-American community. Students will analyze our founding documents, landmark Supreme Court cases, and African- American religious, political and social leaders who fought against the status quo. An emphasis will be placed on student-led discussion and class participation, as well as two research papers in the first and third goals.

Texts: Life Among These Shores, Henry Louis Gates, 2011; Between the World\& Me, Ta-Nehisi Coates,, 2015; Autobiography of Malcolm X, 1965.

## History Of American Capitalism - UHSXX3 (1 Credit)

Prerequisite: None
This year-long course examines the trajectory of American capitalism together with the major advances in the nation's history. The course begins with the developments of American capitalism as a historical process that emerged from political choices, business cultures, entrepreneurial decisions, and technological transformations. This course will explore chronologically the economic history of the United States, from the colonial period to the present. We will survey how ideas of capitalism influenced the American Revolution, led to the labor movement in the midst of Industrialization, to the shifting economic principles during the Great Depression, and the post-World War II economic expansion (the golden age of capitalism). Moreover, major themes will include the rise of the factory system, slavery and emancipation, immigration and labor, the development of banking and finance, and economic inequality. In addition to building student knowledge of American History, students will gain academic understanding with three subfields of history: business history, economic history, and labor history. Finally, we will examine capitalism both from directly above and from underneath, seeking to better understand the causes and consequences of economic change for different groups of Americans.

## Economics \& Sustainability - UHS422 (1⁄2 Credit)

Prerequisite: Senior Only, Any American Studies course, Algebra II
This second semester senior course is designed to look at issues of sustainability and resource management through the lens of economic theory. How do individuals, businesses, and societies make decisions about scarcity when specific attention is given to externalities and natural resources? How does the market reflect or impact this decision making? What role does government play? Are efficiency and sustainability at odds with each other? This course will include the basics of macro and micro economic theory and case studies on specific sustainability issues.

## Global Politics IB - UHS431/432 (IB) (1⁄2 Credit Per Semester)

Global politics is a dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues.The course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies.

The first semester section focuses on the nature of power and how groups of people acquire and exert power within their communities and in relation to other communities. The second semester section focuses on the problems of development, conflict resolution and human rights. Students are required to explore a political issue of personal interest experientially. They then produce a written report, in which they explain what they learned about the political issue through the engagement, and analyze and evaluate the issue, supported by additional, complementary research.

Text: Max Kirsch, Global Politics Course Companion, Oxford University Press, 2017

## Introduction To Micro Economics - UHS441 (1/2 Credit)

Prerequisite: Algebra II, Any HS300 level course
This senior course introduces students to the significant concepts relevant to the study of microeconomic theory. Students will develop an understanding of scarcity and the problem faced by individuals and firms. Students will study the market model and the concepts of supply and demand and how these are derived. The course will include quizzes along with small and long team projects.

Text: Essentials of Economics, $2^{\text {nd }}$ Edition by Stanley L. Brue, Campbell R. McConnell, Sean M. Flynn

## Introduction To Macro Economics - UHS442 (1⁄2 Credit)

Prerequisite: Algebra 2 any HS300 level course
This senior course is intended to introduce students to the significant concepts related to the study of macroeconomic theory. In developing an understanding of society's economic problem, students will learn the basic approach to growth models, the cause and measurement of inflation, unemployment, and fiscal versus monetary policy. This course will include quizzes along with small and large team projects.

Text: Essentials of Economics, $2^{\text {nd }}$ Edition by Stanley L. Brue, Campbell R. McConnell, Sean M. Flynn

## Contemporary World History (Honors) - UHS463H (IB) (1 Credit)

## Prerequisite: None

Contemporary World History is a seminar-style course that explores significant moments in 20th Century world history that have ramifications to the current day. Topics will include, but are not limited to: the Rise of Single Party And Authoritarian States including China, the USSR, Kenya, and Cambodia; and Nationalistand Independencemovements in Africaand Asiaincluding Algeria, Belgian Congo/Zaire, India, Southeast Asia, and China. We will also study the crises in communist states in the

1970s and 1980s. Students can expect daily reading in a seminar style course with a variety of assignments that emphasize writing and critical thinking. Participation is heavily weighted in this course.

Contemporary World History fulfills the standard level and one year of the higher level IB History elections. It is, however, open to non-IB candidates as an honors course. The course does not replace the government requirement of Detroit Country Day School.

Text: History for the IB Diploma Paper 2 Topics

## AP US Government \& Politics (Honors) - UHS473H (1 Credit)

Prerequisite: Department recommendation
This course is designed to be an equivalent to a college introductory political science course. This year-long class covers the recommended content areas tested on the Advanced Placement exam in the spring. They are as follows: the constitutional underpinnings of democracy in America; political beliefs and behavior; political parties, interest groups and mass media; national institutions (i.e. the congress, the presidency and federal courts); the federal bureaucracy within the policy making process; and civil liberties and civil rights. Student generated multimedia presentations or investigative web assignments focus on topics such as voter turnout, third parties, national interest groups, Michigan's congressional delegation, and U.S. Supreme Court cases. Recent videos, speakers and an excursion to Wayne County Circuit Court supplement classroom activity.

Text: American Government, Scott Abernathy, Karen Waples 1st Ed, 2019.

## American Government - UHS471, UHS472 (½ Credit)

Prerequisite: None, Required of all seniors
This semester course examines the constitutional underpinning and functioning of the American government. Political beliefs and behavior, political party formation, campaigning, and voter turnout are explored. The impact of special interests and the mass media follow. The key components of the national government: the presidency, congress, and courts are investigated in depth.

Special attention is given to local and state government and issues. Student-generated multimedia presentations and investigative webassignmentscoversuchtopics as third parties, interest groups, Michigan's congressional delegation, and U.S. Supreme Court cases. Recent videos, speakers and a Wayne County Circuit Court trip enhance the experience of the class.

Text: Magruder's American Government, William Magruder, Prentice Hall, 2013

## History Of Detroit - UHS512 (1/2 Credit)

Prerequisite: None
The History of Detroit is a semester survey of the city's history from its founding to the 21st Century. Themes of the course include its early history, role in the War of 1812 , key in the Underground Railroad, impact of the Great Migration and New Immigration on the city's demography and the evolution of the automobile industry. Prohibition's influence, racial conflict, Motown's mark, the decline of the auto industry and sports as part of the city culture will be further examined as well. In exploring Detroit's history, students will analyze a variety of sources including video, music, and oral histories. Field trips will be planned to the Detroit Historical Museum, the Motown Museum and the Rouge Plant Tour.

Text: Detroit: A Biography, Scott Martelle - 2012

## Entrepreneurial Problem Solving - UHS532

## Prerequisite: Seniors only

This course is for students who would like to understand the business planning process. We will require you to understand the "building blocks" of successful ventures. You will learn from real-life entrepreneurs and investigate actual case studies. The characteristics of successful entrepreneurs and various business models will also be explored. We also discuss sales stages, opportunities and strategies, planning, budgeting, and interpersonal communication in the workplace.

As your semester project, you will be on a team, which seeks a business solution for an issue confronting Metropolitan Detroit. Country Day alumni entrepreneurs will initially visit class to elaborate on suggested areas ie. job creation, affordable housing or vacant land use. The team will identify a concern or problem, then, as your entrepreneurial challenge, create a business plan that provides a solution; additionally, you will have to develop a three-minute "rocket pitch" video to tell the story of your opportunity. A panel of Country Day alumni entrepreneurs will judge your projects.

Text: Entrepreneurship: Owning Your Future, 12th Edition, Pearson, 2016

## 21 ${ }^{\text {st }}$ Century Global Issues - UHS492 (1⁄2 Credit)

Prerequisite: None

Global Issues of the 21st Century is a course that will delve into the forces shaping the future and the history of the 21 st Century. Some of the topics that may be included are: urbanization, civil war, nations in transition, child labor, humanitarian intervention, global trade, weapons of mass destruction, migration, human rights, world hunger and environmental issues. We will develop a general understanding of the various topics and then investigate specific issues further through case study. This course will be discussion and activity based.

## Independent Study In History - UHS511, UHS512 (½ Credit)

In exceptional circumstances and with the permission of a faculty member, a rising senior student may undertake a rigorous program of History Independent Study (HIS) designed to explore a subject or subject area not currently being taught or to expand upon regular offerings; in consultation with supervising faculty member, the student creates a syllabus of reading and writing assignments appropriate to proposed focus of study. An additional HIS proposal form is required through the History Department Chair.

## Information Technology In A Global Society [ITGS] IB - UHS513H (IB) (1 Credit)

The Information Technology in a Global Society (ITGS) course is the study and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers ethical questions found in the study of philosophy. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This widespread use of IT inevitably raises important questions about social and ethical issues that shape our society today. ITGS is offered as an IB diploma course but is open to any junior or senior. No recommendation is required.

Text: None

## Global Politics: Senior Seminar - UHS533 (IB) (1 Credit)

Prerequisite: Global Politics $481 \& 482$. Senior Global Scholar candidates only.
This course is a continuation of the IB Global Politics Curriculum. The course is a guided independent examination of two case studies in Global Politics through which they explore current global political challenges. The case studies provide an opportunity for a much more in-depth study than the
examples used in the prerequisite courses. In addition, students will be required to engage with a global political issue at the local level. This engagement activity provides students an opportunity to explore the central unifying theme of the course-people, power and politics-in practice and outside of the classroom. This course prepares students for the IB exam in Global Politics.

## INTERDISCIPLINARY (UPPER SCHOOL)

The interdisciplinary courses combine content from both traditional and non-traditional areas of study in order to give students experiences in learning and leading across content areas.

## Leadership \& Technology - UIDII1 (1 Credit)

This seminar is for Grade 9 students who are new to Detroit Country Day School and is designed to increase student success at DCDS. Topics include time management, note and test taking, laptop applications, critical thinking skills, college planning, DCDS culture and expectations, and how to participate in the DCDS community.

This course will teach students how to:
// Take personal responsibility for shaping their high school experience
// Identify resources that are available to assist students in their academic and personal growth
// Describe and use specific methods to read textbooks with improved retention, take effective notes, and prepare for and take tests in all subject areas
// Interact effectively with faculty
// Locate and utilize a variety of media services and resource materials
// Identify the essential elements of critical thinking and apply those elements to issues both inside and outside the classroom
// Manage time more effectively
// Succeed in the laptop program

Classes will use a variety of formats: lectures, small group discussions, guest speakers, exercises, questions and answers, and opportunities to express what students are thinking and feeling. Competency assessments will be given to be certain the students have mastered these urgently needed skills.

For those freshmen who have been part of the DCDS community and have come from our Middle School, the Freshman Lunch Program takes place in the fall semester of freshman year. The program
involves gathering small groups of students for lunch meetings with the Coordinator for Early High School Success to talk about freshman classes and experiences to date, to answer questions or allay concerns, to provide information on what freshmen can be aware of about the college process at such an early point of their Upper School career, and as a forum for the counselor to get acquainted with the students on an individual basis. The meetings are valuable also as a means to reinforce the support systems in place for our young students.

Both the Leadership class for new students and the Freshman Lunch Program for our continuing Middle Schoolers are intended to ease and shorten the transition period to the Upper School.

## Mindfulness \& Social Emotional Wellness (SEW) - UID131/132 (1⁄2 Credit)

Mindfulness \& Social Emotional Wellness programming will provide the DCDS student body the guidance in recognizing the power of positive thinking. This opportunity encourages them to be a forerunner in cultural change amongst the student body that will allow them to foster greater resilience, reduce reactivity to stressful situations and explore emotional balance with greater focus. This class will engage students to find peace within themselves and use emotionally challenging topics to aid in recovery and peaceful coping skills that will adhere to their future progress and well being. Develop skills and recognize traits to adhere to empathic situations and compassionate approaches.

## Positive Peer Influence (PPI) - UID353 (1 Credit)

Positive Peer Influence is a form of conflict resolution in which trained student leaders help facilitate an open conversation between students who are in a dispute in hopes of reaching a common ground between individuals before the situation escalates and needs administration intervention. Participation in peer mediation is voluntary, and with the exception of information that is illegal or lifethreatening, all matters discussed in mediation session remain confidential. The PPI class will empower and educate students in mediating difficult conversations in order to support the overall culture of the DCDS student body. Due to the sensitive issues that will be discussed during mediation, confidentiality will be of utmost importance. Students will learn both verbal and nonverbal communication strategies, engage in thought provoking discussions to challenge subconscious biases, and develop the skill of truly listening while others speak to build empathy and open mindedness.

## The Analysis And Psychology Of Leadership - UID522 (1⁄2 Credit)

Prerequisite: Senior Standing
This second semester senior only course will allow students the opportunity to compare the outcomes of historical events to what is suggested by recent psychological research. The battles of Thermopylae, Salamis, and Plataea will be examined in an effort to explore man's restless nature and the facets of courage, and the impact these have on behavior. The battles of Alexander the Great and Wellington's Waterloo campaign will be used as a mechanism to present the values of forward leadership, camaraderie, and discipline, and will be related to recent research in psychology. Finally, these topics will be tied together as a means to demonstrate the importance of the study of history and as real life examples of current psychological findings.

Text: Herodotus, The Histories. John Keegan; The Maskof Command. John Keegan; The Faceof Battle. Robert D. Kaplan; Warrior Politics. Michael Useem; The Leadership Moment, Malcolm Gladwell, Blink.

## Personal \& Business Finance - UID531, UID532 (1⁄2 Credit)

Prerequisite: None; Preference given to seniors
Personal Finance is a one semester course. The course is designed to give students an introduction to personal and business finance and investing skills they can use for years to come. Students will explore financial career decisions, fundamentals of investing, personal financial protection and personal taxes. Another integral component of the curriculum is the application of decision- making skills that enables students to become more responsible consumers, producers, or business entrepreneurs. Instructional strategies will include the use of class discussions, demonstrations, projects, cooperative learning, simulations, real world experiences, guest speakers and internet activities. By the end of the semester, we will have developed a class of financially literate students who will be on their way to being financially secure today and in the future.

Text: The Wealthy Barber. David Chilton; Three Rivers Press; Cash flow Quadrant: Rich Dad's Guide to Financial Freedom. Robert T. Kiyosaki and Sharon L. Lecter; Warner Books

Software: Virtual Business - Personal Finance javascript: popUp ('vbpf_checkbook.jpg', 470,638)
Recommended Reading: The Millionaire Next Door by Stanleyand Danko, c. 1996 by Pocket Books; The Total Money Makeover: a Proven Plan for Financial Fitness by Ramsey, c. 2003 by Thomas Nelson, Inc.

## MATHEMATICS (UPPER SCHOOL)

The mathematics department at Detroit Country Day School emphasizes critical and creative thinking in the study of mathematics and attempts to foster precision, orderliness, and clarity of thinking. The knowledge, understanding, and application of mathematical concepts developed in the Upper School years are extremely important for our students so that they may be better prepared to meet the demands of the future. Of utmost significance are the character, values, and confidence that students build during these years. We feel that it is extremely important that students have a positive perception of their ability to work successfully with mathematics.

Toward the accomplishment of these goals, the mathematics department offers courses for students of varying levels of ability and interest. The basic required sequence for graduation is Algebra I, Geometry, and Algebra II. Additional courses are available for the student in Precalculus, Statistics, Finite Math, Calculus I/II/III, IV, Linear Algebra, Discrete Mathematics, Number Theory, and Advanced Topics in Mathematics. In some cases, it is possible to study Geometry and Algebra II concurrently. Graphics calculators are used extensively and are required of each student in Algebra II and beyond. Laptop computers, a variety of software programs (such as Geometer's Sketchpad, Microsoft Excel and Word, and WeBWorK), and online resources (such as MathXL,Hotmath and MyMathLab) are used in the mathematics classrooms to enhance these courses.

## Algebra I - UMA103 (1 Credit)

Prerequisite: Pre-Algebra
This is a one-year course designed to provide the student with a strong foundation for subsequent secondary mathematics courses. Course content includes the properties of the real number system, equation solving, operations with polynomials and rational expressions, factoring polynomials, graphing linear and quadratic equations and inequalities, working with functions, solving systems of equations, and operations with matrices.

Text: Algebra I, Elayn Martin-Gay.,Pearson, 2015.

## Geometry Essentials - UMA113 (1 Credit)

## Prerequisite: Algebra I and Department Recommendation

This course integrates topics from geometry and algebra and includes an introduction to plane and spatial geometry, coordinate geometry. Emphasis is placed on the exploration of standard geometric topics in concrete ways. Students will use construction, projects, and technology to understand the
theorems, definitions, postulates, and properties of geometry along with their applications. The focus of this course is to develop functional proficiency with skills involving the study of shapes. This course includes brief introductions to two column proof, and indirect proofs. It is followed in the math sequence by Intermediate Algebra II and/or Algebra II. Students study concepts of length and measure, congruence, similarity, ratios and proportions, quadrilaterals, right triangles, polygons, circle and angle relationships, areas and perimeter of polygons, and volumes and surface area of solids.

Text: No text required

## Geometry - UMA123 (1 Credit)

Prerequisite: Algebra I
This course integrates topics from geometry and algebra and includes an introduction to space geometry and coordinate geometry. The emphasis is on the development of logical and sequential reasoning within the structure of a geometric system, and the development of the basic postulates and theorems of Euclidean geometry. Students study concepts of formal proof, congruence, similarity, indirect proof, ratio and proportions, quadrilaterals and polygons, circle and angle relationships, areas and perimeters of polygons, and volumes and surface area of solids.

Text: Geometry, Elayn Martin-Gay, Pearson, 2016.

## Geometry (Honors) - UMA123H (1 Credit)

Prerequisite: department recommendation
This course integrates topics from both algebra and geometry. Emphasis is placed on the development of logical reasoning within the mathematical systems studied. The basic postulates and theorems of Euclidean geometry are developed and the concept of formal proof is studied in depth. In addition to the traditional topics of geometry, basic concepts of logic, set theory, graph theory, constructions, and transformational geometry are studied.

Text: Geometry, Moise/Downs, Addison-Wesley, 1991.

## Intermediate Algebra - UMA213 (1 Credit)

Prerequisite: Algebra I and departmental recommendation
This second year algebra course is designed for those students who have taken Algebra I but need to have the basic skills of that course reinforced. The emphasis will be on developing an understanding of the structure of algebra so that students have the mathematical tools and the self-confidence to
utilize mathematics successfully. The graphing calculator will be used and students will be taught to apply mathematics to real-life situations. The syllabus will include all of the topics that are studied in a traditional Algebra II course (see MA223 course description). Successful students will be encouraged to enter either the statistics course or regular precalculus.

Text: Intermediate Algebra, Elayn Martin-Gay, Pearsonl, 2017.

## Algebra li - UMA223 (1 Credit)

Prerequisites: Algebra I and Geometry.
This second year algebra course includes a review of Algebra I topics in addition to the introduction of concepts necessary for successful precalculus and calculus studies. Course content is approached through problem-solving, geometric and graphical interpretations. Topics include manipulations of real numbers, solving equations and inequalities, graphing and solving systems of equations, simplifying polynomials and rational expressions, transformations of relations and functions, solving exponential and logarithmic equations. Sequences and series, permutations, combinations and probability are introduced in this course.

Text: Algebra 2 (Nasta Edition) - With Mymathlab, Martin-Gay, Pearson, 2016.

## Algebra Ii Honors - UMA233H (1 Credit)

Prerequisite: department recommendation
This course is a demanding second year algebra course with emphasis on preparing the student for the Advanced Placement program in mathematics and/or the International Baccalaureate syllabus. Course content includes properties of the real number system,solving equations and inequalities, solving systems of equations, relations and functions, quadratic relations and systems, graphing functions and relations, polynomials and polynomial functions, exponential and logarithmic equations, sequences and series, permutations, combinations and probability, analytic geometry, conic sections,matrices, right triangle trigonometry, and the study of transformations.

Text: Algebra and Trigonometry, Beecher, Judith A., Pearson Education, 2008.

## Statistics - UMA311 (1/2 Credit)

Prerequisite: Algebra II
This is a one-semester course intended for students who have completed Algebra II or Precalculus. The course is designed to stimulate interest in statistics and to demonstrate the wide variety of real
world situations in which statistics are used. Statistical concepts will be presented in a simplified manner, minimizing the symbolism and formulas typical of a traditional statistics course. Topics include descriptive and inferential statistics, the use of surveys and sampling, uniform and normal distributions, non- parametric tests, and correlation. The course makes use of existing computer programs and the graphics calculator. Each student is required to do survey work and to present a project based on material presented in class.

Text: Elementary Statistics, Bluman, Allan G., Mcgraw-Hill Publishing, 2007, with MathXL

## Finite Mathematics - UMA312 (1⁄2 Credit)

## Prerequisite: Algebra II

This course is offered in the second semester and is the sequel to the non-honors statistics course. Probability is presented in an intuitive, experience-based manner relying on a laboratory approach involving the use of computer programs. Simulations, a method of exploring and understanding processes by doing experiments that model real life situations, are presented. Additional topics included are the mathematics of finance, linear programming, sets, digraphs, networks, and minimal spanning trees.

Text: Discrete Math Through Applications, Crisler, Nancy, W.H. Freeman, 2006.

## Precalculus - UMA313 (1 Credit)

## Prerequisite: Algebra II

This course is intended for those students who would like to strengthen their secondary mathematics background and for those students who are planning to study calculus in the future. Topics from Algebra II are reviewed and studied in greater depth and an emphasis is placed on graphing functions and exploring the behavior of functions using a graphics calculator. Real-world problem situations are used as the means to approach and teach concepts and skills. Topics studied include polynomial functions, circular and trigonometric functions, graphs of trigonometric functions and their inverses, polar coordinates, analytical trigonometry, exponential and logarithmic functions, solving a system of equations, sequences/series, combinatorics and probability.

Text: Precalculus with Limits: A Graphical Approach, Larson et al., Houghton Mifflin, 2008.

## Precalculus IB - UMA323 (IB) (1 Credit)

## Prerequisite: Algebra 2

This is the first course in a demanding two-year sequence preparing students for the International Baccalaureate subsidiary examination in mathematics and/or the Advanced Placement Calculus AB examination in their senior year. The graphics calculator is used extensively to explore the behavior of functions. Topics include the algebra of functions, exponential and logarithmic functions, a thorough study of trigonometry, mathematical induction, a study of the algebra of vectors, conic sections, systems of linear equations, matrices and determinants, polar coordinates, parametric equations, and sequences and series.

Text: Precalculus with Limits: A Graphical Approach, Larson et al., Houghton Mifflin, 2008.

## Precalculus (Honors) - UMA333H (AP/IB) (1 Credit)

Prerequisite: department recommendation
This is the first course in a demanding two-year sequence in preparation for the AP Calculus BC examination and/or the higher level IB examination. Honors Precalculus is a fast paced course that covers the traditional precalculus concepts in three quarters.

The fourth quarter begins with a preview of BC Calculus. The course begins with a re-examination of polynomial, rational, exponential, and logarithmic functions. This review is followed by an in depth study of trigonometry and vector algebra. Additional precalculus topics include matrices and determinants, sequences and series, combinatorics and probability, and parametric \& polar equations. The calculus preview consists of the limit and the derivative. Topics are presented in the context of real world problems to enhance students' understanding of the material.

Text: Precalculus w/Limits: A Graphical Approach, Larson et al., Houghton Mifflin, 2008.

## Statistics AP - UMA343H (1 Credit)

Prerequisites: Precalculus and department recommendation
This two-semester course is intended to prepare students to take the AP Statistics examination in May. The syllabus of the AP Statistics course is followed, which will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore data using graphing calculators and numerical techniques and will learn how to develop a plan so that valid information is obtained. They will also produce models using probability and simulation and will learn statistical inference techniques that will confirm their models.

Text: The Practice of Statistics for AP, Starnes et al, W.H. Freeman, $5^{\text {th }}$ edition 2014.

## History Of Math 1 - UMA351 (1⁄2 Credit)

Prerequisite: Algebra II
This course teaches mathematics within the context of its historical progression. Some major themes in mathematics will be discussed, researched, andanalyzed, suchascounting, number systems, development of bases, the mathematics of war, Pythagorean topics, and Platonic Solids. In addition to studying the writings of various mathematicians and investigating historical problems, students will solve problems using past and present methods, conduct experiments, and research topics and mathematicians.

Mathematics Transcends Culture, time, race, andgender. Students Will Discuss How social, cultural, and historical factors influenced the development of mathematics, and how mathematics contributed to society and culture.

Text: Selected Material

## History Of Math 2 - UMA352 (1/2 Credit)

Prerequisite: Algebra 2
This course teaches mathematics within the context of its historical progression. Some major themes in mathematics will be discussed, researched, and analyzed; such as geography, navigation, astronomy, graph theory, complex numbers, mathematics of forensic science, and differential and integral calculus. In addition to studying the writings of various mathematicians and investigating historical problems, students will solve problems using past and present methods, conduct experiments, and research topics and mathematicians. Mathematics transcends culture, time, race, and gender. Students will discuss how social, cultural, and historical factors influenced the development of mathematics, and how mathematics contributed to society and culture.

Text: Selected Material

IB Mathematics: Applications And Interpretations - UMA443 (1 Credit)

Prerequisites: Precalculus or IB Precalculus

The IB Math: Applications and Interpretations course is required for seniors who are in the IB Diploma Programme, but it is also open to seniors who have completed Precalculus or IB Precalculus. Mathematics and technology play an increasing role in society in a diverse range of fields in a data-rich world. This course emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. The course will cover a review of the families of functions from precalculus and their applications in modelling, an introduction to probability and statistical inference techniques, and an introduction to the calculus concepts and applications of derivatives and integrals. All students will write an IB math exploration paper as part of the class.

Text: IB Mathematics: Applications and Interpretations - Standard Level Course, Belcher, Grey, and Seiler, Oxford Press, 2019.

## Calculus - UMA413 (1 Credit)

## Prerequisite: Precalculus

This introductory course in calculus lacks the rigor of the AP calculus program and uses an intuitive approach to the applications and concepts of calculus. The course is intended to strengthen the student's understanding of secondary mathematics, to increase the student's capability of working with mathematical expressions and to prepare the student to take a formal course in calculus in college. A review of algebra and trigonometry is included, and the basic concepts of calculus are introduced using the graphics calculator and available technology. Topics studied are: analytical geometry, limits, curve sketching, differentiation and its applications, the integral and its applications, composite functions, transcendental functions, and basic integration techniques.

Text: Calculus for AP, Larson and Battaglia, Cengage Learning, 2016.

## AB Calculus - UMA423 (AP/IB) (1 Credit)

Prerequisite: MA323 and/or department recommendation
This course is intended to prepare the students to take the AP Calculus $A B$ examination or the IB subsidiary examination. The syllabus of the AP Calculus AB course is followed. Topics studied include elementary functions, limits, curve sketching, the derivative and its applications, the antiderivative, techniques of integration, and the definite integral and its applications. Each student must have a graphics calculator.

Text: Calculus for AP, Larson and Battaglia, Cengage Learning, 2016.

## BC Calculus (Honors) - UMA433H (AP/IB) (1 Credit)

Prerequisite: MA333H or department recommendation
This course is intended to prepare the student to take the AP Calculus BC examination or the higher level International Baccalaureate examination. The syllabus of the Advanced Placement BC course is followed along with additional topics. Calculus topics studied are a review of functions, differentiation and its applications, integration techniques and applications of the definite integral, transcendental functions, analytic geometry, polar coordinates, and infinite series. Each student must have a graphics calculator. In addition, advanced integration methods are explored by non-seniors after the BC Exam.

Text: Calculus: Early Transcendentals, Stewart, James, Thomson Learning, 2008.

## Discrete Mathematics (Honors) - UMA511H (IB) (1⁄2 Credit)

Prerequisite: department recommendation
This is a one-semester course intended for students who have an interest in mathematics and in problem solving. It is designed to bridge the gap between algebra and more abstract topics and will provide students with an appreciation of the beauty, extent and vitality of mathematics. Topics studied will include sets, relations and functions, sequences and summations, graph theory, tree diagrams, counting techniques, fractal geometry, and probability. An emphasis will be placed on problem solving using various mathematical techniques.

Text: Discrete Mathematics, V.K. Balakrishnan, Dover, 1991; The Nuts and Bolts of Proof, Cupillari, Antonella, Academic Press, 2005.

## Linear Algebra (Honors) - UMA522H (IB) (1⁄2 Credit)

## Prerequisite: department recommendation

This is a one-semester college level course intended for students who have an interest in mathematics and in problem solving. Course topics include solving systems of linear equations and matrices, determinants, vectors in 2-space and 3-space, vector spaces, linear transformation, eigenvalues and eigenvectors. In addition, application of linear algebra to problems of approximation, systems of differential equations, Fourier series and quadratic surfaces may be studied by non-seniors.

Text: Elementary Linear Algebra, Anton, Rorres, John Wiley, 2005.

## Number Theory (Honors) - UMA531H (IB) (1⁄2 Credit)

Prerequisite: Department recommendation
This is a one-semester college level course intended for students who have an interest in the study of mathematics. Number Theory deals with the properties of integers and is perhaps the oldest subject in mathematics (with many modern day applications). The course will analyze concepts from both theoretical and current applications approaches. Theoretical work will include formal proof and problem solving. Application of concepts will focus on computation and code writing/code breaking.

Text: The Theory of Numbers, Niven, Zuckerman, and Montgomery, John Wiley, 1991.

## Advanced Topics In Math (Honors) UMA542H (IB) (1⁄2 Credit)

## Prerequisite: Department recommendation

This is a one-semester college level course intended for students who have an interest in the study of mathematics. Course topics may include dynamical systems (Fractals and the Mandelbrot Set), non-Euclidean geometry, conditional probability, random variables, game theory, mathematics contest problem solving, and other topics of interest to the students enrolled.

Text: Classroom Materials and texts.

## Multivariable Calculus (Honors) - UMA551H (½ Credit)

Prerequisites: BC Calculus and department recommendation
This semester course in multivariable calculus uses all of the concepts taught in BC calculus in the framework of three dimensional vectors. Derivatives and integrals, as well as vector functions lead to the important Green and Stokes theorems.

Text: Calculus: Multivariable, Stewart, James, Thomson Learning, 2008.

## Further Mathematics (Honors) - MA572H (1⁄2 Credit)

Prerequisites: BC Calculus and department approval
This course is a one-semester college level course intended for students who have an interest in the study of mathematics. Course topics may include (depending on the background of the students enrolled): graph theory, abstract algebra, advanced geometry and construction, and complex analysis. Text: materials selected during the semester.

# Advanced Linear Algebra And Its Application To Multivariable Calculus And Differential Equations (Honors) - UMA552H (1⁄2 Credit) 

## Prerequisite: UMA522H

This is a one-semester college level course that begins with a review of the Gram-Schmidt Process covered in MA511H. Applications explored include: vectors and rotation of objects and relations in 2and 3-Space, solving systems of differential equations, exploring fractals defined by matrix transformation in 2- and 3-space. The full range of topics covered during the semester depends on each class' background and experience.

Text: Classroom Materials and texts.

## Differential Equations (Honors) - UMA561H (1/2 Credit)

Prerequisite: UMA433H
This is a one-semester college level course that expands on the techniques used in BC Calculus and Linear Algebra. Students examine methods of solution (exact and approximate), existence and uniqueness results, some qualitative theory, and applications. Some proofs will be discussed in class. The students will study a variety of methods to solve linear first and second order differential equations, systems of differential equations, and some higher order differential equations.

Text: Classroom Materials and texts.

## SCIENCE (UPPER SCHOOL)

Detroit Country Day School offers a science curriculum taught by an energetic and dedicated faculty who are committed to the honest pursuit of excellence.

In a time of rapidly developing achievements in science and technology, the Detroit Country Day science department is committed to meeting the intellectually diverse needs of its students. The science department offers a wide range of challenging semester and year-long courses which allow students to explore topics in greater depth. The core of our students' scientific knowledge is built on a strong traditional foundation of courses in freshman biology, sophomore chemistry, and junior level physics. This base provides students the necessary skills to flourish within a broad range of elective course work that is also offered: astronomy, human genetics, organic chemistry, cell biology, geology, oceanography, microbiology, zoology, and environmental science. There are honor level courses available for motivated students within each major scientific discipline. Students may also elect to
take college level courses in biology, physics, chemistry, psychology, and environmental science for which they may receive college credit after a successful performance on Advanced Placement or International Baccalaureate exams.

Detroit Country Day School affords those students desiring a unique scientific experience the opportunity to pursue personal interests in science beyond the classroom. The faculty of the science department encourages the creation of research projects wherein students become actively involved in the exploration of scientific thought. Country Day students have realized personal gratification as the problem solving and analytical skills taught in the classroom are given a legitimate platform for application. As a result of its commitment, Country Day has had a long tradition of excellence in local, state, and national science competitions.

## Anatomy And Physiology - UAN343 (IB) (1 Credit)

## Prerequisite: Biology

Human anatomy and physiology is the study of the structure and functions of the human body. The course covers cell physiology and histology. It delves into detailed studies of the body including: integumentary, skeletal, muscular, nervous, endocrine, digestive, respiratory, circulatory, and reproductive systems. To better understand the concepts, a comparative dissection of the cat is performed throughout the year. Medical terminology, clinical applications, guest lecturers, and a field trip related to the course are offered.

Text: Hole's Essentials Human Anatomy \& Physiology, Hole 12th Edition, 2012

## Introductory Biology - UBY113 (1 Credit)

## Prerequisite: none

This introductory course places emphasis on reading and study skill development, using biological science as means to focus on the improvements necessary for success in future studies and coursework in the fields of science. Topics covered include: biology as a science, the chemistry of living organisms, cell structure and function, photosynthesis and respiration, Mendelian and molecular genetics, plant and animal development, major animal phyla, and the ten systems of the human body.

Text: Biology Exploring Life, Campbell, Williamson, and Heyden, Prentice-Hall 2009.

## Biology - UBY123 (1 Credit)

Prerequisite: none
This modern introductory course follows the historical development of major advances in biology with emphasis on laboratory skill development. Topics covered include: biology as a science, the chemistry of living organisms, cell structure and function, photosynthesis and respiration, reproduction, Mendelian genetics, evolution, plant and animal development, taxonomy, and the ten systems of the human body. This course may serve as a first course in the two-year sequence of the Advanced Placement and International Baccalaureate biology program.

Text: Biology, Miller, 2008

## Biology (Honors) - UBY123H (1 Credit)

## Prerequisite: department recommendation

History of early biological work is studied in a sequential pattern to give to those students capable of doing honors work the background of both the atomic and molecular basis of life and the advances of recent years. Emphasis is placed on the molecular, cellular, tissue, and organ systems structure of living organisms. Topics studied include cytology, molecular genetics, Mendelian genetics, population genetics, energy transformations and transfers (fermentation, cellular respiration, photosynthesis), reproduction (plant and animal), animal development, ten systems of the human body, ecology, behavior, communities, and evolution. This course serves as a first course in biology for the two year sequence of the Advanced Placement and International Baccalaureate biology programs.

Text: Modern Biology Pupil Edition, Holt, 2009.

## Human Genetics - USC311 (1/2 Credit)

Prerequisite: Biology
The latest theories in genetics as they apply to the human organism are explored in this semester course. Topics to be covered include: the physical basis of heredity, organogenesis, variations in gene expression, developmental genetics, the determination of sex, immunogenetics, blood genetics, chromosomal aberrations, and genetic engineering.

Text: Instructor will provide materials.

## Biology AP (Honors) - UBY423H (AP/IB) (1 Credit)

Prerequisite: 80 average in first year biology \& chemistry
This introductory college-level course prepares the student for the AP and subsidiary or higher level IB examinations in biology. Topically, the course includes units on the chemistry of life, cell energetics including a detailed analysis of photosynthesis, glycolysis, respiration, the materials and mechanisms of genetics, and a taxonomic survey of living organisms, followed by a detailed consideration of the biology of plants and animals. The year concludes with a study of population biology, including the theory of evolution and the principles of ecology. Labs will be conducted to illustrate the major concepts of this course.

Text: Biology: 10th edition, Raven, Johnson, Losos, and Singer, Mc Graw Hill, 2015.

## Cell Biology - UBY431, UBY432 (1⁄2 Credit)

Prerequisite: Biology and Chemistry
Cell structure, function, and biochemistry will be examined in this course designed to help students think about the basic unit of life. Special emphasis will be placed on current topics in cell biology encompassing signal transduction (including the mechanisms of sight), protein formation and processing, cellular organelles, gene regulation, the cell cycle and oncogenes (some of which are involved in cancer formation). Functions of the specialized cells of the muscle, nervous and immune systems will also be studied.

Text: Instructor will provide materials.

## Psychology AP (Honors) - UBY443H (1 Credit)

## Prerequisite: Biology and Chemistry

Biological psychology is a course that seeks to examine the biological underpinnings to human behavior. Students will study how the brain, nervous system, genetics, fetal development, hormonal systems, and the environment play a role in shaping human behavior. The course begins by examining the field of biological psychology. Areas of study include: the organization of the human nervous system, fetal and adolescent nervous system development, Piaget and brain development, how neurons function and the effects of medication on the human nervous system, sensory systems and their role in human behavior, regulation of internal states, the biology of emotion, memory, and learning, and finally brain disorders and their treatment. Biological psychology is designed to give students the background necessary for taking the AP Psychology exam. Students' grades are based on multiple choice and essay exams, a research paper, and labs.

Text: Biological Psychology, James W. Kalat, $13^{\text {th }}$ edition, Wadsworth, 2019; Story of Psychology by Morton Hunt, Anchor Press, 2007 and Biopsychology Course Pack.

## Chemistry - UCH213 (1 Credit)

Prerequisite: Concurrent enrollment in Algebra II is recommended
This course is designed to lead the student to an understanding of the basic concepts behind the facts, formulas, and principles of chemistry while developing the critical thinking and problem-solving skills necessary atthi introductory level. Through lectures, lab work, and student group problem-solving sessions, the course develops the concepts of matter and energy, the structure of the atom, chemical equations, and stoichiometry, the gas laws, chemical bonding, solutions, equilibrium, acids and bases, redox, electrochemistry, and nuclear chemistry.
Text: Chemistry 2017, Grades 10-11 Wilbraham, Antony, 2017.

## Chemistry (Honors) - UCH223H (1 Credit)

Prerequisite: 85 in Honors Math or 95 in regular geometry and department recommendation
This course involves the study of matter and its interactions. It includes a historical development of atomic structure and a discussion of chemical bonding including the study of properties of ionic, covalent, metallic, and macromolecular compounds. Chemical and physical properties based on differences in intermolecular forces are emphasized. Stoichiometric relationships and the study of gasses, liquids, and solutions complete the first semester. The second semester covers the principles of thermochemistry, kinetics, and equilibrium including acid/base chemistry and solubility relationships, oxidation-reduction reactions, and electrochemistry. An organic chemistry unit completes the course.

Text: Essentials of General Chemistry 2nd edition, Houghton Mifflin 2006.

## Chemistry In The Community - UCH223 (1 Credit)

Prerequisites: Any $9^{\text {th }}$ grade biology.
Chemistry in the Community (ChemCom) is a course designed by the American Chemical Society to meet the needs of students who plan to pursue careers in fields other than science. The course includes the major concepts, vocabulary, thinking skills, and laboratory techniques expected in an introductory chemistry course. The program, however, contains a greater number and variety of student-oriented activities than the regular chemistry course.

Text: Chemistry in the Community, 6th edition, American Chemical Society, Kendall Hunt, 2012.

## Organic Chemistry (Honors) - UCH323H (1 Credit)

Prerequisite: 80 average in first year chemistry and permission of instructor
Organic Chemistry is a year-long, honors course covering the physical and chemical properties of carbon compounds. The first semester covers nomenclature, structure, isomerism, stereochemistry, and basic reactions including mechanisms. Aspecialsection during the first semester involves the use of nuclear magnetic resonance and infrared spectroscopy to elucidate the structure of molecules. The second semester emphasizes reactions involving various functional groups containing oxygen, free radicals, and polymers. Techniques such as crystallization, extraction, chromatography and distillation are stressed in the laboratory. Several compounds are synthesized and analyzed using various wet chemical and instrumental methods. Unknowns are analyzed by the students using state-of-the-art spectroscopic methods at a local university. The juniors in the course study biochemistry, including carbohydrates and proteins during the latter half of the fourth goal. The course is open to any junior or senior whose grade in either honors or non-honors first year chemistry course is 80 or above.

Text: Organic Chemistry, 3rd edition, David Klein, 2018.

## Chemistry Ap (Honors) - UCH423H (AP/IB) (1 Credit)

Prerequisite: First year chemistry, Algebra II
This course reviews the topics covered in the first year class, but in much greater detail. The first semester involves an in-depth discussion of atomic structure, molecular geometry, interparticle interaction, gas/liquid/solid and solution chemistry. The second semester covers the study of thermodynamics, kinetics, equilibrium including buffers, hydrolysis and complex ion formation, and electrochemistry. Laboratory experiences include qualitative analysis, synthesis and quantitative analysis of various compounds. Open-ended experiments are emphasized where appropriate. Successful completion of this course should prepare the student for the Advanced Placement exam in chemistry. This course in combination with the Organic Chemistry class would prepare the student for either the subsidiary level or the higher level IBexamination.

Text: Chemistry, 9th edition, Zumdahl and Zumdahl, McDougall-Littel, 2014.

## Physics - UPH313 (1 Credit)

Prerequisite: Geometry, Algebra I

The goal of this class is to provide students with a challenging environment in which they begin to analyze the world with new eyes. The apparent chaos of the physical world provides our table of contents: motion - kinematics and dynamics, gravity, momentum, energy and work, heat, waves, light, sound, optics, electricity, magnetism, and nuclear physics. Extensive lab investigations, demonstrations, and design projects provide stimulating "hands-on" points through which understanding is begun or reinforced. A solid mathematical component complements our investigations throughout the year.

Text: Principles of Physics, Kinetic Books, 2013 or Hands On Physics, Fried, 2004

## Physics (Honors) - UPH313H (IB) (1 Credit)

Prerequisite: Geometry, Algebra II
Honors physics presents first year students with a mathematically sophisticated investigation of the everyday world. Topics of study include: motion- kinematics and dynamics, gravity, momentum,energy and work, heat, waves, light, sound, geometric and physical optics, electricity, magnetism, special relativity and modern physics. Though similar in topic to the introductory course, honors physics utilizes a higher level of mathematics in modeling and problem solving. Laboratory work and classroom demonstrations provide opportunities that enliven and challenge students through every unit of study. With limited extracurricular study, the International Baccalaureate subsidiary level in physics can be attempted. This is the preferred first year course for students planning to continue with Advanced Placement physics.

Text: Physics Principles with Applications, Giancoli, 6th ed., 2005

## Astronomy (Stars And Galaxies) - UPH321 (1⁄2 Credit)

## Prerequisite: Algebra I, Geometry

The goal of this class is to introduce students to astronomy in three ways: as an introduction to what objects reside in the universe, as an introduction to how these objects evolve into their current states, and as an introduction into how scientists made these discoveries. The content of this course will cover the universe outside of the solar system, including stars, stellar evolution, black holes, galaxies,and cosmology. Laboratory exercises will illustrate how astronomers link astronomical observations to astrophysics and web-based research will help students stay current with recent happenings in the field.

Text: Astronomy Today, 8th edition, Chaisson and McMillan, 2014.

## Astronomy (The Solar System) - UPH322 (1⁄2 Credit)

Prerequisite: Algebra I, Geometry
This course examines our local neighborhood - the solar system. An in-depth look at how we have come to understand how objects move in the solar system will be followed by an examination of the physics and geology behind the sun and the planets, moons, asteroids, and comets that make up the solar system. Data from ground-based telescopes and planetary missions will be used to learn about each planet. The discovery of planets around other stars and the properties of these new solar systems will be examined.

Text: Astronomy Today, 8th edition, Chaisson and McMillan, 2014.

## Physics AP (Honors) - UPH423H (AP) (1 Credit)

Prerequisite: Physics and concurrent enrollment in calculus.
A calculus-based study of mechanics, electricity and magnetism are the areas covered in this college-level course. This course is recommended to students who wish to pursue an intensive and intellectually detailed study of the three major topics of physics. Specific aims of the course are to develop students' abilities in reading, understanding, and interpreting physical information(verbal, graphical, and mathematical), formalizing steps of problem-solving, utilizing basic mathematical reasoning including calculus, and analyzing laboratories and demonstrations. Upon completion of the class, students will be prepared to take the Advanced Placement Physics C examination. This course serves as a solid foundation for study in the physical sciences or engineering.

Text: Fundamentals of Physics, 8th edition, Halliday \& Resnick, 2008.

## Theoretical Physics I (Advanced) - UPH531H (ADV) (1⁄2 Credit)

## Prerequisite: BC Calculus

Corequisite: AP Physics, Multivariable Calculus or Differential Equations
This one-semester classes advanced mathematics to explore topics in classical and relativistic mechanics, classical field theory and continuum mechanics. In the first semester a special attention will be paid to new math methods that are used in many applications in upper level college physics courses.

Text: Instructor will provide materials

## Theoretical Physics li (Advanced) - UPH532H (ADV) (½ Credit)

Prerequisite: BC Calculus
Corequisite: AP Physics, Multivariable Calculus or Differential Equations
This one-semester class uses advanced mathematics to explore topics in quantum theory, statistical mechanics and chaos and complexity theory. In the second semester special attention will be paid to using computer simulations to explore advanced topics in physics.

Text: Instructor will provide materials

## Intro To Astrophysics I (Advanced) - UPH541H (ADV) (1⁄2 Credit)

Prerequisite: Honors physics Corequisite: BC Calculus
The content of this one semester course will cover the universe outside of the solar system, including stars, stellar evolution, black holes, galaxies, and cosmology. For students with an advanced mathematics background, a more detailed look at the celestial sphere, magnitude systems, stellar structure and cosmology shows students how to apply theirmathand physics skills to creating a better understanding of how the universe works.

Text: Fundamental Astronomy, 6th edition, Karttunen et al., 2017

## Intro To Astrophysics li (Advanced) - UPH542H (ADV) (1⁄2 Credit)

Prerequisite: Honors physics Corequisite: BC Calculus
For students with an advanced mathematics background, a more detailed look at the properties of planets and orbital dynamics of our solar system leads to two major topics: the evolution of our solar system and how our solar system compares to other planetary systems in the Milky Way.

Text: Fundamental Astronomy, 6th edition, Karttunen et al., 2017

## Stellar Astrophysics (Advanced) - UPH551H (ADV) (½ Credit)

Prerequisite: Honors physics, Intro to Astrophysics I Corequisite: BC Calculus
For students who have taken .Intro to Astrophysics I, the physics of stars can be examined in more detail. Radiative transfer, stellar atmospheres, nuclear fusion and stellar evolution will be covered.
Text: An Introduction to Stellar Astrophysics, LeBlanc, Francis, 2010

## Forensic Science - USC221 (1⁄2 Credit)

Prerequisite: Biology
Forensic Science is a science class designed for students who are interested in the application of science (chemistry, physics, and biology) to criminal and civil laws that are enforced by agencies in the criminal justice system. Students will gain experience in the major investigative techniques used by forensic scientists and crime scene investigators and develop an understanding of the scientific concepts which serve as the basis for these techniques. Students will be taught proper collection, preservation, and methods of analysis of various samples. Topics will include fingerprinting, fiber analysis, ballistics, arson investigation, trace evidence analysis, drugs and poison detection, and blood samples.

Text: no text required

## Microbiology And Parasitology - USC332 (1/2 Credit)

## Prerequisite: Biology

The goal of this course is to provide a basic understanding of the impact of microorganisms on human affairs and how parasites interact with their hosts. The study of microbiology will include learning about how microorganisms live, reproduce, grow, and are controlled, understanding microbe-host interactions, and finally how microbes are used for human benefit. During the parasitology study, students will learn how over 1 billion people worldwide are infected by parasites such as those causing malaria, African sleeping sickness, or intestinal worms. Students will explore the significant impact these parasitic diseases have on both the physical and economic health of a large portion of the world's populations. A great deal of time in this course is spent on lab work. Therefore, developing laboratory skills appropriate to both a microbiology and parasitology lab will be emphasized including: learning proper care and handling of microscopes, sterile technique and above all, careful handling of potential hazardous materials.

Text and lab materials: Provided by instructor

## Zoology - USC361, USC362 (1⁄2 Credit)

## Prerequisite: Biology

Zoology is a semester survey of the animal kingdom. It will include studies of invertebrates, beginning with protists through arthropods. The vertebrates will be considered in a comparative manner, studying fishes, amphibians, reptiles, birds and mammals. Dissection and live studies will be available in this laboratory-oriented class. Animal behavior, communication and reproduction will be addressed.

Text: Instructor will provide materials

## Geology - USC371 (1⁄2 Credit)

Prerequisite: None
This introductory semester course in physical geology presents the geologic history of the earth. Major topics include the rock cycle; minerals; igneous, sedimentary, and metamorphic processes and rock identification; glaciation; deserts and wind; earthquakes; mountain building; and geologic time. There will be a significant lab component covering these topics, including mineral and rock identification, topographic map use, and aerial photography analysis of geologic and topographic features.

Text: Hands on Geology, Fried, 2007.

## Oceanography - USC382 (1⁄2 Credit)

Prerequisite: None
This course in oceanography is a one-semester introduction to the world's oceans. Topics covered include a history of the study of oceanography, plate tectonics, the sea floor, water chemistry, the earth's atmosphere, ocean currents, waves and tides, coastlines and estuaries, ocean food webs, life in ocean waters, and life on the ocean floor. Computers will be used to study CD-ROM programs on plate tectonics and life in the sea.

Text: Hands on Oceanography, Fried, 2007.

## Engineering I - USC391, USC 392 (½ Credit)

Prerequisite: Must be a junior or senior.
This one semester course emphasizes how engineering impacts the development of products used by society. The curriculum will provide the student with the task of evaluating the economic and sustainability cost/benefit issues which arise from the development of technology. Students will need to critically evaluate and apply engineering principles at each stage of the development process. This class will be an experiential rather than a theoretical endeavor; students will be expected to complete a number of construction projects and white papers throughout the semester. Lecture will not be the mode of learning, independent research and collaborative project creation will be the main vehicle throughout the learning experience. Safety will be a strong emphasis in the shop. The Engineering course will follow the "learn - design - build - evaluate" process throughout the semester.

Text: no required textbook.

## Engineering II - USC 392 ( $1 / 2$ Credit)

Prerequisite: Engineering I or one year of robotics club
This course builds on the skills learned in Engineering I, adding in the use of coding to create solutions for community-based problems. Using the Dartmouth Engineering cycle to refine critical thinking skills, students will gain the confidence needed to create satisfying solutions to real engineering problems.

Text: no required textbook.

## Environmental Science AP/IB (Honors) - USC423H (AP/IB) (1 Credit)

Prerequisite: Biology
Students will develop a better understanding of the ecological principles of our planet leading to helping them to make intelligent, informed decisions regarding its use. During the first semester students will study the natural environment, the major ecosystems, biotic and abiotic components of those ecosystems, nutrient cycles, energy flow, and population dynamics. During the second semester, students will turn to the human impact on the natural environment, including such topical issues as acid rain, the greenhouse effect, ozone depletion, resource use, the pesticide problem and endangered wildlife. Students conduct many short- and long-term lab investigations to model topics as they are considered in class. This course prepares the student for the Advanced Placement exam in environmental science and the science section of the IB Environmental Systems and Societies exam.

Text: Living the Environment, Miller, 19 ${ }^{\text {th }}$ edition, Cengage Learning; Silent Spring, Laboratory Investigations, $2^{\text {nd }}$ edition Peoples Publishing, 2011

## WORLD LANGUAGES (UPPER SCHOOL)

World language study offers students the unique opportunity to widen their world. Those who learn and master another language open the door to knowledge and an in-depth understanding of other lands, people, and cultures. It can also lead to more enjoyable travel and to expanded career opportunities. Moreover, the study of world languages engages the mind in stimulating intellectual activity and hones it for the pursuit of knowledge in other fields, including a deeper understanding of one's native language.

Because Detroit Country Day School recognizes the value of world languages, successful study of at least one world language through a Level III course is a requirement for graduation. Students may begin or continue the study of Latin, German, French, Spanish or Chinese through advanced levels. Honors courses are offered in all languages, but not necessarily at all levels. One of the major objectives of all advanced language classes is to prepare students for International Baccalaureate, Advanced Placement, and college placement examinations.

Upper School world language study provides a time of great opportunity to achieve a high degree of oral and written fluency, to read the great literature of other lands in the original language, to enter national language contests, to take cultural field trips, and extended foreign study trips.

## French Level I - UFR113 (1 Credit)

Prerequisite: none
This course introduces students to basic grammatical concepts, vocabulary, verb forms, and French culture. Development of listening and speaking skills is stressed. Accurate pronunciation and intonation are critical. French is used whenever practicable, although not to the absolute exclusion of English. Audio files complementary to the text are used regularly.. By the end of the year, students will have acquired a working, active vocabulary appropriate for the first level.

Text: Discovering French Nouveau 1 Bleu, McDougal Littell 2013

## French Level II - UFR123 (1 Credit)

## Prerequisite: French Level I

This course continues and expands the principles of grammar, vocabulary building, and speaking begun in French I. Oral French is emphasized along with continued work on reading, listening comprehension, and writing skills. Learning new verb forms and tenses is an integral part of the course. The text expands upon the grammatical concepts and cultural material presented in French I.

Text: Discovering French Nouveau 2 Blanc, McDougal Littell, 2013

French Level II (Honors) - UFR123H (1 Credit)
Prerequisite: French Level I (department recommendation for honors)

This course continues and expands the principles of grammar, vocabulary building, and speaking begun in French I. Oral French is emphasized along with continued work on reading, listening comprehension, and writing skills. Learning new verb forms and tenses is an integral part of the course. The text expands upon the grammatical concepts and cultural material presented in French I. Students in the honors course work at a faster pace, study supplementary grammar, supplementary readings, and address a greater variety of cultural topics.

Text: D'accord 2, VHL

## French Level III - UFR233 (1 Credit)

## Prerequisite: French Level II

Students will review, refine, and expand the grammar presented in French Levels I and II. The emphasis is placed on the structures and vocabulary suitable for conversation, informal writing, and the reading of contemporary French literature and news articles. Audio files complementary to the text are used to develop listening comprehension skills, build vocabulary, and increase oral facility.

Text: Discovering French Nouveau 3 Rouge, McDougal Littell, 2013.

## French Level III (Honors) - UFR233H (1 Credit)

Prerequisite: French Level II (honors) or department recommendation
Students will review, refine, and expand the basic grammar presented in first and second year French. Literary verb tenses are taught for recognition purposes. A goal of this course is to complete the study of all basic French grammar. There is a major emphasis on building both conversational and literary vocabulary. Le Petit Prince is used as an introduction to the study of literature and literary analysis. Further reading comprehension skills are developed during the year. Work in this course is required for preparation toward the AP and IB exams.

Text: D'accord Level 3, Vista Higher Learning 2019
Additional Text may include: Le Petit Prince

## French Level IV - UFR343 (1 Credit)

Prerequisite: French Level III
This course offers students who are not on the AP/IB track the opportunity to work toward proficiency in the language by focusing on grammar, conversation, and culture. Students attain a solid grasp of

French grammar through an in-depth review of verb tenses, pronouns, nouns, adjectives, adverbs, interrogatives, negatives, and related aspects of syntax. Students increase their ability to speak French through intensive drills and conversation in French; they develop vocabulary through reading short stories, passages, exercises, or specially prepared materials; they gain insight into French culture through class discussion and reading of culturally- oriented texts and listening comprehension exercises found in French Internet sites.

Text: Interaction - St-Onge, Thomson Heinle, 2014

## French Level IV (Honors) - UFR343H (IB) (1 Credit)

## Prerequisite: French Level III (Honors) + department recommendation

 The French IV (H) course is conducted entirely in French and begins to prepare students for the AP French class through the study of thematic cultural units. Each student is required to participate in weekly discussions online and weekly readings related to a variety of cultural themes. Students will work to improve their conversational and presentational speaking skills. Strong emphasis is placed on building a solid grammatical foundation in addition to fine-tuning students' abilities in interpretive, interpersonal and presentational communication.Text: Thèmes - VHL, Une Fois Pour Toute - Longman

## Quebec: History, Culture And Traditions - UFR451 ( $1 / 2$ Credit)

Prerequisite: French Level IV + department recommendation
In this semester-long course, students will learn how Quebec became a predominantly French-speaking province in the predominantly English-speaking continent of North America. An in-depth overview of Quebec history, culture and traditions will include an overview of the French dialect in Quebec and the impact of language attitudes on the Quebec region. All of the instruction and materials such as text documents, films, music, etc. in this class will be presented in French. This class will provide students the opportunity to practice and improve their French skills (reading, writing, listening and speaking) while learning the rich history and culture of Quebec. French grammar and vocabulary will not be taught explicitly in this course, and it is recommended that students take this course alongside French V or French $\mathrm{V}(\mathrm{H})$. After successful completion of this course, students will be able to understand traditions and perspectives of the inhabitants of Quebec, practice French through the study of culturally relevant authentic resources, gain an understanding of the historical events that have led to current laws and practices in Quebec, and identify and better relate to the unique challenges of linguistic minorities.

Text and materials: Provided by instructor

## French Level V - UFR453 (1 Credit)

## Prerequisite: French Level IV

This course is for students who do not wish to take the AP test, but who would like to prepare for college placement exams in French or refine their conversational skills. The course is conducted primarily in French with emphasis placed on conversation and writing. Students write compositions, give oral reports about world issues, and view authentic French movies and television productions.

Text: Face à Face 2017 (Vista)

Additional Text: Les Miserables, Cider, 2009

## AP French Language \& Culture V (Honors) - UFR453H (AP/IB) (1 Credit)

Prerequisite: French Level IV (Honors) + department recommendation
The AP French V (Honors) course is the most advanced French class offered at DCDS. It is conducted entirely in French and it is designed for students who wish to pursue their study of the language at a higher level. The students will not only learn the listening, writing, grammatical and speaking skills required for the AP examination but they also cover the history, current events and literature of many francophone countries. They engage in discussions about the perspectives on the cultural influences they have adopted and they evaluate the validity of their opinions as well as question their assumptions. Their level of critical thinking also increases through many discussions, debates and papers.

Text: Thèmes - - VHL
Additional Text: Rhinocéros, Ionesco;

## German Level I - UGR113 (1 Credit)

Prerequisite: none
This course provides students with a sound basis for learning German as it is spoken and written today, and promotes understanding of the culture of German-speaking people. Students are encouraged to participate actively in conversations and skits based on everyday situations, to employ variations on lines they have learned, and to respond to numerous questions posed by the teacher and classmates. Students learn basic grammar by means of oral and written exercises designed to
highlight the patterns needed to form correct sentences, traditional instruction, games, partner/group activities, and projects. They encounter the culture through special readings, video clips, and comments drawn from the experience of the teacher.

Text: Deutsch Aktuell 1

## German Level II - UGR123 (1 Credit)

Prerequisite: German Level I
This course continues to develop basic German language skills: listening comprehension, speaking, reading, and writing. A deeper awareness of German culture is fostered while reviewing and expanding the structures and vocabulary presented in the first level course. New grammatical structures and vocabulary are presented through traditional instruction, games, partner/group activities, and projects. Students continue to participate actively in conversations, skits, and readings, all of which deal with cultural topics of interest to young people.

Text: Deutsch Aktuell 2

## German Level III (Honors) - UGR233H (1 Credit)

Prerequisite: German Level II
Students in this course encounter German as it is used in a wide range of topics and forms. They learn to read contemporary German from short stories, newspapers, and magazines. Through study and discussion of these selections, students learn to comprehend narrative and conversation, and to develop an ability to communicate orally and in writing on topics of general interest. The course fosters increased active and passive vocabulary and emphasizes the refinement of grammatical skills and vocabulary.

Text: Deutsch Aktuell 3

## German Level IV (Honors) - UGR343H (AP/IB) (1 Credit)

Prerequisite: German Level III Honors

In this course, students continue to refine and polish the skills developed in the third level and prepare for the AP German Language examination. Reading, critical analysis, and discussion of the works of some important German authors prescribed by the International Baccalaureate curriculum are also begun. Students undertake the study of at least one of the following: a drama, a work of poetry, a novel or novella, or a work of nonfiction. They also research and discuss an aspect of German life and civilization as specific preparation for the subsidiary level of the German IB examination.

Text: Deutsch Aktuell 3

## AP German Language \& Culture V (Honors) - UGR453H (AP/IB) (1 Credit)

## Prerequisite: German Level IV Honors

This advanced course is designed for those students who wish to deepen their preparation for the International Baccalaureate and/or Advanced Placement examinations. Students continue the study of authors, works, and themes prescribed by the IB curriculum. They enrich their understanding of German life and civilization through further research topics. Works to be read and skills to be emphasized will be determined by the teacher and the student after analysis of the student's strengths and weaknesses vis à vis the AP and IB language, literature, and culture requirements.

Text : Materials available from instructor

## Latin Level I - ULA113 (1 Credit)

Prerequisite: none
This class is offered to freshmen and other students with no previous experience in Latin. Grammar study will include nouns and adjectives of the first, second, and third declensions, numerals, personal, demonstrative, and relative pronouns, all tenses of the four verb conjugations in active and passive voices, complementary and objective infinitives, imperatives, participles, and common irregular verbs. Vocabulary study will emphasize those words that appear frequently in major Roman authors and those useful for English derivatives. Students will read and translate substantial connected passages in Latin integrated with grammatical topics.

Roman history, mythology, and culture will also be examined in readings and lectures. Text: Latin for Americans 1, Latin for Americans Workbook 1, Glencoe/McGraw-Hill, 2003.

## Latin Level II (Honors) - ULA123H (1 Credit)

Prerequisite: Latin Level I or equivalent
Latin II Honors will integrate review of material covered in Latin I with a progressive introduction to the remaining elements of grammar and syntax necessary for reading authentic Latin. Grammar study will include the fourth and fifth declensions, the indirect statement, deponent verbs, the subjunctive mood, subordinate subjunctive clauses, and gerunds and gerundives. Vocabulary study will emphasize those words important for major Roman authors; towards the year's end, short passages from Roman literature will be introduced. Examination of Roman culture will be continued, with emphasis on daily life, but also including areas such as geography and literary history.

Text: Latin for Americans 2, Latin for Americans Workbook 2, Glencoe/McGraw-Hill, 2004.

## Latin Level III (Honors) - ULA233H (1 Credit)

Prerequisite: Latin Level II or equivalent
Latin III Honors will focus on the development of advanced reading skills. The course will start with a survey of selections adapted from Roman authors, such Livy and Pliny; elements of grammar not previously covered, such as conditionals, will be introduced in connection with specific readings. The main section of the course will focus on excerpts from Caesar's Gallic Wars, with particular emphasis on material that will appear on the AP exam. The closing weeks of the course will feature a close examination of excerpts from Cicero's First Catilinarian, with attention to literary and rhetorical devices, as well as examples of modern rhetoric based upon Cicero's style.

Text: Latin for Americans 2, Glencoe/McGraw-Hill, 2004

## Latin Level IV (Honors) - ULA343H (IB) (1 Credit)

Prerequisite: Latin Level III or equivalent
Latin IV Honors/IB will cover readings required for the IB Latin exam at both the standard and higher levels. Currently, the Catullus, Horace, and Vergil components are offered, with other components potentially added as time and interest permit or as dictated by the triennial changes in the IB Latin syllabus. Participation in the IB program is not a requirement to enroll in the course, and those who start Latin I in their freshman year may, with instructor permission, elect to take AP Latin in the fourth year instead; this option will be extended as well to IB students whose program will only allow them to take the IB Latin exam at level V. The course will emphasize further development of translation skills, but much attention will be given to the historical contexts of the works read and issues of literary analysis.

Texts: The Student's Catullus, $3^{\text {rd }}$ Edition, ed. D. Garrison, University of Oklahoma Press, 2004; Horace: Selected Odes and Satire 1.9, 2nd Edition Revised, ed. R. Ancona, Bolchazy-Carducci, 2005; Vergil's Aeneid I-VI, ed. C. Pharr, Bolchazy-Carducci, 1998

## Latin Level V (Honors) - ULA453H (AP) (1 Credit)

Prerequisite: Latin Level IV or equivalent, or Latin Level III with instructor permission
Latin V Honors/APwill cover the Latin APsyllabus, which features readings from Julius Caesarand Vergil. Students will increase their speed and facility at reading with nightly translation assignments of progressively greater length; class time will chiefly be devoted to sight reading. In addition to review of all previous grammar and syntax, with infrequent grammatical constructions not previously encountered addressed as needed, students will also concentrate on writing analytical essays covering the stylistic, thematic, and historical issues underlying the course texts.

Texts: Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6, ed. B.W. Boyd, Bolchazy-Carducci, 2012; Caesar: Selections from De Bello Gallico, ed. H. Mueller, Bolchazy-Carducci, 2012.

## Spanish Level I - USP103 (1 Credit)

The first course of Spanish offered in the Upper School is based on the belief that the purpose of learning Spanish is to communicate with the people who speak it and to understand their cultures. The ultimate goal of the class is to have students use the Spanish language for oral and written communication. Both vocabulary and grammar study are integrated in the development of communicative ability. Themes of the course have been chosen to reflect what students want and need to talk about. Creative projects are included.
Text: Avancemos 1, Holt, McDougal, 2013

## Advanced Spanish Level I - USP113 (1 Credit)

Prerequisite: None.
This course continues to develop and build upon the skills acquired in previous Spanish courses. The focus remains on five basic components of learning a world language: speaking, listening, reading, writing, and culture. This course enables the student to build upon the vocabulary and grammar foundation established in prior Spanish classes, as well as learn more advanced grammar concepts, including the past tenses and command forms. This course has an emphasis on increasing proficiency for communication in spoken Spanish. The intended audience for this class is incoming freshmen
students who have experience with Spanish language learning, but are not prepared to enter into the Spanish 123 (Spanish II) course. This course is not intended for students with no prior Spanish experience. Rather, the goal of this course is to build upon prior knowledge and create an environment that allows the incoming 9th grader to "hit the ground running" with language learning and build a strong foundation for successful language acquisition in subsequent courses.

Text: Descubre 1

## Spanish Level II - USP123 (1 Credit)

## Prerequisite: Spanish Level I

Second year Spanish continues the development of communicative ability. Authentic avenues to communication and culture are continued. Students engage in authentic communicative tasks using pairand group activities. Vocabulary grammar initially learned in the first level are reintroduced and each review allows students to expand to new levels of achievement so that their language becomes more refined, more elaborate and more complex. Computers are used for brief, sometimes creative writing projects. A Spanish soap opera video is presented.

Text: Avancemos 2, Holt,McDougal, 2013

## Spanish Level II (Honors) - USP123H (1 Credit)

Prerequisite: Spanish Level I
Honors Spanish emphasizes an interactive, communicative approach to learning Spanish. This class will develop students' speaking, listening, reading, and writing skills and will encourage them to speak in Spanish also so that they will be capable of expressing their own ideas with confidence when they need to communicate in real-life situations. Ninety percent of all vocabulary tests will be Spanish to Spanish questions. Advanced rules of grammar will be taught. Cultural knowledge is an integral part of the class. The everyday lives of Spanishspeakers will be introduced as well as the different countries and regions of the Spanish-speaking world. All students will sit for the National Spanish Exam as a prelude to IB and AP classes during the junior and senior years of high school.

Text: Qué chévere, EMC, 2020

## Spanish Level III - USP233 (1 Credit)

Prerequisite: Spanish Level II

During the third level of Spanish, effective learners not only construct their own understanding of new concepts, but they also help themselves be successful learners. Problem-solving strategies are put to use in the target language. By this state of language acquisition students are effective listeners, readers and writers. Reading selections are stressed along with communicative practice. Grammar is still a major part of the class. The continuation of the video begun at level 2 is used for listening and communicative expression.

Text: Avancemos 3, Holt, McDougal, 2013

## Spanish Level III (Honors) - USP233H (1 Credit)

Prerequisite: Spanish Level II + department recommendation
This class provides a contemporary design with a focus on language, literature and film. The class has a cohesive two-part structure with an emphasis on grammar and reading. SP233H is an ideal resource for Advanced Placement and International Baccalaureate examinations. A modern, integrated video contextualizes material presented. Authentic readings and literary selections by well- known Hispanic authors are included in the course. New vocabulary is introduced that develops communicative competence.

Text: Descubre 3, Blanco, VHL, 2017.

## Spanish Level IV - USP343 (1 Credit)

Prerequisite: Spanish Level III honors or non-honors
This class is designed to help students become functionally proficient in the Spanish language and familiar with common Hispanic customs and traditions. The materials used in this program are designed and organized around the three principles of communicative proficiency: function, content, and accuracy. Students use the language in realistic contexts(function), communicate with each other on topics relevant to their lives and interests (content), and develop their skill in using lexical and grammatical features of Spanish (accuracy).

Text: Avancemos 4, Holt McDougal, 2013.

## Spanish Level IV (Honors) - USP343H (IB) (1 Credit)

Prerequisite: Spanish Level III Honors + department recommendation

This course is directed toward the acquisition of advanced skills in the areas of oral proficiency, listening comprehension, writing process, reading comprehension, text-handling, grammatical analysis, development of vocabulary, literary analysis, and the study of culture. The course should be considered as the first year of a two year formal preparation for the Advanced Placement and/or International Baccalaureate Language B testing programs. The acquisition of the skills mentioned above will provide each student with the opportunity to continue with the study of Spanish at the college, honors, AP and/or IB levels. Speaking Spanish in the class at all times is required.

Text: Una Vez Más, $3^{\text {rd }}$ edition, Pearson Education, Inc., 2009; Encuentros Maravillosos, $2^{\text {nd }}$ edition, Pearson Education, Inc., 2011

## Latin American History, Culture And Traditions - USP451/452 (1/2 Credit)

Prerequisite: Successful completion of SP343H or teacher recommendation
This course will provide an overview of the main historical, economical, geographical, political, and cultural aspects of Latin American and the Latinos in the US. The course will start by studying first the historical and ethnic background of this region of the world in order to later on examine its present economic, cultural and socio-political condition. This course will also analyze the significant challenges and struggles that face Latin America during this era of globalization, including its relationship with the United States, examining several contemporary issues such as immigration and the role of the Latinos in the US. All of the instruction and materials such as text documents, films, music, etc. in this class will be presented in Spanish. This class will also provide the students the opportunity to practice and improve their Spanish skills (listening, verbalization, and written) while learning the rich history and culture of Latin America.

Text: Instructor provided

## Spanish Level V - USP453 (1 Credit)

Prerequisite: Spanish Level IV honors or non-honors
This is the last course in the sequence of non-honors Spanish classes. The course is designed so that students will gain practice in speaking, listening, reading, and writing skills. Students will have a concise review of the major points of Spanish grammar.

Vocabulary acquisition will be stressed and students will be encouraged to perform Spanish skits to enhance their vocabulary and speaking skills. Writing will involve short Spanish compositions based on the in-class readings and other topics. The class will be taught in Spanish. Students are expected to
communicate in Spanish as much as possible in order to develop proficiency and communication skills.

Text: Materials provided by the instructor

## AP Spanish Language \& Culture V (Honors) - USP453H (AP/IB) (1 Credit)

Prerequisite: Spanish Level IV honors + department recommendation
Fifth year Spanish is a complete college level course that provides AP/IB students with a solid foundation in the four language skills: listening, speaking, reading, and writing. The broad scope of the class is to develop the necessary skills to communicate proficiently in Spanish and to appreciate the rich and diverse Hispanic culture. An intensive grammar review is completed during the first semester and extensive vocabulary is presented. AP and IB exercises are offered for practice. Literary and cultural readings are included.

Text: AP Spanish Language and Culture Exam Preparation, Vista, 2014

## Chinese I - UMC113 (1 Credit)

This is a beginning Chinese class intended for students with no prior knowledge of any Chinese dialect or written Chinese. The course will help students to develop basic listening, speaking, reading, and writing skills in modern standard Chinese, using pinyin and simplified characters. In addition, this course will cover computer skills not only with Chinese programs, but as a means for using computers as a learning technique to study Chinese.

Text: Chinese Link: Simplified Level 1, Part. 1, Textbook, Workbook, and My Chinese Lab, Prentice Hall, Inc. $2^{\text {nd }}$ Edition, 2011

## Chinese II (Honors) - UMC123H (1 Credit)

Prerequisite: Chinese I or successfully pass placement test
This course is a continuation of Chinese I with a review of grammar and further development of reading and writing skills in Chinese. A supplemental introduction to Chinese culture will also be included. The course will further emphasize Chinese pronunciation, the pinyin system, the Chinese character writing system, and sentence composition. This course will also continue to enhance computer skills with Chinese programs.

Text: Chinese Link: Simplified Level 1, Part. 1, Textbook, Workbook, and My Chinese Lab, Prentice Hall, Inc. $2^{\text {nd }}$ Edition, 2011

## Chinese III (Honors) - UMC233H (1 Credit)

Prerequisite: Chinese II or successfully pass placement test
This course is designed for students interested in a continuation of Chinese II, with a review of grammar and a further development of reading and writing skills in Chinese. The course is conducted mostly in Chinese. Students in the honors course work at a faster pace, study supplementary grammar, supplementary readings, and address a greater variety of cultural topics. The class has a two- part structure with an emphasis on Chinese language and Chinese culture. Computer skills with Chinese programs will be reinforced.

Text: Chinese Link, Simplified Level 2 Part 1, Textbook, workbook, 2nd Edition, 2011

## Chinese IV (Honors) - UMC343H (1 Credit)

Prerequisite: Chinese III or successfully pass placement test
This course is a continuation of Chinese III (honors). The course is designed to enhance the students' fluency in speaking and writing. Conversation and composition skills are emphasized. The course is conducted mostly in Chinese. Chinese IV (Honors) is an ideal resource for Advanced Placement and International Baccalaureate examinations. Students will start to develop more complex conversational skills with greater exposure to authentic Chinese materials of both spoken and written varieties. Emphasis will be placed upon practical use of Chinese, so that students experience the world of real communication among the Chinese people.

Students will not only learn to read and write at an advanced level, but will also gain the ability to understand, and speak Chinese in a variety of situations. This course will continue the advancement of computer skills with Chinese programs.

Text: Chinese Link, Simplified Level 2 Part 2, Textbook, workbook, 2nd Edition, 2011

## AP Chinese Language \& Culture V (Honors) - UMC453H (1 Credit)

Prerequisite: Chinese IV or successfully pass placement test
This course is a continuation of Chinese IV (honors). This course is specifically designed to prepare students for the AP Chinese Language and Culture examination. It provides AP students with a solid
foundation in the four language skills: listening, speaking, reading, and writing with the help of technology. The broad scope of the class is to develop the necessary skills to communicate proficiently in Chinese and to appreciate the elements of diverse Chinese culture. It is conducted entirely in Chinese.

Text: Materials available from the instructor

## ADVANCED COURSES OF STUDY (UPPER SCHOOL)

## Upper School Advanced Placement Program (AP)

In addition to the IB program, Detroit Country Day School offers an extensive Advanced Placement (AP) program. The AP curriculum includes courses of disciplined and orderly inquiry. The program is designed to challenge gifted students and develop in them the ability to master complex knowledge. AP exams are given nationwide and in American schools abroad in May and may qualify students for college credit and in some cases, sophomore standing upon entering college. Examinations are graded by a corps of examiners from around the country on a scale of 1 (no recommendation) to 5 (extremely well qualified).

DCDS administers APexams in the following subject:
// French Language
// Computer Science
// Spanish Language
// Statistics
// Calculus AB
// Calculus BC
// Music Theory
// English Literature
// German Language
// United States History
// Studio Art
// Biology
// Physics
// Government and Politics: US
// Chemistry
// Environmental Science

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// Economics
// European History
// Psychology
// Latin
// Art History
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## Upper School International Baccalaureate Program (IB)

For fifty years globally and forty years at DCDS, IB Diploma Programgraduates have been recognized as top-level applicants by the world's leading universities. IB diploma holders are ready to debate real-world issues with an appreciation for international ramifications. They are ready to provide leadership and support in their local community and the global society. They demonstrate a capacity for in-depth study and critical thinking while maintaining an awareness that the different areas of knowledge are interrelated.

The Global Scholars IB Diploma is aimed at the humanities or international business student and features the following courses:
// Language A - Higher Level or standard level English Literature including the study of selections from World Literature in drama, poetry and the novel
// Language B (second language) - Higher Level French, German, Japanese, Mandarin, Spanish, or Latin, emphasizing fluency and cultural understanding
// Language B ab Initio (third language) - standard level First \& second year French, German, Japanese, Mandarin, Spanish, or Latin, emphasizing exploration and cultural introduction
// Individuals and Societies Global Politics - Higher Level or standard level Explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts abstract political concepts by grounding them in real-world examples and case studies
// Experimental Sciences Environmental Systems and Society - standard level An interdisciplinary course grounded in both a scientific exploration of environmental systems and in the exploration of interactions of societies with the environment
// Mathematics: Applications \& Interpretation - Higher Level or standard level Describing the real world and solving practical problems using mathematics, harnessing the power of technology alongside exploring mathematical models and the more practical side of mathematics
// Theory of Knowledge - A philosophy course examining how we know what we know and putting the other subjects in a theoretical framework which students can use in all areas of their lives
// Extended Essay - A 4,000 word interdisciplinary research papers studying an issue of contemporary global significance chosen by the student

## CONSERVATORY OF FINE AND PERFORMING ARTS (UPPER SCHOOL)

## Introduction

The Detroit Country Day School Conservatory puts a clear focus on building artistic capabilities for students seeking a career in the fine and performing arts. The rigors of advanced study and practice in their chosen discipline, mentored by artist/ faculty and counseled on higher education options promotes students for entrance to the nation's most prestigious art schools, music conservatories and theatre programs.

By clearly identifying the Conservatory as a course of study option within our college preparatory mission, we put into action a focused mentoring of student artists who are gifted in their discipline and seek the preparation for the very competitive admission process at the top schools specializing in their arts discipline.

The fine and performing arts teaching staff are, for the most part, faculty artists that work in their professional field and also have the unique ability to teach. They have the connections and experience to introduce students to a variety of professional associations which further prepare students for a life as a fine or performing artist.

The opportunities for Detroit Country Day School to engage in professional partnerships with area arts organizations began with the building of the Performing Arts Center. Three of our partners who use the PAC for their professional series, the Chamber Music Society of Detroit, the Great Lakes Chamber Festival and the Detroit Symphony Orchestra, have brought master class opportunities to our music students. There are similar opportunities for partnerships with professional dance and theatre organizations.

## A College Preparatory Approach

Within Detroit Country Days' college preparatory curriculum, students in the Conservatory, with the guidance of the faculty are able to customize a plan of study that ensures advancement in their artistic pursuits. Depending on scheduling options, students may take advantage of electives within the IB (International Baccalaureate), AP (Advanced Placement) and Honors course offerings. Although the same basic graduation requirements of DCDS will apply to Conservatory students, an emphasis on a student's artistic development for portfolio and audition readiness will be a major capstone of the program.

## Student Qualifications For The Conservatory

Freshman and sophomore students who articulate their desire to pursue the Conservatory program in their discipline of study will be considered as having pre-Conservatory status. It is during these two years (Grades 9 and 10) that faculty will mentor and guide students in building their capabilities within the curriculum. Prior to entering the student's junior year (Grade 11), a meeting will be scheduled with parents, the student and respective faculty to assess the pre-conservatory experience, evaluate the pros and cons of the Conservatory program, and, if applicable, chart a course of study for the junior and senior years.

Each curricular area (art, music, theatre) will develop a recommended course of study for students with pre-Conservatory status. It is recommended that students during this period explore a variety of courses in their respective arts discipline, as well as, fully engaging in the academic curriculum so that all DCDS graduation requirements are met and a well-rounded education is at the core of the four-year DCDS experience.

The Conservatory Program has the flexibility to customize a course of study depending on each individual's goals. In each arts discipline, however, there will be core curricular experiences that will be required. In the Fine Arts department, AP Art History and AP Studio Art will be at the center of the Conservatory experience. In the Theatre Department the two-year series of Theatre Arts IB and Advanced Theatre Arts IB will be at the center of the Conservatory course of study in Theatre.

Even though each student will have a major focus in their work, additional arts experiences will be encouraged. As an example, a theatre student should be encouraged to join the choir and/or take a class in music theory. A vocalist should seriously consider a theatre course in anticipation and preparation for performance opportunities. A fine arts student who has a passion for sculpture would benefit from understanding life drawing or another medium, such as metals. To that end, the AP Art History course has far reaching applications for all students in the Conservatory program.

## Conservatory Of Dance (Upper School)

## Vision

A training program that develops well-rounded dancers/performing artists for their own enjoyment or in preparation for successful auditions resulting in admittance to the finest of university dance programs offering B.A. \& B.F.A. degrees in Dance or Performing Arts.

## Student Expectations

For the student who strongly enjoys dance and/or wishes to seriously pursue a career as a dancer or performer, the Conservatory program focuses on; skilltraining, performance experiences,
pedagogical/choreographic experiences and globalview of dances it is reflected in unique ways around the world. Students wishing to participate in the Conservatory program are expected to fully engage in school productions and show consistent leadership in rehearsal and on-stage.

## Student Requirements

// 3-4 core credits in the dance curriculum which include:
// Dance Techniques 1-Performance Foundations (1/2 credit semester course)
// Dance Techniques 2 - Performance Studies ( $1 / 2$ credit semester course)
// Repertory Dance Ensemble - Full year class (1 credit) may be taken up to three years (3 credits) in sophomore, junior and senior years
// NB: Dance 1 and Dance 2 are prerequisites for enrollment in the Repertory Dance Ensemble
// 1-2 elective credits within the Performing \& Communication Arts disciplines of music, theater and films these are integral tools for the dancer.
// Students are required to be part of two productions over their four years at the Upper School. Required participation includes; on-stage as dancer, assistant to choreographer or equivalent leadership role.

## Conservatory Of Filmmaking (Upper School)

## Vision

A training program that develops well-rounded artists in filmmaking to prepare for either successful admittance to university programs offering B.A. \& B.F.A. degrees in Film/TV Production, Screenwriting, Creative Producing, or Acting; or successful, lifelong pursuit of filmmaking or acting as a hobby or passion. There are two tracks within the program: Production or Performance.

The coursework and experiences within the Production Track of the conservatory program focus on film analysis, composition, camera usage, lighting and sound technique, screenwriting, advertising, and editing technique.

The coursework and experiences within the Performance Track of the conservatory program focus on acting technique, character analysis, screenwriting, and directing.

Students wishing to participate in the program are expected to show consistent leadership in class and on set.

## Student Expectations

For the student who wishes to pursue a career in film or acting for film, the Conservatory program focuses on: film techniques, film analysis, and editing techniques as well as actor training and directorial experiences. Students wishing to participate in the Conservatory program are expected to fully engage in the school Film Festival and show consistent leadership in class.

## Course Requirements - Production Track

3 credits (minimum) in Filmmaking from the following courses:
// $1 / 2$ credit - Foundations of Filmmaking
// $1 / 2$ credit - Acting Techniques for Film I
// $1 / 2$ credit - Intermediate Filmmaking $1 / 2$ - Directed Study Film
// 1 credit - Film Studio Producations
// $1 / 2$ credit - Independent Study Film
// $1 / 2$ credity - Portfolio Development Film
// 1 credit in English from the following courses: Narrative Techniques in Literature \& Film HIGHLY RECOMMENDED, Creative Writing - HIGHLY RECOMMENDED, or Honors/AP student can choose from : (H) Rehtoric, Composition Innovation and creativity, (AP) Shaekespeare \& The Develompent of Modern Drama

## Course Requirements - Performance Track

3 credit of required courses:
// $1 / 2$ credit - Theatre I
// $\quad 1 / 2$ credit - Theatre II
// ½ credit - Acting Techniques for Film I
// $1 / 2$ credit - Acting Techniques for Film II
// 1 credit -Acting Studeio for Film

## Additional Requirements For Both Tracks:

// Enter a minimum of four films in Scholastic Arts and Writing Awards, MIPA, and DAFT in junior and senior years.
// PRODUCTION TRACK: The student's role in these entries must be significant, including director, director of photography, sound engineer, gaffer, or editor.
// PERFORMANCE TRACK: The student must have a lead acting role in these films.
// Prepare a senior portfolio of four films for presentation to an authentic audience at Celebrate the Arts in late April.
// Participate in 2 large-scale extracurricular film productions (jr. \& sr. year)

## Conservatory Of Fine Arts (Upper School)

## Vision

The Fine Arts component of the Conservatory of Fine and Performing Arts is designed to challenge the student who is passionate about Fine Art and has demonstrated a desire to develop their talent. This dedication will be achieved through a cohesive and sequential plan, under the guidance of professional artists/teachers. These mentors will define the artistic objectives of the individual student and give honor and recognition to their commitment to four years of Fine Arts at Detroit Country Day School.

## Student Expectations

Minimum of 8-10 credits in Fine Arts classes Completion of AP Art History (strongly recommended) Work is consistently of high quality Shows an imaginative, inventive, and confident articulation of the principles of design Demonstrates higher level thinking Evidence of confidence and of verse addresses fairly complex visual and/or conceptual ideas.

## Student Requirements

By senior year, students must:
// Artist statements for all pieces
// Compete and exhibit outside of school
// Community service to Scholastic Art Show
// Be a role-model to underclassmen
// Complete a daily log of ideas, design, images and thoughts
// Eight pieces for Scholastic portfolio in a special medium or atheme
// Complete a senior show at Celebrate the Arts
// Show a body of their best work 15-25 pieces
// Participate in the installation of their own artwork
// Artist statement that reflects their four years of art
// Be present from 1-4 for the exhibition
// Speak articulately of their work to viewers
// Uses materials effectively, technique is generally excellent
// May show successful engagement with experimentation and/or risk taking
// Demonstrates informed decision making
// Maintain a visual log of their work

Fine Arts: Range of 8-10 semesters of art classes. Strongly recommend AP Art History junior or senior year (2 semesters). AP Studio required senior year (2 semesters).

## Conservatory Of Music (Upper School)

## Vision

The ancient Greek philosopher, Plato, extolled the benefit of music on the human being: "Education in music is most sovereign because more than anything else, rhythm and harmony find their way to the inmost soul and take strongest hold upon them, bringing with them and imparting grace if one is rightly trained." The Detroit Country Day School Conservatory of Music fully embraces the value and importance of training in music, and offers an enriched course of study for those students who are particularly dedicated to the pursuit of music scholarship and performance. Through extensive academic training and concert experience, the DCDSConservatory of Music student will be fully prepared to continue their musical journey at the collegiate level.

## Student Expectations

It is the student that is eager to pursue every musical experience possible that is a candidate for the Music Conservatory. Students wishing to participate in the Conservatory of Music program are expected to fully participate in the performance area of their choosing and show consistent leadership in rehearsal and on the stage. To fully prepare for the competitive nature of the pursuit of the performing arts, the Conservatory student must consistently be willing to strive for their very best. This includes private study as well academic music classes and ensemble participation.

## Student Requirements

// 4 credits (all four years / grades 9-12) of a curricular (choir, band or orchestra) performance class.
// Successful Completion of Fundamentals of Music Theory (minimum requirement) OR APMusic Theory (preferred) UMU513H and the AP Exam.
// Participate in MSVMA/MSBOA Solo \& Ensemble (or equivalent festival for pianists) OR study their chosen instrument with a private teacher at least junior and senior year.
// Audition for an advanced ensemble (Jazz Band, String Ensemble, and Bella Voce) junior and senior year.
// Senior Conservatory Showcase- performance for their peers in music classes during the school day
// Participate in at least one musical theatre production in each of the junior and senior years (pit orchestra, chorus, or crew).

It is also recommended for the students to take additional coursework in the arts, such as independent study, theatre, visual arts, etc. Some of these activities can also fulfill the school's blue/white and/or gold point requirements.

## Conservatory Of Theatre (Upper School)

## Vision

A training program that develops well-rounded theatre artists in preparation for successful auditions resulting in admittance to the finest of University Conservatory programs offering B.A. \& B.F.A. degrees in theatre.

## Student Expectations

For the student who wishes to pursue a career as a theatre artist, the Conservatory program focuses on; actor training, directorial experiences, theatre production and design, and a global view of theatre as it is reflected in unique ways around the world. Students wishing to participate in the Conservatory program are expected to fully engage in school productions and show consistent leadership in rehearsal and on-stage. To fully prepare for the competitive nature of the pursuit of the performing arts, the Conservatory student must consistently be willing to strive for their very best; challenging themselves rather than competing with others. In most cases this will include private study in preparation for university auditions.

## Student Requirements

// 3-4 credits in the theatre curriculum which include:
// Theatre 1 - Semester class in 9th grade
// Theatre 2 - Semester class in 10th grade
// Studio Theatre Ensemble - Full year class in 11th and $12^{\text {th }}$ grades
// Theatre Production - Semester class in 11th grade
// Theatre Design - Semester class in 12th grade
// 1-2 credits within the music curriculum should be seriously considered as the actors' understanding of their vocal capabilities through choir and/or music theory are important tools for the working actor.
// Audition for school productions all four years and commit to working on-stage, with the technical crew or support production efforts through stage management and student assistant director assignments.
// Student initiated and designed/ directed senior recital featuring monologues, scenes and musical selections if appropriate.
// Participate in Celebrate the Arts performances junior and senior year.
// Prepare appropriate theatrical selections for college auditions and, if required, produce an audition CD/DVD.

## GLOBAL SCHOLAR PROGRAM (UPPER SCHOOL)

The mission of the Global Scholar Program (GSP) is to inspire students to become well-equipped leaders and productive world citizens by developing an appreciation, understanding, and knowledge of the global community. The GSP is consistent with our school's Strategic Plan and Instructional Plan goal of growing the global perspective of our students and our instructional programming.

Students will be required to choose from classes which have a global perspective and to participate in activities which emphasize global studies/issues. Upon completion of course and activity requirements, students will qualify for a Global Scholars Certificate or a Global Scholars Certificate with Distinction at graduation.

## English (Upper School)

(3 of 4 credits): 9th grade English; 11th and 12th grades - two elective classes with global perspectives

## World Languages (Upper School)

Option 1
$1^{\text {st }}$ language through level $4 / 5$ (honors or non-honors) AND one academic year of study of a $2^{\text {nd }}$ language (honors or non-honors)

## Option 2

$1^{\text {st }}$ language through level $4 / 5$ (honors or non-honors) and two consecutive years of study of a $2^{\text {nd }}$
language (honors or non-honors)*
(*This will qualify the student to receive a GS Diploma with Distinction.)

## Science (Upper School)

(3 credits): Biology at any level; physical science (chemistry or physics at any level); AP Environmental Science

NB: Students may take additional science classes as well. Participation in Global competitions or doing science fair projects with a global emphasis/theme is encouraged. This will help students to fulfill the GSP requirements.

## History (Upper School)

(3.5 or 4 credits): $9^{\text {th }}$ grade history (honors or non-honors); $10^{\text {th }}$ grade Modern World History (honors or non-honors) OR AP European History; in $11^{\text {th }} / 12^{\text {th }}$ grade, students may take 1.5 or 2 classes which satisfy the GSP requirement.

NB: AP Art History may also be taken, but it may not be a substitute for a graduation-required history class.

## Math, Health Education/Speech And Fine Arts (Upper School)

Students must follow the Detroit Country Day School Upper School graduation requirements. In addition, students will be required to:
// Take 2 on-line summer classes overa 3 -year period which will focus on building global competency, defining global issues, developing research skills connected to global issues, and taking action on global research;
// Declare their intention to be a part of the GSP in the spring of $9^{\text {th }}$ grade and meet with the Director of the GSP to begin tracking classes and activities;
// Participate in a DCDS club which has a global theme at least two of four years (ex: World Language clubs, Model UN, GYLI, etc.) or present a Science Fair project with a global focus (to be approved by the GSP committee);
// Participate in the DCDS Sister School Exchange Program, either as a traveler or as a host to a foreign student OR participate in a third-party summer program with a global perspective
(program to be approved by the GSP committee). Financial aid will be available to qualifying students.
// Develop a senior project which has a global connection;
// Maintain a Cum Laude or higher grade point average all 4 years at the Upper School.

A 5-person committee will review on a yearly basis the progress of students in the DCDS Global Scholars Program. The committee members will be the Director of the GSP, the US Director, and 3 additional faculty/administrative members. This committee will determine student eligibility from year-to-year and monitor course selection/activities.

## ACADEMIC GRADUATION REQUIREMENTS (UPPER SCHOOL)

Students must satisfy academic and co-curricular (athletic / nonathletic, skill development and self-discovery, and service and volunteerism) requirements for graduation.

```
Academic Graduation Requirements
    // Arts(Visual/Perf) - }1\mathrm{ year*
    // English - 4 years
    // Health - 1/2 year (freshmen)
    // History - 3 1/2 years (through Amer Gov)
    // Mathematics - 3 years (through Algebra II)
    // Public Speaking - 1/2 year (sophomores)
    // Debate or Forensics
    // Science - 2 years (1 life science/1 physical science)
    // World Language - 3 years (through Level III)
```

*One-half credit is required of students who enter in Grades 10, 11, or 12. AR101/AR102 must be completed by the end of sophomore year.

## Credit Hour Requirements

All students must be enrolled in a minimum of five courses each semester. A student who fails to meet the following minimum course credit requirements may be dismissed from the school. Freshmen ( 5.5 credits); sophomores ( 11.5 credits); juniors ( 16.5 credits); seniors ( 22.0 credits)

## CO-CURRICULAR GRADUATION REQUIREMENTS (POINTS)

// Mission - 8 points (athletic and non-athletic options)
// Blue - 4 points minimum (athletic)
// Silver - Mo minimum (non-athletic activity)
// Gold - 8 points (activities such as clubs which develop skills and self-discovery)
// White - 8 points (service, 5 hours of volunteerism/service to others are required for each white point)

## Mission Points - Athletic And Non-Athletic Options

(Required over 4 years; students must earn a total of 8 mission points. 4 mission points must come from blue point athletic activities. The remaining 4 mission points may be earned from blue (athletic) and/or silver (non-athletic team activity).

## Mission - Blue Points - Athletic Requirements

(Required over 4 years; students must earn one blue point per year in grades 9, 10, 11, and 12.) All physically able students in grades 9-12 are required to participate in athletics. One blue point is awarded for each season of athletic participation and must be satisfied by participation on a DCDS sponsored interscholastic sport team. An off-campus sport not offered by DCDS or national caliber sport (see below) may also qualify for a maximum of 1 point per year and must meet committee approval. An interscholastic sport team is defined as a school funded athletic team representing Detroit Country Day School that competes against other high school teams. A season is defined as commencing with the first day of required try-outs or practice, encompassing all subsequent games and practices, and concluding with the team banquet following the final game or meet. Students are expected to attend their team's practices and games, unless expressly excused by the athletic director upon a physician's medical recommendation.

## Mission - Silver Points Non-Athletic Options

A mission point can also be earned by participating in other after school non-athletic team activities (e.g. theatre productions, debate, forensics, science fair, robotics) which meets on a daily basis at a
time when a student would otherwise participate in the athletic program. A national caliber activity (see below) may also qualify for a maximum of 1 point per year and must meet committee approval.

Off-campus sport not offered by DCDS Exception (Blue point credit)
Students may request to participate in an off-campus sport (not offered by DCDS) for blue point credit by submitting an online application form (located in the student portal) by August 15 for fall or winter; or January 1 for spring.

## National Caliber Exception

(Blue or Silver point credit)
Students who excel in a particular sport or activity may request exemption by submitting an online application form (located in the student portal) by August 15 for fall or winter; or January 1 for spring. Students must provide proof of the following: 1) evidence of national or international ranking equivalent to Olympic level or similar in your sport/activity; 2) evidence of participation in national or international level competition; 3) outline, in detail, a typical daily and weekly training and competition schedule.

## Gold Points - Activities Requirements

(Required over 4 years; students must earn two gold points per year) The gold point requirement emphasizes skills development and self-discovery and may be earned for each semester of participation in a club or activity. $80 \%$ attendance is required. The Clubs Program allows students to explore interests, discover passions, and develop responsibility. Students may select from among competitive, academic, athletic, artistic, performance and service options.

## White Points - Service Requirements

(Required over 4 years; 5 hours of service $=1$ white point; students must earn 2 white points per year through 10 hours of service/volunteerism) The white point requirement emphasizes selfless service to others and provides students with the opportunity to broaden their service and volunteerism. White points may be earned for approved in school and out of school service projects. Grades 9 and 10 may complete all hours participating in on-campus activities. Grade 11 must complete at least three hours in off- campus activities. Grade 12 must complete at least five hours in off-campus activities. White points may be earned during the summer or school year. Completing a job for payment is not community service.

If the volunteer activity is off campus, the student must acquire a letter of verification from the sponsor of the activity including title of the activity, date it was performed, number of hours involved, and a brief description of the activity itself. All paperwork should be submitted to the White Point Coordinator. Documentation of any white point hours earned during the summer must be submitted by September 30.

Throughout the year, the Community Service Club sponsors a number of on and off campus service opportunities.

Examples of on campus community service activities may include: admissions open house host/hostess, class board (5 hours max), peer tutor, athletic assistant (ballperson, ticket sales, scorekeeper, etc.) Examples of Off Campus community service activities may include: assist the elderly (repairs, yard work, etc.), food banks, park clean-up, or soup kitchens.)

A student who fails to meet the minimum point requirements at the end of the school year will be denied all privileges normally accorded to the student's grade until the deficiency is made up. By the end of the first semester, seniors are required to have completed the required semester gold point and full-year white point service hours to qualify for senior project.

## CO-CURRICULAR INFORMATION (UPPER SCHOOL)

## College Counseling Program (Upper School)

The college counseling program focuses on building a student's foundation for college success beginning in Grade 9. The program focuses on the student's choices of academic and elective courses, extracurricular and community service activities.

## Grade 9

// Choice of academic and elective courses
// Choice of extracurricular activities
// Review of standardized college entrance exams and timeframe
// Administration of the PLAN test (a curriculum based achievement test) which assesses a student's interest and how those relate to academic and career areas
// Freshman College Night- a comprehensive program presented by College Counseling office professionals each year, tailored for freshmen students and their parents.
// Lunch workshops presenting information and activities focused for this grade level

## Grade 10

// Administration of the "practice" PSAT/NMSQT (Preliminary Scholarship Aptitude Test/ National Merit Scholarship Qualifying Test) which measures the students educational skills and gives them a chance to qualify for the NMSC (National Merit Scholarship Corporation) scholarship programs.
// Sophomore College Night- a comprehensive program presented by College Counseling office professional teacher, tailored for sophomore students and their parents
// Lunch workshops presenting information and activities focused for this grade level

## Grade 11

// Individual personalized counseling begins
// Administration of PSAT/NMSQT(Preliminary Scholarship Aptitude Test/ National Merit Scholarship Qualifying Test) which measures the students educational skills and gives them a chance to qualify for the NMSC (National Merit Scholarship Corporation) scholarship programs
// Junior College Night - addresses college entrance tests, scholarships and financial aid, and factors in selecting a college. Each family also receives a comprehensive Junior College Counseling Handbook on this night. Attendance is mandatory.
// Opportunity to meet with visiting college admission representatives
// Naviance, a college research and application management system, is introduced. Students register and begin utilizing this tool for their research and application process.
// Lunch workshops presenting information and activities focused for this grade level

## Grade 12

// Individual personalized counseling continues
// Senior College Night - reviews college application procedures, specific deadlines for various college-related materials, college interviews and a range of other college application and admission topics. Each family also receives a comprehensive Senior College Counseling Handbook.
// Counseling on college choices, application essays critiques and deadline monitoring
// Inform students of potential scholarship and financial aid opportunities
// Small group discussion on transition from high school to college
// Opportunities to meet with visiting college admission representatives
// Workshops focused on college applications, essays, interviews and other pertinent topics

Throughout the senior year, college counselors continue to review student progress and monitor the application process. Students are made aware of potential scholarship and financial aid opportunities
and are assisted with the related federal and college forms. In the second semester, seniors will attend a series of small group sessions that address the transition from high school to college.

Topics Include college acceptances, deposits and enrollment, scheduling classes, time management, college offices to go to for assistance once at college, residence halls and roommates, personal values, safety and security on campus, and banking.

Coffee with the College Counselors - Informational Coffees are offered monthly on topics that address the various aspects of the college preparation planning, application, and admission process.

College Representatives at DCDS - Students are encouraged to meet with college admission officers who visit DCDS. Upcoming visits from college representatives are listed in Naviance, our college research and application management system. Seniors should inform teachers if they will miss class due to meeting with a college representative. Students are not permitted to attend sessions for which they have not signed up. In some cases, juniors may be allowed to meet with college representatives provided they will not miss a class and they have permission in advance from the director of college counseling.

Student Visits to College Campuses - Students who will miss school to visit a college campus must submit a pre-arranged absence form.

## Learning Support, Tutorials, And Study Halls (Upper School)

The Upper School has Learning Consultants who work with students during the school day in order to provide one-on-one, specialized learning support. The following three programs have been able to help students become more academically successful. Each program creates a constructive learning environment informed by educational research. We work together with students, so students can learn to address learning challenges by tapping their own learning strengths.

The Tutorial Assistance Program (TAP) operates during the school day on Tuesdays, Wednesdays, and Thursdays. Upper School Learning Consultants direct the program as Upper School teachers from each academic discipline (English, History, Math, Science, and World Languages) tutor students in a room in the Student Learning Center. Through this program, all students have access to one-on-one or small group tutorials during the school day from teachers. TAP is an excellent resource for students who are struggling academically, students who may excel in some subjects but have difficulty in others, and students who consistently perform well but want to continually challenge themselves to reach further. Additionally, TAP will help meet the academic needs of students who are transitioning into the school for the first time or who are returning after an extended illness. This program meets
immediate and long-term educational needs. Learning how to access all resources available is a vital skill necessary for students to reach their true potential, during their years at DCDS, in college, andbeyond.

The Academic Enrichment Program (AE) is designed with the same goals as the TAP program described above. Academic Enrichment meets after school Monday through Thursday from 3:30 to 4:30. The AE program is directed by the Learning Consultants and is staffed by Upper School faculty members from the Math, English, World Languages, History, and Science departments. Academic Enrichment serves as an after school drop-in learning support for any Upper School student. As a college preparatory school, we want students to learn to work with teachers while preparing for tests, quizzes, writing papers, or pursuing an intellectual question with faculty. This experience will encourage students to learn to draw on all academic resources when they attend college. The Academic Enrichment program also provides a constructive approach to support students who are on Academic Probation.

Students on academic probation attend TAP during school and AE after school. In keeping with the school's motto, Mens Sana In Corpore Sano (A Sound Mind in a Sound body), the AE after school program works closely with the DCDS Upper School Athletic
Department and coaches in order to enable students to meet both their academic and their athletic/activity requirements for graduation. Students report to practice immediately after leaving Academic Enrichment with the pass they have been given from AE. A student may be excused from AE for that day if $s /$ he has a confirmed DCDS interscholastic athletic contest, is required to be in theatre rehearsal, or is required to compete in their blue point activity. A student with an unexcused absence from $A E$ will be assigned a detention. If a student must fulfill a disciplinary detention, attendance at AE will count-the student will attend AE between $3: 30 \mathrm{pm}$ and $4: 30 \mathrm{p} . \mathrm{m}$. We advise all students that the best first step in seeking learning support is to work directly with their classroom teacher. Teacher-student tutorials may be arranged whenever a common time is available.

The Peer Tutorial Program draws on students' expertise and provides another avenue for student academic assistance. The peer tutors from the DCDS Peer Tutor Board volunteer their time to tutor students during mutually free periods, including Academic Enrichment times, to encourage fellow students' understanding of academic material being learned at the Upper School.

Study Halls may be available to students in grades 9-12. Graduation requirements, and the large number of electives offered, will determine whether a student has a study hall. For Grades 9-12 attendance is mandatory for assigned students. In the Upper School, juniors and seniors are generally exempt from study hall unless they are not making satisfactory academic progress. In some cases, juniors or seniors may be assigned study hall because of disciplinary issues.

Exceptions to study hall requirements may be made for Grade 9 and 10 students based on their achievement of honor roll status. The evaluation period is the student's preceding end-of-year honor roll status or the first semester honor roll status. Freshmen and sophomores excused from study hall may study in the library, student center, or hallways but may not congregate or study in stairwells or locker rooms. Excused freshmen and sophomores with a first period study hall must sign in at the Attendance Office by 8:00 a.m. Juniors and seniors with a first period study hall must sign in at the Attendance Office by 8:00 a.m.

## Library Services (Upper School)

## Our Values - We believe:

// That intellectual freedom is a fundamental right for all.
// That literacy is an essential skill across all platforms and disciplines.
// That reading for personal information and enjoyment leads to lifelong learning.
// That respect for intellectual and creative property is everyone's responsibility.

## Our Mission - Teach, Inspire, Explore

The Upper School Library is centrally located on campus and staffed with a professional librarian. It is designed to meet a variety of informational needs and learning styles of the students and faculty. There are places for quiet and small group study, classes and relaxed reading. The resources mirror the developing curriculum and technology components of the school; support the mission of the school and the specific goals of the Upper School program.

Print and online collections are reviewed and updated on a continual basis. The available reference and research materials support the curricula and research projects, from the simplest of definitions to those projects requiring in-depth expert authority. Digital resources are available for all subject areas. The library website provides easy access to all of these resources anytime, anywhere.

The primary focus of the Library program is to collaborate with departments to support the curriculum. Students are provided project specific and general instruction to meet not only their immediate academic needs, but to prepare them for research at the collegiate level. Instruction focuses on two primary areas:

Research skills and information literacy - Students are taught how to locate and use print and online resources; and how to use a variety of filters and evaluation tools to identify which resources best meet their needs.

Responsible use of resources - Students receive instruction on the importance of giving credit to their research sources, how to create a list of works cited in a variety of formats; how to avoid plagiarism, and how to use technology and all resources responsibility.

Additionally, the library encourages the appreciation of reading for pleasure and personal learning. The young adult and adult fiction collections provide opportunities for students, faculty and staff to enjoy well known and emerging authors of all genres.

