



# Program of Studies

Grades 9 - 12

2019-2020

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## Antilles Upper School

Antilles School is an independent day school that provides students with a challenging and comprehensive education that has depth and breadth, in order to prepare them to succeed in college and for life-long learning. An energetic, dedicated faculty guide students to become critical and creative scholars, artists, musicians, thespians, athletes, community advocates, and global citizens. With a focus on the liberal arts and natural sciences along with the acquisition of communication and problem solving skills, the Upper School is a rigorous college-preparatory program, which includes a diverse selection of complementary classes and electives, including Honors and Advanced Placement courses.

Antilles School is a welcoming, dynamic, and respectful community of learners. The Upper School is a special place where our students create lifelong friendships and lifetime memories. Upper School faculty design and present courses in such ways as to ignite students' passion for learning, to engage them in the process, and to build positive relationships amongst peers and faculty. Faculty guide students to make meaningful connections across disciplines, to communicate clearly, precisely, and effectively, and to develop personal confidence and independence as learners. Together, faculty support students' acquisition of self-discipline while preserving their natural curiosity.

The Upper School curricular program and co-curricular activities provide our students with ongoing opportunities, wherein they can achieve individually and as members of a team; ask questions and challenge ideas, assumptions, and opinions; recognize implications of thoughts and actions and examine perspectives of others; identify and solve problems; make responsible informed decisions; become self-aware, self-disciplined and self-confident; and participate in civic thought and actions that are ethical, compassionate and respectful.

## A Profile of Graduates

Graduates of Antilles School are prepared to participate in college and university studies, and they are ready for the challenges of 21<sup>st</sup> century citizenship.

- Graduates have mastered a central body of knowledge in the liberal arts.
- Graduates think critically and creatively.
- Graduates communicate coherently in oral and written expression.
- Graduates use technology in responsible, safe, and effective ways.
- Graduates apply quantitative and scientific reasoning.
- Graduates are curious, explore ideas, generate questions, and seek answers.
- Graduates analyze, evaluate, and synthesize information in order to problem solve and make reasonable decisions.
- Graduates appreciate the ways in which the arts communicate meaning and enhance the human experience.
- Graduates are self-reliant and responsible community members, able to work independently and collaboratively.
- Graduates are accountable and self-aware, adhering to ethical principles and examining their own thoughts and actions.
- Graduates are empathetic and socially aware, demonstrating compassion and respect for people of similar and different backgrounds and for the environment.
- Graduates are committed to wellness and make good choices that enhance their physical and emotional health.

## Graduation Requirements

Graduates successfully participate in required coursework in each of five central disciplines of study, which include English language arts and literature, foreign language, mathematics, history and social sciences, and the sciences, along with complementary and elective courses in the communication arts, the visual and performing arts, social sciences, mathematics, the sciences, computer science, and physical fitness and health. To meet the Antilles School graduation requirement, students must successfully complete 24 or more course credits during their high school careers, along with 100 hours of community service, also accumulated during high school.

	<u>Course Credits</u>
English Language Arts and Literature	4
Foreign Language	3
Mathematics	3
History and Social Sciences	3
The Sciences	3
The Arts: Visual and Performing	1.5
Physical Fitness and Health	1
Junior and Senior Elective Coursework	5.5
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Total	24 high school credits + 100 hours of service

The graduation requirement for history and social sciences includes successful completion of Caribbean, World, and United States histories. The graduation requirement for the sciences includes successful completion of Biology and Chemistry, along with an additional high school laboratory science course for a total of three laboratory-based courses. The graduation requirement for mathematics includes successful completion of Algebra I, Geometry, and Algebra II.

### **Community Service as a Graduation Requirement**

As a requirement for graduation, students participate in 100 hours of community service throughout their high school careers. Community service hours must be completed at a non-profit organization. A student may volunteer for a single or a variety of non-profit organizations. Paid experiences do not qualify. Working without pay at a job or for a family business does not qualify. A maximum of 25 hours of service provided to Antilles School can be counted toward the 100 hour requirement.

Documentation of service is required of students in order to receive credit toward the graduation requirement. Students in grades 9, 10 and 11 must submit documentation of service before the last day of class in the school year in which the hours were acquired. Students in grade 12 must submit documentation of service acquired during their senior year on or before May 15. Documentation of hours of service earned during the summer, should be submitted at the beginning of the school year in September. Documentation of service must be signed by an adult supervisor.

Transferring students may receive credit for service if the forwarding school provides documentation with the student's official academic records. For students transferring into Antilles School, the community service requirement will be pro-rated to be 12.5 hours per semester of attendance at Antilles School. For students transferring from Antilles School, the School will forward community service hours to the receiving school upon official request by the parents.

## The Arts Program

Art influences our understanding and interpretation of the world. Art fosters the learning about one’s self, those around us, and those who proceeded in centuries past. Art helps us to understand and apply the content of what we have learned inside and outside of the classroom.

Arts education, through studio and stage experience, and through the study of art history, art aesthetics and art criticism, develops one’s understanding and appreciation of the arts as forms of personal expression shaped by cultural, social, and spiritual influences.

### Course Offerings at a Glance:

Course	Grade Level	Quarter/Semester/Year	Required/Elective
Introduction to Art	9 & 10	Semester	Elective
Studio Art 1 – 2D & 3D	9 & 10	Year	Elective
Studio Art 2 – 2D & 3D	10 & 11	Year	Elective
Honors Portfolio	11 & 12	Year	Elective
Steel Pan	9 – 12	Semester	Elective
Honors Symphonic Band	9 – 12	Year	Elective
Honors Jazz Band	9 – 12	Semester	Elective
Honors Applied Music Studies	9 – 12	Semester/Year	Elective
Introduction to Theatre	9 & 10	Semester	Elective
Beginner Production Ensemble	9 & 10	Year	Elective
Intermediate Production Ensemble	10 & 11	Year	Elective
Honors Production Ensemble	11 & 12	Year	Elective
Film as Literature	12	Year	Elective

Note: A minimum of 0.5 credit must be earned in the performing **and** visual arts unless a student completes 2.0 credits or more in one discipline.

## The Arts - Course Descriptions

### Visual Arts

#### **Introduction to Art**

This course encourages students to continue to explore creativity and to develop their design, drawing and rendering skills through a series of 2D and 3D art exercises. Students engage in discussions and critiques based on their creative imaginations, the elements and principles, and art history through figure study, easel drawing, and modeling exercises. Students expand art and math creative problem-solving skills, observe and participate in drawing demonstrations, and, with class members, take part in figure study, easel-drawing, and modeling exercises. Students create culturally inspired, theme-based portfolio collage designs, numerous large figure/gesture drawings in charcoal, and one large-scale/gridded self-portrait rendering with graphite pencils, while maintaining active sketchbooks/reflection journals.

#### **Studio Art 1 – 2D & 3D**

The artistic focus in this course is the development of individual expression, as students are challenged to use creative visual problem solving and experimentation with different techniques, compositional approaches, and media. Students develop the skills of problem solving, perception, understanding and appreciation for artistic efforts. The foundational skills of figure drawing, observational drawing, perspective drawing, basic painting techniques with a variety of mediums, and a variety of construction and form creating methods for 3D rendering are the backbone of this course. As the course progresses, connections are made through hands-on projects and art history, with students studying in further depth the techniques, ideas, and body of work of both contemporary and historical artists to gain insights into their own development as artists.

#### **Studio Art 2 – 2D & 3D**

Studio Art 2 is a year-long, student-driven visual art courses. An in-depth focus on the traditional disciplines of drawing and painting gives students the opportunity to acquire new skills and to develop a more thorough knowledge of the process and materials of drawing and painting. First semester, students grasp and apply the concepts of: art history and the evolution of creative thought, how creative thought relates to the elements and principles of design, composition, drawing, creative journal work, the palette, brushes and their functions, color theory, mixing and blending paint (watercolor, acrylic, oil) and the painting surface. Students engage in discussions and critiques based on their creative imagination, the elements, principles and the history of art, and write project reflection papers. Second semester, students focus on independent concentration projects. Students may specialize in one area discipline or express their concepts through a variety of media in the studio arts realm but not limited to the art studio. Students are encouraged to collaborate with other artists in other arts disciplines on projects ranging from music, film and video, to literary works to theatrical performance. The laboratory/workshop environment of the art studio classroom, equipped with a variety of painting, mixed-media tools and supplies, allows this multi-directional approach. Students are encouraged to base projects on both observation and imagination and to explore beyond the established creative boundaries in all media. Completion of Studio Art 1 is a prerequisite for Studio Art 2. Enrollment is vetted.

## **Honors Portfolio**

This is the course for serious and skilled artists, who envision themselves pursuing some sort of creative career. Students in this class study what different visual arts careers exist and what skills or sensibilities are required in those careers. Students will develop a portfolio to submit to the schools of their choice. Students are working individually, are taking risks to develop creativity in their work, and are using their skills to express advanced concepts and ideas through their art. They are also working to prepare for the rigor and expectations of a career that is largely self-driven, so special emphasis on student driven, goal setting and self-critique are critical to the student's success in this course. Enrollment is vetted.

## **Music**

### **Steel Pan**

This year-long Honors course builds upon students previous music education experiences, advancing their music literacy and critical listening and performance skills. Participating in whole class instruction and practicing independently, students develop more advanced proficiencies in producing music on traditional band instruments. Through a series of sequential learning experiences, each student develops an appreciation for music through performance of simple and more advanced melodies. The mechanics of instrument playing is reinforced and elaborated upon as students' individual performance skills mature through classroom experiences and home practice, leading to the successive development of group ensemble activities. By the end of the course students will be able to meet all standards at Novice levels met in accordance to the NAFME National Core Music Standards. <https://nafme.org/wp-content/files/2014/06/5-Core-Music-Standards-Ensemble-Strand1.pdf>

### **Honors Symphonic Band**

This year-long honors course builds upon students previous music education experiences, advancing their music literacy and critical listening and performance skills. Participating in whole class instruction and practicing independently, students develop more advanced proficiencies in producing music on traditional band instruments. Through a series of sequential learning experiences, each student develops an appreciation for music through performance of simple and more advanced melodies. The mechanics of instrument playing is reinforced and elaborated upon as students' individual performance skills mature through classroom experiences and home practice, leading to the successive development of group ensemble activities. By the end of the course students will be able to meet all standards at an Accomplished level with some Advanced levels met in accordance to the NAFME National Core Music Standards. <https://nafme.org/wp-content/files/2014/06/5-Core-Music-Standards-Ensemble-Strand1.pdf>  
Enrollment is vetted.

## **Honors Jazz Ensemble**

This semester-long honors course builds upon students previous music education experiences, advancing their music literacy and critical listening and performance skills through the american genre of Jazz. Participating in whole class instruction and practicing independently, students develop more advanced proficiencies in producing music on traditional band instruments. Through a series of sequential learning experiences, each student develops an appreciation for jazz through performance of simple and more advanced melodies. The mechanics of instrument playing is reinforced and elaborated upon as students' individual performance skills mature through classroom experiences and home practice, leading to the successive development of group ensemble activities through the performance of standard jazz literature and the application of improvisation in their performances. By the end of the course students will be able to meet all standards at Advanced levels met in accordance to the NAFME National Core Music Standards.

<https://nafme.org/wp-content/files/2014/06/5-Core-Music-Standards-Ensemble-Strand1.pdf> Enrollment is vetted.

## **Honors Applied Music Studies**

This honors course is offered to students interested in learning to play a musical instrument, to student-musicians interested in focused, individualized music instruction, and to students pursuing the study of music or a music-related program in college and perhaps as a career. Students work closely with the teacher to identify areas of interest, and then work independently and collaboratively with the teacher to develop and refine their technical skills in order to improve their ability to play a musical instrument(s) or to sing, or in preparation for future studies related to a music career. By the end of the course students will be able to meet all standards at Advanced levels met in accordance to the NAFME National Core Music Standards.

<https://nafme.org/wp-content/files/2014/06/5-Core-Music-Standards-Ensemble-Strand1.pdf> Enrollment is vetted.

## **Theatre**

### **Introduction to Theatre**

The course will follow the four national theatre art standards: Creating, Performing, Responding, and Connecting. Students will create individually and as an ensemble member in different projects throughout the semester. Students will generate and conceptualize artistic ideas and work, organize and develop artistic ideas and work, and refine and complete artistic work. Students will select, analyze, and interpret artistic work for presentation/performance in class and at the theatre showcase. Students will perceive and analyze artistic work (class performances, school performances and professional performances). Students will synthesize and relate knowledge and personal experiences to make art. Students will be introduced to the four actor's tools: voice, body, mind and imagination through creative drama exercises, improvisation exercises, theatre studies, and scene work.. Students will also be introduced to set design, light design, stagecraft, sound design, and stage manage management.

- Course Description:
  - Introduction to the basics, ensemble, performance, technical theatre, via the 4 national theatre art standards: creating, performing, responding, connecting.

## **Beginner Production Ensemble**

The course will follow the four national theatre art standards: Creating, Performing, Responding, and Connecting. Students will create individually and as an ensemble member in different projects throughout the semester. Students will generate and conceptualize artistic ideas and work, organize and develop artistic ideas and work, and refine and complete artistic work. Students will select, analyze, and interpret artistic work and convey meaning through the presentation/performance of artistic work in class, for younger audiences and at the theatre showcase. Students will perceive and analyze artistic work and interpret intent and meaning in artistic work (class performances, school performances and professional performances). Students will synthesize and relate knowledge and personal experiences to make art. Students will also make connections and relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Each semester students will develop their improvisation theatre skills. Students will choose 2 theatre projects each semester (acting, technical, theatre studies, stage management, dramaturgy, or the business of theatre) and complete them individually or in small groups. Students will participate in creative drama work focusing on creative drama lessons and performances for younger audiences. Enrollment is vetted.

- Course Description:
  - Creative Drama, Children's theatre, Theatre Outreach, Improvisation via the 4 national theatre art standards: creating, performing, responding, connecting.

## **Intermediate Production Ensemble**

The course will follow the four national theatre art standards: Creating, Performing, Responding, and Connecting. Students will create individually and as an ensemble member in different projects throughout the semester. Students will generate and conceptualize artistic ideas and work, organize and develop artistic ideas and work, and refine and complete artistic work. Students will select, analyze, and interpret artistic work and convey meaning through the presentation/performance of artistic work in class, for younger audiences and at the theatre showcase. Students will perceive and analyze artistic work and interpret intent and meaning in artistic work, and apply criteria to evaluate artistic work (class performances, school performances and professional performances). Students will synthesize and relate knowledge and personal experiences to make art. Students will also make connections and relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Students will continue to develop their improvisation theatre skills. Students will choose 4 theatre projects each semester (acting, technical, theatre studies, stage management, dramaturgy, or the business of theatre) and complete them individually or in small groups. These projects will be added to their theatre portfolio. Students will participate in ensemble productions which will include scripted work as well as original work. Enrollment is vetted.

- Course Description:
  - Improvisation, Theatre Production, Specified theatre projects (ex: acting, directing, lights, sound, projections, set building, costumes, props, stage management, theatre business, etc.) via the 4 national theatre art standards: creating, performing, responding, connecting.

## Honors Production Ensemble

The course will follow the four national theatre art standards: Creating, Performing, Responding, and Connecting. Students will create individually and as an ensemble member in different projects throughout the semester. Students will generate and conceptualize artistic ideas and work, organize and develop artistic ideas and work, and refine and complete artistic work. Students will select, analyze, and interpret artistic work and convey meaning through the presentation/performance of artistic work in class, for younger audiences and at the theatre showcase. Students will perceive and analyze artistic work and interpret intent and meaning in artistic work, and apply criteria to evaluate artistic work (class performances, school performances and professional performances). Students will synthesize and relate knowledge and personal experiences to make art. Students will also make connections and relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Students will continue to develop their improvisation theatre skills. Students will choose 6 theatre projects each semester (acting, technical, theatre studies, stage management, dramaturgy, or the business of theatre) and complete them individually or in small groups. These projects will be added to their theatre portfolio. Students will participate in ensemble productions which will include scripted work as well as original work. Enrollment is vetted.

- o Course Description:

- Improvisation, Theatre Production, Specified theatre projects (ex: acting, directing, lights, sound, projections, set building, costumes, props, stage management, theatre business, etc.) via the 4 national theatre art standards: creating, performing, responding, connecting.

## Film as Literature

This course is an introduction to the study of film as literature and serves as a bridge between the art of cinema and formal literary critique. After learning the basic processes and techniques of film production, students learn how to apply the techniques of literary analysis to the study of motion pictures. There is a strong emphasis on critical viewing and writing based on film analysis. Students view a wide variety of scenes and films from different genres and periods. This learned theory is put to practice with a variety of film projects. There are film projects throughout the year, with the second semester is entirely project-based. Students produce a shot-by-shot critique of a feature length film, edit and create trailers, design movie posters, create their own video yearbook, create original “silent” music videos, and complete sound design and editing projects. These film projects are celebrated every year at our annual student film festival, *The Festival de Canes*.

Textbook: *Understanding Movies* by Louis Giannetti (available for check out in the library)

## English Language Arts and Literature

The study of English language arts and literature advances students' proficiencies in reading, writing, speaking, presenting, viewing, and listening. This comprehensive program reflects the National Council of Teachers of English (NCTE) and International Reading Association's (IRA) learning standards. At the heart of each course are selections of great literature, essential English language studies, and vital language processes, with each course building upon former studies and stepping up the challenges and demands on students. Key goals are for students to comprehend imaginatively and critically, to communicate coherently in written and oral expressions, to exhibit critical reading, listening and viewing skills, and to develop study habits, organizational skills, and thinking strategies necessary for college and beyond. Students read literature from a wide variety of cultures and time-periods, participating in analytic discussions of and literary responses to readings. Students write frequently, and faculty and students assess writing using the scoring rubrics selected by the school. Unless otherwise specified, students submit their writing in Modern Language Association (MLA) format.

### Course Offerings at a Glance:

Course	Grade Level	Quarter/Semester/Year	Required/Elective
English 1	9	Year	Required
English 2	10	Year	Required
American Literature Honors	10	Year	in lieu of English 2
English 3	11	Year	Required
British Literature Honors	11	Year	in lieu of English 3
English 4	12	Year	Required
English 4 Honors	12	Year	in lieu of English 4
AP English Literature & Composition	12	Year	in lieu of English 4

## English Language Arts and Literature – Course Descriptions

### English 1

English 1, a yearlong course, features major literary genres from an array of periods and cultures. Students broaden and deepen critical communication skills in reading, writing, speaking, listening, and viewing. They continue studies of the English language and its conventions, enhancing their grammar and usage skills and increasing their knowledge about and skillfulness with words. They improve their writing proficiencies through analyses of and responses to a wide range of literary selections. Students make classroom presentations, which augment their oratory abilities as they exercise critical listening and viewing skills.

Textbooks: *Language of Literature, Interactive Reader-Grade 9* and *Wordly Wise Grade 9* vocabulary online

Class Readings: *Of Mice and Men* by John Steinbeck; *To Kill a Mockingbird* by Harper Lee; *The Tragedy of Romeo and Juliet* by William Shakespeare; and *I Know Why the Caged Bird Sings* by Maya Angelou

Summer Reading: *Fahrenheit 451* by Ray Bradbury and *The Old Man and the Sea* by Ernest Hemingway

### English 2

English 2, a yearlong course, features traditional literary themes with each unit of study focusing on a particular literary device. Students study traditional classics as well as recognized contemporary works. Guided readings and class discussions of short stories, drama, poetry, essays, and speeches advance student's comprehension and literary analysis skills. Students expand critical reading, listening, and writing abilities as they become more adept at analyzing and responding to literary works using a process approach. Students continue to develop vocabulary skills and review grammar usage.

Textbooks: *Literature Interactive Readers-Grade 10* and *Wordly Wise Grade 10* vocabulary online

Provided Texts: *Language Network* grammar text with assorted anthologies and novels

Curricular Readings: *The Catcher in the Rye* by J. D. Salinger; *The Great Gatsby* by F. Scott Fitzgerald; and, *Julius Caesar* by William Shakespeare

Summer Reading: *The Things They Carried* by Tim O'Brien and *Interpreter of Maladies* by Jhumpa Lahiri

### American Literature Honors

American Literature Honors, a yearlong survey course, focuses on the development of American literature from the Native American oral traditions through the present age, and includes traditional American classics as well as selections from the expanded canon of recognized works. Students study representative works, biographical information, and contributions to the development of American literature, gaining an overview of the major historical, social, and literary developments of the periods surveyed. They analyze representative classic works of American literature with an emphasis on critical reading. Writing assignments include both responses to and critical evaluations of the literary selections. Students use a process approach to writing composition, employing MLA conventions. This honors level course requires independent work and consistent effort to complete the readings and related assignments carefully, thoughtfully, and thoroughly. Enrollment is vetted.

Textbooks: *Literature: American Literature* anthology and *Wordly Wise Grade 10* vocabulary online

Textbooks Provided: *Language Network* grammar text with assorted anthologies and novels

Class Readings: *The Scarlet Letter* by Nathaniel Hawthorne; *The Great Gatsby* by F. Scott Fitzgerald; *Catcher in the Rye* by J. D. Salinger; and, *The Glass Menagerie* by Tennessee Williams

Summer Reading: *The Things They Carried* by Tim O'Brien and *Interpreter of Maladies* by Jhumpa Lahiri

### English 3

English 3, a yearlong course, features the classic works of American literature during semester one and those of British literature in the second semester. The course exposes students to a variety of genres – epic, drama, poetry, short story, essay, various prose modes, and the novel. Students enhance their critical reading and analytical writing skills, examining the historical, social, and literary developments related to the works studied. In writing, students use a process approach and the conventions of MLA format, practicing critical writing skills as they analyze and respond to literary works. A required notebook is graded quarterly.

Textbook: *Wordly Wise Grade 11* vocabulary online

Textbooks Provided: Literature anthology

Class Readings: *The Crucible* by Arthur Miller; *Never Let Me Go* by Kazuo Ishiguro; *Macbeth* by William Shakespeare; and, *Annie John* by Jamaica Kincaid

Summer Reading: *Frankenstein* by Mary Shelley and *Wide Sargasso Sea* by Jean Rhys

### British Literature Honors

British Literature Honors, a yearlong survey course, examines the development of British literature from Anglo-Saxon to modern times. Students delve into critical studies of the major historical, social, and literary developments of the periods surveyed as they read, discuss, analyze, and respond to the major classics of English literature including epic, drama, poetry, short story, essay, various prose modes, and the novel. Studies feature the major writers of the traditional canon of British literature – their representative works, biographical information, and contributions to the development of British literature. Using a process approach to composition, students analyze and respond to literary works. This honors level course requires independent work and consistent effort to complete the readings and related assignments carefully, thoughtfully, and thoroughly. Independent readings and literary responses are assigned and graded quarterly. Enrollment is vetted.

Textbook: *British Literature* text anthology

Textbooks Provided: assorted anthologies and novels

Class Readings: *Macbeth* by William Shakespeare; *Heart of Darkness* by Joseph Conrad; *Pygmalion* by George Bernard Shaw; and *1984* by George Orwell

Required Reading: independent readings and responses assigned quarterly

Summer Reading: *Frankenstein* by Mary Shelley and *Wide Sargasso Sea* by Jean Rhys

## English 4

Students broaden and enrich their literary and cultural experiences in this yearlong course as they study a wide range of literature and literary criticism. Students read a variety of modern and classic works, from this country and elsewhere, in an effort to deepen their understanding and appreciation of serious literature, and to extend their awareness of the role ‘meaning’ plays in that literature. Students gain a deeper appreciation for the function that tone, style, voice, and point of view play in creating great literature. Analytical writings and classroom discussions are regular features of the class; and, self-expression and original thinking are encouraged. There is also the underlying hope that this exposure will help engender a greater love of reading, both in school and in the years beyond.

Textbook Provided: *Perrine's Literature: Structure, Sound and Sense*

Class Readings: *Their Eyes Were Watching God* by Zora Neale Hurston; *Miguel Street* by V. S. Naipaul; *One Flew Over the Cuckoo's Nest* by Ken Kesey; and *Curious Incident of Dog in the Nighttime* by Mark Haddon

Summer Reading: *The Color Purple* by Alice Walker and *Krik? Krak!* by Edwidge Danticat

## English 4 Honors

Students broaden and enrich their literary and cultural experiences in this yearlong course as they study a wide range of literature and literary criticism. Students read a variety of modern and classic works, from this country and elsewhere, in an effort to deepen their understanding and appreciation of serious literature, and to extend their awareness of the role ‘meaning’ plays in that literature. Students gain a deeper appreciation for the function that tone, style, voice, and point of view play in creating great literature. Analytical writings and classroom discussions are regular features of the class; and, self-expression and original thinking are encouraged. There is also the underlying hope that this exposure will help engender a greater love of reading, both in school and in the years beyond. Enrollment is vetted.

Textbook Provided: *Perrine's Literature: Structure, Sound and Sense*

Class Readings: *Their Eyes Were Watching God* by Zora Neale Hurston; *Miguel Street* by V. S. Naipaul; *One Flew Over the Cuckoo's Nest* by Ken Kesey; and *Curious Incident of Dog in the Nighttime* by Mark Haddon

Summer Reading: *The Color Purple* by Alice Walker and *Krik? Krak!* by Edwidge Danticat

## Advanced Placement English Literature and Composition

This traditional, university-level freshman literature course prepares students to write the Advanced Placement English Examination in Literature and Composition. The course design complies with the curricular requirements described in the College Board’s AP English Course Description. Students study literary genres, including novels, drama, short stories, and poetry. They write analytically about the literature, participate in detailed discussions, and offer oral reports. Students write (and rewrite) literary analysis essays, in which they demonstrate a thorough understanding of the genre. They read from a variety of short stories and a wide range of poetry from the 16th–20th centuries. Students participate in several practice AP exams prior to the testing date in May. Enrollment is vetted. All AP students sit for the AP exam with no in-class final exam.

Textbook Provided: *Perrine's Literature: Structure, Sound and Sense*

Workbook: *Barron's How to Prepare for the AP English Literature and Composition Exam*

Class Readings: *Brave New World* by Aldous Huxley; *Death of a Salesman* by Arthur Miller; *One Flew Over the Cuckoo's Nest* by Ken Kesey; *Catch-22* by Joseph Heller; and *As I Lay Dying* by William Faulkner

Summer Reading: *The Color Purple* by Alice Walker and *Who's Afraid of Virginia Woolf?* by Edward Albee

## Spanish Language and Culture

The Spanish Language and Culture program develops students' fluency in essential communication skills in a Spanish language while providing experiences to enhance their appreciation for the culture associated with the target language. Learning experiences focus on the *Five C's of world language learning*: communication, communities, culture, comparisons, and connections. Communication is at the heart of language study; and therefore, students' maturation of critical communication skills in reading, speaking, listening, and writing is the ultimate goal of this program. Students engage in conversations in the target language to exchange opinions, share information and ideas, and express feelings and emotions. Students work toward language fluency through classroom and on-line activities that provide for oral/aural expression and comprehension, vocabulary expansion, and grammar mastery. Students gain insight on the many cultures and peoples of the Hispanic world through the exploration of their perspectives, institutions, literary and artistic expressions, as well as other components of the target culture.

### Course Offerings at a Glance:

Course	Grade Level	Quarter/Semester/Year	Required/Elective
Spanish 1	9	Year	Required
Spanish 2	9 & 10	Year	Required
Spanish 3	10 & 11	Year	Required
Spanish 3 Honors	10 & 11	Year	in lieu of Spanish 3
Spanish 4	11 & 12	Year	Elective
AP Spanish Language & Culture	11 & 12	Year	Elective

Note: Spanish Language students homework assignments, in all Spanish courses, frequently includes the need for internet access in order to use the “supersite” that accompanies the text in addition to a multitude of academic websites structured to further strengthen students' communicative skills in the target language. Spanish dictionaries are provided for classroom use.

## Spanish Language and Culture – Course Descriptions

### Spanish 1

This introductory high school course builds enhances students’ basic skills of language acquisition. Students expand their knowledge of the Spanish language, while increasing their capacity for expression and degree of fluency utilizing the four skills (i.e. reading, writing, speaking, and listening). Students master new vocabulary and progressively more complex grammatical structures. Students actively participate in conversations with a variety of speakers including peers, instructors, community members, and native speakers. Students utilize the skills of reading and writing for the purposes of understanding and interpreting texts in a variety of forms. They find parallels and distinctions between their own cultures and Hispanic cultures. Authentic materials enhance students’ linguistic and cultural learning experiences.

Textbook and Materials: *Descubre 1: Lengua y cultra del mundo hispánico* with supersite code;  
*Descubre 1: Cuaderno de actividades; Descubre 1: Cuaderno de práctica*  
Spanish Readers: *Pobre Ana*

### Spanish 2

In Spanish 2, students continue to develop their communicative competence by interacting orally, aurally, and in writing with other Spanish speakers, understanding oral, aural, and written messages in Spanish, and making oral and written presentations in Spanish language, and participating (aurally) as audience members during peer presentations. Students communicate on a variety of topics at a level commensurate with level two studies, using more complex structures in the target language and moving from concrete to more abstract concepts. From their listening, viewing, and reading, students comprehend the main ideas of the authentic materials that they listen to and read, and they are able to identify significant details when the topics are familiar. Student develop the ability to discuss topics related to historical, cultural, and contemporary events and issues using the target language.

Textbook and Materials: *Descubre 2: Lengua y cultra del mundo hispánico* with supersite code;  
*Descubre 2: Cuaderno de actividades; Descubre 2: Cuaderno de práctica*  
Spanish Readers: *Casi Se Muere* and *El Viaje Perdido*

### Spanish 3

Spanish 3 students develop upper-intermediate level communication skills and cultural understandings. They expand their abilities to communicate, using compound tenses, as well as the imperative and subjunctive moods. Writing and speaking assume increased importance within the context of continued development of the four language skills. Students read and analyze a variety of texts from the Spanish-speaking world. The course challenges students to express themselves exclusively in the target language.

Textbook and Materials: *Descubre 3: Lengua y cultra del mundo hispánico* with supersite code;  
*Descubre 3: Cuaderno de actividades; Descubre 3: Cuaderno de práctica*  
Spanish Readers: *Los Ojos de Carmen*

### Spanish 3 Honors

Spanish 3 Honors students develop their communication skills and nuanced cultural understandings of the Spanish-speaking world in the intermediate to upper-intermediate range. They expand their abilities to communicate, using compound tenses, as well as the imperative and subjunctive moods. Writing and speaking assume increased importance within the context of continued development of the four language skills (i.e. reading, writing, speaking, and listening) in the three modes of communication (interpersonal, interpretive, and presentational). Students read and analyze a variety of authentic texts and genres from the Spanish-speaking world. The course challenges students to express themselves exclusively in the target language and to further become linguistically and culturally competent in order to interact fluidly in varying situations fundamental to the exigencies of a global environment. Enrollment is vetted.

Textbook and Materials: *Imagina: español sin barreras*; and *Imagina: Cuaderno de práctica y Manual de Laboratorio*

Spanish Readers: *Los Ojos de Carmen* and *Vida o Muerte en el Cusco*

### Spanish 4 Language and Culture

Spanish 4 students develop their upper-intermediate level communication skills and are challenged to communicate solely in the target language during class. With an emphasis on speaking and listening in real-world contexts, Spanish 4 is divided into thematic vocabulary units. Each unit is designed to master a real-world skill and/or situation (i.e., renting a car, giving directions). Frequent conversations with native speakers and field trips are utilized to help students master these skills. Although there is an emphasis on communication, all four language skills are developed at an upper intermediate level. Grammatically, students expand their abilities to communicate using compound tenses, the imperative and subjunctive moods, and common idiomatic expressions.

Textbook and Materials: *Conexiones – Comunicacion y Cultura*

### Advanced Placement Spanish Language and Culture

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication [CR1]. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. The course is divided into thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topics completely in Spanish is a requirement for this course. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to the AP Spanish Language and Culture course; however, review of the mechanics is done within the contextual framework of each unit as needed. Students are required to engage in

real-life activities outside the classroom to enrich their Spanish language and culture experiences. They complete entries that interest them throughout the year for their *Language and Culture Portfolio*. Options include, but are not limited to, attending an art exhibit, musical show or play; preparing a meal while following recipes written in Spanish; regular correspondence through email, Skype or Face Time with heritage speakers in a Spanish-speaking country; viewing of important events involving target language speakers, such as a president's acceptance speech or a national celebration of a country's independence; and visits to university campuses for special events, hosting a student from a Spanish-speaking country; visiting area businesses and learning about opportunities with Spanish; teaching Spanish to area EMS/firefighters as part of their service for the *Sociedad Honoraria Hispánica*, and more. Students must provide acceptable evidence of their engagement as described in the *Language and Culture Portfolio Guidelines*. Enrollment is vetted. AP students sit for the AP exam with no in-class final exam.

Textbook and Materials: *Temas*

*AP Spanish Language and Culture Exam Preparation*

## History and Social Sciences

The history and social sciences program is comprehensive and systematic, and its core studies draw upon history, geography, civics, economics, and government, with elective studies in economics, humanities, psychology, and sociology. The fundamental purpose of these studies is to nurture students' capacity to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Learning experiences provide for the exchange of ideas and an understanding of common and complex social studies themes. Students approach their studies as historians, geographers, economists, political scientists, and social scientists, making connections between their own lives, the lives of those who came before them, and the lives of those who will follow them. Students examine ideas, issues, events, and turning points, exploring multiple sources and accounts to understand various perspectives. Students research the present and the past, formulating predictions about the future. Along with a core body of knowledge, the history and social sciences program advances intellectual reasoning, personal reflection, thoughtful debate, and research and writing.

### Course Offerings at a Glance:

Course	Grade Level	Quarter/Semester/Year	Required/Elective
Caribbean History	9	Semester 1	Required
Ancient World Civilizations	9	Semester 2	Required
World History	10	Year	Required
United States History	11	Year	Required
AP United States History	11	Year	in lieu of US History
AP Macroeconomics	11 & 12	Year	Elective
AP Microeconomics	11 & 12	Year	Elective
AP United States Government & Politics	11 & 12	Year	Elective
Psychology	11 & 12	Semester 1	Elective
Sociology	11 & 12	Semester 2	Elective

Note on Course Scheduling: AP Macroeconomics and AP Microeconomics are offered in alternate years.

## History and Social Sciences – Course Descriptions

### Caribbean History

Caribbean History is a one-semester course required for graduation, and while offered at the ninth grade level, upper classmen, new to the school, participate in this course. The Caribbean is a geographic region that has experienced great changes throughout its history. Students explore the various stages of regional development from the first inhabitants to the contemporary nations. Students analyze, through compare and contrast, the political and economic developments of the English speaking, Spanish speaking, and French speaking islands.

Textbook: *A Brief History of the Caribbean*

### Ancient World Civilizations

Ancient Civilizations is a one-semester freshman course, continued as a yearlong course in world history in grade ten. Students consider various themes, including the idea that cultures are frequently a product of geography. Students examine the Neolithic Revolution and the founding early civilizations in the Nile Valley, Mesopotamia, India, China, Greece, Rome, and the Americas. Students spend time finding out about and discussing the rise of the major religions that are with us to this day. Students analyze maps and charts, enhancing their understanding of world geography. Students make connections between past events and how these events continue to influence events occurring today.

Textbook: *World History*

### World History

This course concentrates on World History from the Renaissance to current times. Studies span the globe and explore the rise and fall of nations, religions, and political systems. The role resources and geography play in the evolution of culture will be examined and how cause and effect often result in cultures becoming victims of their own success. Although historical facts (dates, names, etc.) will be of importance, ideas about the nature of Man and his creations will also be important in terms of overall concepts. The course emphasizes self-expression, original thought and, in discussions, theoretical risk-taking. In-class writing assignments will require good listening skills, coherent thoughts, and clear expression. A formal paper (5-7 pages, MLA format) is required.

Textbook: *World History* (same as grade 9 semester one)

### United States History

A year-long survey course, students examine the people and events that have made an impact on the country in which we live today, gaining widespread knowledge of United States history. Topics of study include the birth of the nation, the American Revolution, the Civil War era, and the Industrial Revolution. The 20<sup>th</sup> Century is studied in depth, including Women's Suffrage, World War I, the rise of the modern presidency, World War II, the Cold War, Civil Rights, Watergate, and if time permits, events of the most recent times. The course emphasizes the importance of clear, effective, and persuasive writing, including current events assignments, an extended paper of 8-10 pages in length with a presentation, and classroom tests with constructed response format questions.

Textbook: *American History*

### **Advanced Placement United States History**

A year-long course, equivalent to an introductory, one-semester college survey course that spans the discovery and settlement of the New World to present day. The social, cultural, political, diplomatic, economic, and intellectual history of the American experience are integrated into the class experiences and readings. The following twelve themes that reoccur throughout American history are examined: American Diversity, American Identity, Culture, Demographic Changes, Economic Transformations, Environment, Globalization, Politics and Citizenship, Reform, Religion, Slavery and Its Legacies, and War and Diplomacy. Enrollment is vetted. AP students sit for the AP exam, with no in-class final exam.

Textbook: *The Enduring Vision*

Additional Readings: *Enduring Voices Document Sets; Taking Sides: Clashing Views on Controversial Issues in American History, Volumes I and II*

### **Advanced Placement Macroeconomics**

A full-year course, equivalent to an introductory, one-semester college course, AP Macroeconomic students gain a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination. Students gain familiarity with economic performance measures, economic growth, and international economics, viewing these issues through the various economic models developed since the 19th century, which include Classicals, Keynesians, Neo-Classicals, Neo-Keynesians, Monetarists, and Supply-siders. Enrollment is vetted. AP students sit for the AP exam, with no in-class final exam.

Textbooks and Materials: *Economics Today: The Macro View; Economics Today and The Macro View—Student Study Guide; and My Econ Lab* – online tutorial

### **Advanced Placement Microeconomics**

A full-year course, equivalent to an introductory, one-semester college course, AP Microeconomic students gain a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both producers and consumers, within the larger economic system. This course places primary emphasis on the nature and function of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Enrollment is vetted. AP students sit for the AP exam, with no in-class final exam

Textbooks and Materials: *Economics Today: The Micro View; Economics Today and The Micro View—Student Study Guide; and My Econ Lab* – online tutorial

### **Advanced Placement United States Government & Politics**

“AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science

research or applied civics project.” [www.apcentral.collegeboard.org](http://www.apcentral.collegeboard.org) Enrollment is vetted.

Textbooks and Materials: *American Government: Stories of a Nation*  
*Document Reader for American Government: Stories of a Nation*

## **Psychology**

Introduction to Psychology is a high school college preparatory course designed to help students become familiar with the various theories of how and why we act the way we do. Students will be exposed to a sampling of topics including the history of psychology, the science of psychology, psycho-biology, psycho-physiology, and educational, personality, and abnormal psychology.

Textbooks and Materials: *Psych2* and *My Virtual Child*, an interactive web-based simulation

Summer Reading: *Room*

## **Sociology**

Introduction to Sociology is a course devoted to the study of human behavior in groups. Sociologists investigate the hidden characteristics which influence people, organizations, systems, and institutions. Then, they try to bring to light these influences to make them more controllable than they might be otherwise.

Textbook: *Soc3*

## Mathematics

The mathematics program is based upon the principles and standards recommended by the National Council of Teachers of Mathematics (NCTM) standards, incorporating numbers and operations, algebra, geometry, measurement, and data analysis and probability (the five strands of mathematics) and problem solving, reasoning and proofs, communication, connections and representations (the five processes of mathematics). Students acquire conceptual understandings, connecting new ideas to what they already know; and, they increase procedural fluency carrying out processes and methods accurately, flexibly, and efficiently. Students expand their capacity for logical thought, description, reflection, and justification, using the language of mathematics to communicate mathematical thinking and ideas clearly and precisely to peers and teachers. Learning activities evidence the need for technological proficiency; and so, appropriate technologies, from manipulatives to calculators to application software to on-line sites, are used for instruction, practice, and assessment.

### Course Offerings at a Glance:

Course	Grade Level	Quarter/Semester/Year	Required/Elective
Algebra 1	8 - 9	Year	Required
Geometry	9 - 10	Year	Required
Geometry Honors	10 & 11	Year	in lieu of Geometry
Algebra 2	9 - 11	Year	Required
Algebra 2 Honors	10 & 11	Year	in lieu of Algebra 2
Precalculus	10 - 12	Year	Elective
Precalculus Honors	10 - 12	Year	Elective
Financial Algebra with Statistics	11 & 12	Year	Elective
AP Calculus AB	11 & 12	Year	Elective
AP Calculus BC	11 & 12	Year	Elective
AP Statistics	11 & 12	Year	Elective

## Mathematics – Course Descriptions

### Algebra 1

Algebra 1 students focus their studies on solving one- and two-variable equations; operations with integers; rules of integral exponents; simplifying, adding, subtracting, multiplying, and dividing polynomials and algebraic fractions; factoring quadratic polynomials; finding slope of a line; and graphing two-variable equations. If time permits, students delve into direct and inverse variation, other methods of solving quadratic equations, solving inequalities, solving and graphing linear systems, and radicals.

Textbooks: *Algebra: Structure and Method Book 1*

Provided: scientific calculator

### Geometry

This year-long study of geometry provides students with experiences that deepen their understanding of two- and three-dimensional objects and their properties. Deductive and inductive reasoning and investigative strategies in drawing conclusions are emphasized. Properties and relationships of geometric objects include the study of polygons, with a special focus on quadrilaterals, circles, polyhedral, and other solids. Students develop an understanding of proof and logic.

Textbooks: *Geometry*

Provided: scientific calculator

Prerequisites: Algebra 1

### Geometry Honors

This year-long study of geometry provides students with experiences that deepen their understanding of two- and three-dimensional objects and their properties. Deductive and inductive reasoning and investigative strategies in drawing conclusions are emphasized. Properties and relationships of geometric objects include the study of polygons, with a special focus on quadrilaterals, circles, polyhedral, and other solids. Students develop an understanding of proof and logic. This course will cover all concepts discussed in Geometry, but will move at a faster pace and will have more rigorous evaluations of the material. With the additional time there will be more proof work throughout the course and additional units on circles, constructions, and trigonometry. Enrollment is vetted.

Textbooks: *Geometry*

Provided: scientific calculator

Prerequisites: Algebra 1

### Algebra 2

Students apply algebraic concepts and procedures to other mathematical and scientific fields. After a review of Algebra 1 topics, students study equations and inequalities; functions, equations, and graphs; systems of linear equations and inequalities; matrices and determinants; quadratic functions; polynomials and polynomial functions; radicals and rational exponents; exponential and logarithmic functions; periodic functions and trigonometry; and trigonometric identities and equations. Students analyze and evaluate mathematical thinking and problem-solving strategies. They use the language of

mathematics to clearly and precisely communicate mathematical ideas, solve problems from a real world context, and justify their solutions.

Textbooks: *Algebra and Trigonometry*

Calculator: TI-89 Titanium edition graphing calculator (student must have their own)

Prerequisites: Algebra 1 and Geometry

### **Algebra 2 Honors**

In this fast-paced, challenging course, students study traditional Algebra 2 and Precalculus concepts, problems, and procedures, involving more time and effort from students than previous mathematics courses. Students work with various functions depicted graphically, numerically, analytically, and verbally, including extensive work with trigonometric functions. They model situations with functions and describe the situation both orally and in writing. Students apply matrices to solve linear programming problems, and they apply discrete mathematics concepts to solve problems involving sequences, series, and probability. Using the language of math, students communicate with clarity and precision, and they use technology to help solve problems, experiment, interpret results, and support conclusions. Students understand limits as a preview of calculus concepts covered in subsequent courses. Enrollment is vetted.

Textbooks: *Algebra and Trigonometry*

Calculator: TI-89 Titanium edition graphing calculator (student must have their own)

Prerequisites: Algebra 1 and Geometry

### **Precalculus**

Students study the behavior of functions and their use in modeling “real-life” phenomena. After a review of prerequisite skills, students analyze various functions and their graphs. This class focuses on polynomial, power, rational, exponential, logistic, logarithmic, and trigonometric functions. In addition, students study analytic trigonometry, systems of equations, and matrices. Using the language of math, students communicate with clarity and precision, and use technology to help solve problems, interpret results, and support conclusions. Limits are studied as a preview of calculus concepts covered in subsequent courses. Students use graphing calculators extensively and are expected to have their own for classroom and home use.

Textbooks: *Precalculus: Mathematics for Calculus*

Calculator: TI-89 Titanium edition graphing calculator (student must have their own)

Prerequisites: successful completion of high school level Algebra 1, Geometry, and Algebra 2

### **Precalculus Honors**

Pre Calculus Honors is an accelerated Pre-Calculus course designed to prepare students for AP Calculus AB or AP Calculus BC. Topics covered in this course include relations, functions and their graphs, trigonometry, polar coordinates, discrete mathematics, and probability. The final piece of the course introduces Calculus concepts in preparation for AP Calculus the following year. Enrollment is vetted.

Textbooks: *Precalculus: Mathematics for Calculus*

Calculator: TI-89 Titanium edition graphing calculator (student must have their own)

Prerequisites: successful completion of high school level Algebra 1, Geometry, and Algebra 2

### **Financial Algebra and Statistics**

This course has 3 main areas of study: (1) Mathematical subject areas such as Pre-Calculus topics such Vectors, Sequences and Series, Probability, Combinatorics and Trigonometry will be covered. Additionally, its applications in Economics, Sciences and Business will be examined. We will be using the online learning platform: [www.khanacademy.org](http://www.khanacademy.org) in the US computer lab to solve math problems using paper and pencil and we will watch the corresponding learning videos prior to class at home as homework. (2) SAT test preparation. You will practice for SAT tests by reviewing and taking SAT exams. They will be scored, graded and analyzed. (3) Computer Applications: In the second semester we will be studying MS Excel, create websites, apps/websites for mobile devices, Movie Maker and other computer applications. Projects such as online stock trading and website creation will be included. We also may have guest speakers. While students in this class sit for a traditional midterm exam, the final exam involves completion of a project.

Textbooks: *Financial Algebra: Advanced Algebra with Financial Applications*

Calculator: TI-89 Titanium edition graphing calculator (student must have their own)

Prerequisites: successful completion of high school level Algebra 1, Geometry, and Algebra 2

### **Advanced Placement Calculus AB**

A college-level treatment of differential and integral Calculus, this yearlong course is based on the course descriptions of the College Board Advanced Placement Program. Students will work through the College Board syllabus covering limits, derivatives, integration, and applications of these concepts. The concepts will be discussed graphically, numerically, analytically, and verbally. Enrollment is limited to highly motivated students of proven ability in Algebra 1, Geometry, Algebra 2/Algebra 2 Honors, and Precalculus/Precalculus Honors. Students use graphing calculators extensively. Enrollment is vetted. AP students sit for the AP exam, with no in-class final exam. \*[www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

Textbooks: *Calculus*

Calculator: TI-89 Titanium edition graphing calculator (students must have their own)

Prerequisites: successful completion of high school level Algebra 1, Geometry, Algebra 2, Precalculus

### **Advanced Placement Calculus BC**

A college-level treatment of differential and integral Calculus, this yearlong course is based on the course descriptions of the College Board Advanced Placement Program\* which you will be provided with. Enrollment is limited to highly motivated students of proven ability in AP Calculus AB. Students use graphing calculators extensively. Enrollment is vetted. All AP students sit for the AP exam, with no in-class final exam. \* [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

Textbooks: *Barron's AP Calculus AB and BC*

Calculator: TI-89 Titanium edition graphing calculator (students must have their own)

Prerequisites: successful completion of high school level Algebra 1, Geometry, Algebra 2, Precalculus

### **Advanced Placement Statistics**

AP Statistics is a course designed for students who have completed Pre-Calculus and “introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.” [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com) Enrollment is vetted. This course follows the College Board syllabus, and all AP students sit for the AP exam, with no in-class final exam.

Textbooks: *The Practice of Statistics*

Calculator: TI-89 Titanium edition graphing calculator (students must have their own)

Prerequisites: successful completion of high school level Algebra 1, Geometry, Algebra 2.

## Physical Fitness and Health

The Physical Fitness and Health Program incorporates developmentally appropriate knowledge, skills training, and fitness activities to increase students' health knowledge, to create positive attitudes toward one's well-being, and to promote healthy lifestyle choices. *Physical Best: Physical Education for Lifelong Fitness* practices and learning standards advanced by SHAPE America's National Standards and Grade-Level Outcomes for Physical Education underpin the curriculum, featuring three interconnected educational facets: physical fitness, health, and sports playing. Physical education guides students to understand a health-enhancing level of physical fitness, to acquire safe and appropriate exercise techniques, to improve strength and motor skills, and to establish personal fitness goals. Health education focuses on both health promotion and risk reduction, guiding students to understand essential health concepts, develop effective interpersonal communication skills, use a decision-making process, establish personal goals, and practice health-enhancing behaviors. Sports playing education introduces students to the game rules of interactive team sports, including soccer, flag football, volleyball, softball, and basketball, along with a variety of dances, guiding students to appreciate the benefits of participation in team activities and motivating them to engage in team play.

### Course Offerings at a Glance:

Course	Grade Level	Quarter/Semester/Year	Required/Elective
Physical Fitness & Health	9 & 10	Semester	Required

Note: Students must wear the P.E. uniform issued by the school, consisting of a P.E. t-shirt and shorts that are worn with appropriate rubber-soled sneakers and socks. Additional uniforms are for sale in the school's bookstore. Students may earn one semester of PE credit by participating in one season of interscholastic sports.

## Physical Fitness and Health – Course Descriptions

### Physical Fitness and Health, Grades 9 & 10

Core components of this semester course include knowledge and techniques of physical fitness; developmentally appropriate information and strategies to maintain physical and emotional well-being; and sport-specific facts and skills training. Students assess their own physical fitness levels, establish personal goals, monitor their status, and train in skills necessary to acquire lifetime fitness habits. Building on previous studies, students develop advanced sport-specific skills in physical activities including individual, duo and team sports, dance, and outdoor pursuits. Students use offensive and defensive strategies and apply appropriate rules for sports and other physical activities. Researching and discussing wellness topics pertaining to mental, emotional, social, and personal health, students learn more about developmental changes that occur throughout life, teenage relationships and responsibilities, substance use, misuse, and abuse, nutrition and energy, eating disorders, sleep deprivation, treatable diseases and conditions, preventing abuse and violence, and safety and risk reduction. Grade 10 students also complete a NSC First Aid and CPR course, receiving a certification of completion.

Textbooks: provided

Materials: water bottle, physical education uniform with lace-up sneakers, notebook and pens or pencils

## The Sciences

Scientific study is an active, inquiry-based discipline involving a hands-on application of the experimental method. Demonstration of the principles and phenomena of science guide students as they formulate and test ideas through experimentation. Students engage in questioning and forming hypotheses, observing and creating models, conducting research and experiments, measuring and collecting data, and analyzing results and drawing conclusions as they attempt to solve local and global problems. Students participate in discourse and debate about important issues involving science and technology. Through service learning and field study, students experience island habitats, view flora and fauna (both land and sea), learn about conservation of natural resources and reduction of pollution, and practice ecological responsibility. In addition to laboratory and field experiences, students utilize library sources, databases, and the internet to support investigations of the natural world.

### Course Offerings at a Glance:

Course	Grade Level	Quarter/Semester/Year	Required/Elective
Biology	9	Year	Required
Chemistry	10	Year	Required
Chemistry Honors	10	Year	in lieu of Chemistry
Marine Biology	11 & 12	Year	Elective
Comparative Vertebrate Anatomy	11 & 12	Year	Elective
AP Environmental Science	11 & 12	Year	Elective
AP Biology	11 & 12	Year	Elective
AP Physics 1	11 & 12	Year	Elective
AP Physics 2	12	Year	Elective

Note: The graduation requirement is the successful completion of three years of high school-level laboratory science. Biology and chemistry are required, while students may select a third year lab science that interests them, including: Marine Biology, Comparative Vertebrate Anatomy Honors, AP Environmental Science, AP Biology, or AP Physics. AP Physics 1 and AP Physics 2 are offered in alternate years as are Marine Biology and Comparative Vertebrate Anatomy.

## The Sciences – Course Descriptions

### Biology

Students investigate the major aspects of living systems in this laboratory-based course. This course focuses on the scientific method, biochemistry, ecology, cellular organization, cell division, genetics, evolution, diversity of life, and specific characteristics of various organisms. Students demonstrate safe and proficient laboratory techniques in molecular biology, cytology, genetics, botany, and zoology dissections. In addition to being tested on materials covered in the text and in class, students produce written laboratory exercises or reports. To experience the various ecosystems of the Virgin Islands, students also participate in field trips.

Textbook: *Biology*

### Chemistry

Students develop an introductory understanding of basic concepts of chemical measurements and calculations, structures of atoms, molecules, and ions, the periodic table, chemical compound nomenclature, chemical reactions, reactions in aqueous solution, the structure and properties of gases, liquids, and solids, thermochemistry, quantum theory, chemical bonding, and molecular geometry. Students also build a chemistry vocabulary, and learn and use a variety of tools, techniques and strategies to solve problems in chemistry. Microscale laboratory experiments accompany lecture material to enhance concepts as well as teach proper laboratory techniques and recordkeeping

Textbook: *Introductory Chemistry Essentials*

Calculator: a scientific calculator (same as Grade 10 mathematics)

Prerequisites: successful completion of Algebra 1

### Chemistry Honors

Students develop an in-depth understanding of and facility with the basic concepts of chemical measurements and calculations, structures of atoms, molecules and ions, the periodic table, chemical compound nomenclature, chemical reactions, reactions in aqueous solution, the structure and properties of gases, liquids and solids, thermochemistry, quantum theory, chemical bonding, and molecular geometry. Students also build a solid chemistry vocabulary, and learn and use a variety of tools, techniques and strategies to solve problems in chemistry. Microscale laboratory experiments accompany lecture material to enhance concepts, as well as teach proper laboratory techniques and recordkeeping. Enrollment is vetted.

Textbook: *Chemistry, The Essential Concepts*

Calculator: a scientific calculator (same as Grade 10 mathematics)

Prerequisites: successful completion of Algebra 1 or higher level mathematics course

## Marine Biology

This laboratory-based course introduces the major concepts of marine science. Students learn about basic marine geology, physical oceanography, and marine biology. They study marine plants and animals of the various marine habitats of the Virgin Islands and become familiar with the various ecosystems common to the marine environment and the dominant phyla of organisms that inhabit each of these ecosystems. Students gain an in-depth knowledge of the marine ecosystems common to the Virgin Islands and demonstrate proficiency in basic survey and sampling techniques used to assess diversity in these ecosystems. Enrollment is limited. Snorkel equipment including mask, snorkel and fins are required.

Textbook: *Marine Biology  
Fishes of Florida, Bahamas and the Caribbean*

Special Note: Students must be good swimmers and comfortable enough in the ocean to snorkel on field labs

## Comparative Vertebrate Anatomy

Comparative Vertebrate Anatomy is a study of the structural evolution and functional morphology of vertebrate classes, which emphasizes the class Mammalia. Students will use the textbook and class discussions to learn the anatomical terminology and lab studies to understand how the bones, muscles and internal organs function in different classes of vertebrates.

Textbook and Materials: *Vertebrates: Comparative Anatomy, Function, and Evolution*

Prerequisites: successful completion of Biology and Chemistry

## Advanced Placement Environmental Science

The AP Environmental Science course is the equivalent to an introductory college course in environmental science, and is based on the course descriptions of the College Board Advanced Placement Program.\* Student study twenty chapters in a college text and performing lab exercises at a rapid pace. Therefore, the amount of time students must set aside for studying is considerable. Environmental science encompasses many different science disciplines, including geology, chemistry, biology, oceanography, and meteorology. This course also looks in depth at the social and political problems faced when consuming natural resources and producing pollution. The topics mentioned above will be revisited on more than one occasion and presented as seven major themes: earth systems and resources, the living world, populations, land and water use, energy resources and consumption, pollution and global change. Enrollment is vetted. AP students sit for the AP exam, with no in-class final exam. \*[www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

Textbook and Materials: *Environment, The Science Behind the Stories*; website support is available at [www.enviscienceplace.com](http://www.enviscienceplace.com) by using the access code provided in the student's Access Kit which accompanies the text

Prerequisites: successful completion of Biology and Chemistry

### **Advanced Placement Biology**

This college-level course is based on the course descriptions of the College Board Advanced Placement Program\*. This laboratory-based course provides highly motivated students with an opportunity to experience college-level biology in high school. Students successfully completing this course demonstrate general knowledge in the areas of biochemistry, genetics, cytology, evolution, ecology, physiology, and systematics of organisms. Students demonstrate safe and proficient lab techniques in molecular biology, electrophoresis, spectrometry, animal genetics, and animal behavior. Enrollment is vetted. AP students sit for the AP exam, with no in-class final exam.

\*[www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

Textbooks: *Biology: AP Edition*; additional lab exercises, reading materials, and practice AP tests provided

Prerequisites: successful completion of Biology and Chemistry, Anatomy Honors is recommended as a prerequisite but not required

### **Advanced Placement Physics 1**

This college-level course is based on the course descriptions of the College Board Advanced Placement Program\*. Topics covered in AP Physics 1 include the following: Kinematics, Dynamics, Circular motion, Simple harmonic motion, Momentum, Energy, Rotational motion, Electrostatics, DC circuits, Mechanical waves, and Sound. The topics and problems are challenging and involve more work than previous courses. Students use labs and problem solving strategies to master concepts in the content areas highlighted by the College Board in order to prepare for the AP exam in May. Enrollment is vetted. AP students sit for the AP exam, with no in-class final exam

\* [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

Textbook and Materials: *AP Physics 1 Essentials* and *Barron's AP Physics 1*

Calculator: TI-89 Titanium edition graphing calculator (students must have their own)

Prerequisites: successful completion of Biology, Chemistry, and Algebra 2

## Advanced Placement Physics 2

This college-level course is based on the course descriptions of the College Board Advanced Placement Program\*. Topics covered in AP Physics 1 include the following: Electrostatics, Electric Circuits, Magnetism and Electromagnetism, Physical and Geometric Optics, Fluid Dynamics, Thermodynamics, Nuclear Physics, and Quantum Mechanics. The topics and problems are challenging and involve more work than previous courses. Students understand the fundamentals of the discipline of physics, including phenomenology, theories and techniques, concepts, and general principles. They develop the ability to ask physical questions and to obtain solutions by use of qualitative and quantitative reasoning and by experimental investigation. Students develop curiosity, creativity, and reasoned skepticism to appreciate the physical world and its study, and they understand connections of physics to other disciplines and to societal issues. Students use basic ideas of calculus in connection with physical concepts. Students use labs and problem solving strategies to master concepts in the content areas highlighted by the College Board in order to prepare for the AP exam in May. Enrollment is vetted. AP students sit for the AP exam, with no in-class final exam. \* [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

Textbook and Materials: *AP Physics 2 Essentials* and *Barron's AP Physics 1 and 2*

Calculator: TI-89 Titanium edition graphing calculator

Prerequisites: successful completion of AP Physics 1

## Counseling and Learning Resources

In addition to the College Counselor, as a part of the learning experience, a full-time School Counselor helps students address barriers that may impede their academic progress, including cognitive, emotional, physical, social, and economic difficulties. The School Counselor provides support to students in transitions they face as they progress through school. In addition to facilitating class discussions, the School Counselor meets with individuals and with small groups of students, advocating for and assisting students as they acquire self-knowledge and interpersonal skills necessary to make informed decisions, to set goals and examine their choices, and to explore how their choices may affect their educational and career options in the future. The School's Counseling Program is aligned with the American School Counselor Association's (ASCA) national standards for students, *implementing strategies and activities to support and maximize each student's ability to learn* (ASCA).

The Learning Resources Program serves adolescent and young adult students, offering support and providing information about and insight into their own learning styles and challenges, coupled with proven strategies to improve learning designed to advance school success. The resource teacher collaborates with classroom teachers to assist students with the acquisition of strategies and selected study skills to support classroom and school success. The program features inclusion, stand-alone academic strategies classes, peer tutoring, and after-school study assistance. The program provides parents with information about their child's unique learning differences and styles, explaining strategies and study skills, which can be used at home to support their child's affective and cognitive growth. And, the program provides up-to-date information of current research, trends, and best practices to classroom teachers.

Together, the School's Counseling Program and Learning Resources Program, are integral to the academic program, designed to provide support to students, helping to prepare them to be successful in secondary school, to enter colleges and universities, and to meet with success once there. To that end, counselors, teachers, and advisors support students in essential ways that include: the acquisition of attitudes, knowledge, skills and habits essential to improve their self-concept and to improve their learning and school success; the examination of personal strengths and interests, careers, and colleges/universities; the exploration of ways to overcome obstacles and ways to plan to achieve goals; and the achievement of acceptance at a college or university of the student's choosing. In addition, research findings about the causes and issues associated with learning disabilities are shared with students, parents, and faculty, promoting an appreciation of the range of developmental differences amongst adolescent and young adult students and the many factors that may affect students' learning.

### Course Offerings at a Glance:

Course	Grade Level	Quarter/Semester/Year	Required/Elective
Academic Strategies	9-12	Year	in lieu of Spanish

### Learning Resources – Course Descriptions

#### Academic Strategies, Grades 9-12

Upper School students with modified educational plans, waiving the Spanish language requirement, meet in Academic Strategies class to work independently, one-on-one with a teacher, and collaboratively with classmates to employ strategies and skills to meet individual academic goals. Utilizing the newest research in neuroscience and learning, students develop strategies to strengthen metacognition, memory, self-regulation, motivation and engagement. Students work on cognitive and non-cognitive skills to increase resilience and persistence. Through daily work and reflection, students develop the skills and qualities needed in order to enroll, persist and succeed in college and beyond.

## Co-Curricular Activities

Recognizing the importance of friendships, relationships, and social interactions in the lives of our students, we believe co-curricular activities are a vital component of students' educational experience. We appreciate team activities and individual achievements; we honor service beyond one's self and personal aspirations; we value experiences that stimulate imagination, creativity, and intrinsic curiosity; and we promote respectful, responsible, engaged citizenship along with the pursuit of life-long learning, leadership, and service given to others.

Co-curricular activities provide a framework for students to discover, explore, and expand their interests, pursuits, and passions. Designed to expand learning beyond the classroom walls and into the greater community, Antilles School sponsors a variety of co-curricular activities in order to provide students time and opportunities to participate in organizations and clubs, academic and athletic contests, stage and studio experiences, class retreats and school dances, field trips and service activities, and career internships.

Co-curricular activities provide a backdrop for students as they develop a sense of responsibility, self-confidence, and self-reliance, as well as chances for students to experience team-spirit. Planned during the school day and after school, as on-campus activities and off-campus excursions, co-curricular activities complement the curricular program, providing remarkable out-of-the-classroom opportunities for students to learn from different points of view; to work as a part of a team toward a common goal; to communicate effectively in discussion, to participate in dialogue and debate; to perform on stage or to provide backstage assistance; to generate ideas and to creatively solve problems; to act and be self-aware; to establish and achieve goals; to learn from experience, criticism, failure, and success; and, to become self-motivated and self-directed. Co-curricular activities are frequently student-generated, planned and led, affording special occasions for social interaction, student leadership, and student choice.

Integrating life and learning, the arts are integral in the development of the whole person, and as such, the arts are a cornerstone of a student's educational experience at Antilles School. The arts provide a distinctive means of express, capturing students' creativity, passions, and emotions, and allowing them to explore novel ideas, subject matter, and cultures. The arts enrich a students' understanding of the world around them, and broadens their perspective on traditional academics.

Athletics is a valuable component of the learning and social experiences of Antilles students, advancing opportunities to develop favorable habits of mind, to cultivate confidence and skills, and to commit and contribute to team endeavors. Athletics offers occasions for service to others, to develop fellowship and good will with the community, to promote self-realization of goals, contributing to students' preparation for adult life in a democratic society. Through participation in athletics, students experience interscholastic competition, coaches, teammates, opponents, game officials, spectators and fans, and the celebrations and challenges of competitive winning and losing. Students participating in the athletic program have expanded opportunities to develop personal responsibility, self-regulation

and self-confidence, and to learn the value of dedicated practice, teamwork, and sportsmanship. Participation in athletics fosters school spirit, leadership, a sense of team, and unity of purpose.

Service is an integral component of student life at Antilles School. We believe service learning and community service activities present unique co-curricular learning for students of all ages – offering time and opportunities for students to investigate social issues and participate in civic action in order to affect valuable change for others. Service learning events enhance classroom activities with hands-on, team field experiences, expanding students' creative and critical thinking skills. Community service is an independent pursuit, which challenges each student to find purposeful ways in which to volunteer and serve the community. Upper school students must perform 100 hours of community service as a requirement for graduation; many students exceed the minimum.

Our community service program provides students with many options for thoughtful exploration, allowing students to find purposeful, meaningful, and beneficial service opportunities, and then to challenge themselves and make long-term goals connected to serving others. Through community service, middle and upper school students tutor young children, befriend the elderly, assist animals and the humane society, volunteer to build shelters here and abroad, and organize activities to provide water, food, clothing, school supplies, and shelter to others. Service learning connects meaningful community service to classroom learning experiences and students' reflections about participation. Antilles students study environmental science and then get involved in beach clean-ups and other environmental restorations; they learn about local history and participate in historic restoration and neighborhood beautification projects; they learn about conflicts in Africa and become pen pals with young children affected by the devastation; they learn about poverty and share an 'empty bowls' meal to fund provisions for a local shelter; and, they learn about community resources for children, the elderly, and the mentally ill and volunteer to write books, read books, paint murals, build a roof, or just befriend someone else, in order to lend a hand.

Through community service, students expand their problem-solving and critical thinking skills, identify career choices, work collaboratively as team members, acquire respect and empathy for others, gain personal confidence, and learn ways to make a difference in the many communities in which they live.

## Senior Project

Senior Project is the culminating activity of each student's upper school educational experience at Antilles School, providing a unique opportunity to pursue individual interests in the form of an independent, first-hand, campus-based or off-campus learning experience, which may include a **career internship, social service project, academic research project, or artistic development project.**

While each Senior Project may differ to meet the unique interests of individual students, the overall objectives for students are to:

- Broaden learning experiences beyond the traditional classroom setting
- Explore an area of personal interest that is beyond the scope of the school's curriculum
- Encourage the expansion of personal limits and explore new horizons
- Experience the responsibilities of being a working professional

As with all undertakings, Senior Project will make new demands on a student's time and efforts. Historically, graduates report that Senior Project was a meaningful component of their overall educational program and a learning experience that helped to shape their thinking with huge potential rewards for their futures.

Senior Project is a graduation requirement for all seniors. Parents are encouraged to participate in planning their child's Senior Project. Teachers and advisors assist students in selecting a Senior Project, and then oversee students' projects acting as their Faculty Sponsors. Students work under the supervision of professional personnel involved in some area of interest to the student and are in ongoing communication with a Faculty Sponsor.

In the past, most students have chosen off-campus projects; however, there are instances when seniors decide to explore a personal interest or talent on campus, for example shadowing a classroom teacher, creating an artistic project, researching a science question, or developing a technology project.

The School values the ongoing opportunities to pursue learning and first-hand internships made available to our students from the St. Thomas and St. John business, philanthropic, and artist communities without whom this endeavor would not be possible.