



LANCASTER
COUNTRY DAY
SCHOOL

2013-2014
COURSE SELECTION GUIDE
MIDDLE & UPPER SCHOOL

LCDS COURSE GUIDE FOR 2013-2014

This *Course Guide* contains our academic policies and is a listing of all courses available in the Lancaster Country Day Upper School. Specific courses may or may not be offered in a given year due to student interest or scheduling conflicts. A good faith effort will be made to enroll students in the courses they choose. However, we may not be able to accommodate all requests. Thus, this Guide is not a contract to offer specific courses during any given year.

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Lancaster Country Day School provides a challenging college-preparatory curriculum enhanced by numerous opportunities for personal discovery and growth, both inside and outside the classroom. The school's sequential curriculum is designed to develop skills, impart knowledge, arouse curiosity, and prepare students for a world of rapid change. Students are encouraged to think clearly, independently, creatively, and analytically and to realize their intellectual, physical, and artistic potential. As they mature, students need to learn to become increasingly responsible for their own learning.

ACADEMIC EXPECTATIONS

To be a successful student a person must learn to take responsibility for his or her own education. The academic program at LCDS places many demands upon students. While individual students must determine how they learn best and what standards are rewarding to them, there are two common ingredients for success:

- **Daily preparation:** A student's contributions to each day's classes rest upon the preparations made before class begins. A student should organize short and long term assignments so that they are completed thoroughly and submitted on time.
- **Active participation:** A successful student takes class notes, asks thoughtful questions, contributes ideas to discussions, listens attentively, and seeks extra help when needed.

GRADUATION REQUIREMENTS

Although LCDS does not mandate the accumulation of a certain number of total credits for graduation, the school does require each graduate to attain a specific level of expertise in each discipline. While additional course work beyond the requirement is the norm for most students in most disciplines, students in the Upper School should plan their courses so that they can fulfill these graduation requirements in grades 9-12 for each department. Appropriate adjustments may be made for transfer students. Please see the specific departmental graduation requirements listed below:

- **English:** Four full-year courses to include World Civilizations I, World Civilizations II, and American Literature.
- **Foreign Language:** Completion of the third level of one language and Latin I(*).
- **History:** Three full-year courses to include World Civ. I, World Civ. II, and US History.
- **Mathematics:** Three full-year courses in Upper School. The course of study must include Algebra I(**), Geometry(**), and Algebra II(**) plus one more credit in mathematics.
- **Science:** Three full-year laboratory courses to include Biology, Chemistry, and Physics.
- **Arts:** Two credits in grades 9-12(***).
- **Physical Education:** Two trimesters of P.E. are required every year but may be fulfilled in any combination of team sports, P.E., Dance, Sports Medicine, Biking, Weight Training, After School Fitness Training, or a P. E. Exemption.

*Students are expected to take World Civilizations I and Latin I concurrently. Latin I is structured to be an integral part of the World Civilizations I course. A transfer student who enters LCDS after the start of the school year and joins the World Civilizations I course may have the Latin I requirement waived at the discretion of the Foreign Language Department Chair and the Head of Upper School.

**May be taken in Middle School.

***Arts graduation requirements for students entering Upper School after 9th grade. For a student that enrolls at LCDS after grade 9, he or she can either meet the arts graduation requirement by accumulating a combined total of two credits of art in grades 9 through 12 from LCDS and the previous school(s), or the student may complete a reduced number of arts credits at LCDS, based on the grade of entry at LCDS as given by:

Grade 10: 1 2/3 credits

Grade 11: 1 credit

Grade 12: 1/3 credit

Given the breadth and depth of LCDS Arts offerings, most students surpass these minimal requirements.

COURSE CREDITS

Year-long courses that meet four (4) periods each week carry one (1) credit for the year. Courses which meet four (4) periods each week for one (1) trimester carry 1/3 credit. Other courses carry credit and meet as indicated in the course description.

FULL ACADEMIC SCHEDULE

Each year Upper School students are required to take five (5) full academic courses each trimester. These courses are generally taken from the disciplines of mathematics, science, English, history, and foreign language. Upper School students must annually meet the physical education requirement, and they must schedule appropriately in order to meet graduation requirements established by each academic department, including arts.

The requirements for a full academic schedule are subject to two exceptions:

1. Grade 10-12 students who wish to take more or fewer than five (5) full academic courses in a trimester and grade 9 students who wish to take more or fewer than the usual six (6) full academic credits (including Latin I) must submit an application to the Head of Upper School.
2. Students who qualify for the Exceptional Performance Program (EPP) may be allowed to reduce their course load (see below for more information on the EPP).

Advanced Placement Courses

Lancaster Country Day School offers opportunities for students to advance beyond the scope of the typical college-preparatory curriculum. Advanced Placement (AP) courses are taught with the rigor and expectations of college courses. Most LCDS students enrolled in AP courses choose to sit for the corresponding Advanced Placement (AP) examination offered by The College Board.

Each May LCDS administers AP examinations to interested students in all academic areas represented in the school's curriculum. Advanced Placement (AP) examinations are graded on a scale from 1 to 5. Many colleges award credit or recognition to students who achieve a grade of 3 or higher on an AP exam. Consult the catalogs of prospective colleges for their policies regarding the Advanced Placement Program.

Students who are interested in a particular Advanced Placement (AP) course should discuss their interest with their current teacher in the academic area, faculty advisor, college counselor, and their parents. Students enroll in an Advanced Placement (AP) course with the understanding that the work requirements are more rigorous than typical LCDS courses. The decision to admit a student into an Advanced Placement (AP) course is made at the department level after consideration of the student's grades, teacher recommendations, standardized test scores, motivation, total course load, and extracurricular involvement within and outside the school. Individual departments create their own criteria for entrance into Advanced Placement (AP) courses.

The last day of class in an AP course will be the day before its exam. After the AP exam, seniors will have free periods; non-seniors will report to the AP teacher's room for a quiet study hall. Ending the course early will allow students to devote time to their other courses, projects, and exam preparation. Students who choose not to take the national AP exam will take a two-hour final exam on the same day as the AP exam. This exam grade will be recorded as the final exam grade and will be factored into the final grade for the course.

[revised 9/23/13]

Seniors

- The last day of class in an AP course for a senior will be the day before his or her exam even if the last day of formal classes for seniors is earlier in the school year.
- Seniors taking a morning AP exam may leave campus after the conclusion of the AP exam, unless there is an activity scheduled for seniors (e.g. self-defense training, community service, or LCDS alumni panel) later in the day.
- Seniors taking an afternoon AP exam may opt not to attend morning classes, morning meeting, or any activity scheduled for seniors that morning.

Non-Seniors

- Non-seniors taking a morning AP exam may leave campus if parent permission to do so was received by the Upper School office on the day prior to the AP exam. Parent permission can be in the form of a phone call, e-mail, or written note.
- Non-seniors taking an afternoon AP exam may opt not to attend morning classes and morning meeting, but they must arrive at school and check in at the Upper School office by 8:10; they can then go to the library (or Upper School hallway for juniors with hallway privileges) to study. For non-seniors to be excused from the required 8:10 check in, parent permission must be received by the Upper School office on the day prior to the AP exam.

Any student who plans to miss a class or activity due to an AP Exam (see policy above) should directly inform the teacher(s) or coordinator of the class/activity that will be missed. Note: All AP Students are expected to attend LCDS after school extracurricular activities, such as team sports, theatre rehearsals, etc.

A student who does not take the national AP exam will take a two-hour final exam on the same day as the AP exam. This exam grade will be recorded as the final exam grade and will be factored into the final grade for the course.

Independent Studies

The Independent Study (IS) option is designed for those students who wish to pursue more advanced and/or exploratory work with an LCDS faculty member. An Independent Study is not intended to replace an existing course or to resolve a scheduling conflict. Interested students should speak with the possible faculty IS mentor about the specifics of the application process.

P.E. Exemptions

A student may apply for a P.E. Exemption for one or two trimesters of P.E. if the student competes/performs and intensely trains outside of school throughout the school year in one activity, such as a sports team, a dance company, equestrian club, etc. To be eligible for a P.E. exemption, the student must train/compete/perform at a level that is at

least as rigorous as an LCDS P.E. class. Most students will need a minimum of five (5) hours per week of training/activity under the direct supervision of a coach or trainer. This does not include travel time.

Students pursuing P.E. exemption must submit a typed application to the Upper School office in the spring prior to the academic year the student wishes to enact the P.E. exemption. P.E. Exemption Applications are available in the Upper School office. If approved, the student will be required to maintain a daily log of his or her physical activity. At each mid-trimester and end of trimester, the student must submit to the U.S. office a hard-copy of his or her log of training hours, signed by the coach or trainer, to document the hours of activity.

Travel Courses

[revised 9/23/13]

One way LCDS helps students to develop an understanding and appreciation for real world connections to their class work is through travel courses and overseas trips. These travel opportunities allow students to look more deeply into an area of inquiry and make first-hand discoveries that are directly related to curriculum. The content goals, pedagogy of each travel course, as well as travel constraints, dictate the class size and travel expectations. For each course, interested students will need to meet specific prerequisites. When there are more interested participants than space, there will be a competitive application process for admittance to the course. During all trips students will be expected to meet the LCDS standards of conduct.

Overnight Trip Support Program

To help make the travel courses more accessible to all students, LCDS has set up a fund to help mitigate the cost of an extended overnight trip for students on financial aid. The new Overnight Trip Support Program is aimed to help cover costs for students on financial aid that are participating in an overnight trip that is a required part of a course in which the student is enrolled*. Students on financial aid may have a portion of their trip fee covered based on considerations such as the amount of financial aid the student receives, the number of students that receive financial aid that are enrolled in travel courses, and the funds available in the Overnight Trip Support Budget. Due to limited funds, a student will not be given support through this budget for more than one trip while at LCDS. Parents with children on financial aid may apply to participate in this program through the Business Office.

*Note that MUN currently has a separate grant fund that lessens the costs for students on financial aid based on the percentage of financial aid the student receives. A student that receives financial support for MUN will not be eligible for financial support for another school overnight trip in the same academic year.

College, On-line, and Summer Courses

Students who wish to take a course through a college, university, on-line, or another high school and want LCDS to recognize the course must gain prior approval, in writing, of the appropriate department chair and Assistant Head of Upper School. The major criteria that will be considered are the student's academic standing, effort, and suitability of the proposed course to the student's overall course of study. Course work taken outside of LCDS becomes the financial responsibility of the family.

It is the student's responsibility to ensure that the other school sends an official transcript showing the grade and credit to colleges, scholarship programs, and summer programs. LCDS does not attach transcripts from other institutions to the LCDS official transcript unless the student is a transfer student.

Students taking a course during the academic year may use this course to fulfill one of the five (5) full academic courses per trimester requirement. LCDS will not include the grade or credits on our transcript nor use the grades in GPA calculations. These courses should be for advancement: to meet a prerequisite for a particular course, to accelerate progress in a particular discipline, or to study a subject not offered in our curriculum. The course selected, however,

must be part of the institution's regular, full-credit curriculum. Students may not take a course that duplicates one concurrently available at LCDS.

Students interested in taking a summer course in order to advance in an area of study must obtain approval, as noted above, prior to taking the summer course. The student will also be expected to complete a final assessment of the LCDS course and demonstrate an understanding commensurate with the prerequisite of the course to which the student desires entry. Taking an external course to meet a requirement rather than advance in an area of study will not be supported.

MARKING SYSTEM AND GRADING

Grading Scale

A's	(90-100)	Superior Achievement
A	93-100	
A-	90-92	
B's	(80-89)	Above Average Achievement
B+	87-89	
B	83-86	
B-	80-82	
C's	(70-79)	Average Achievement
C+	77-79	
C	73-76	
C-	70-72	
D's	(60-69)	Below Average Achievement
D+	67-69	
D	63-66	
D-	60-62	The minimum passing grade at LCDS is a "60."
F	Below 60	Unsatisfactory Achievement

Note: No student should receive a D+ or below on his/her report card without timely communication with the parent from the advisor or the teacher.

Calculation of Final Grades for Year-Long Courses

- Courses with final exams will have each trimester weighted as 2/7 of the final year grade with the exam weighted as 1/7.
- Courses without final exams will have each trimester weighted as 1/3 of the final year grade.

Incompletes

Incompletes should be only for students with exceptional and documented circumstances – for instance, extended absences or a family crisis. Incompletes will not be given to students who have unexcused absences or who have been irresponsible about course deadlines.

- a. Incompletes MUST be resolved within three weeks of the end of the trimester (unless the circumstance continues). If the work is not done, a grade will be calculated with no credit for missing work.
- b. A teacher assigning an incomplete will e-mail the student, parent, and Head of Upper School with a list of work due and the final due date.

Course Failure

No student may graduate from LCDS, nor may an Upper School student advance from one grade to the next, with an unresolved failure in a course that is required for graduation. Although the grade of “F” will not be replaced on a student’s official transcript and the “F” will be part of the GPA calculation, a student must resolve the failure in a required course in one of the following ways:

- Repeat the course in a summer school session immediately following the course failure and take the appropriate LCDS course final exam, earning a minimum score of 60.
- Repeat and pass the course in the following academic year at LCDS.
- Pass the course by a means agreed upon by the teacher of the course, the department chair, the Upper School Head, and the student and parents.

For a course not required for graduation, a course failure may stand unresolved; the student’s transcript will reflect an “F” for the failure and a zero for the credits earned.

Report Cards

In the Upper School, report cards and written comments from each teacher are posted in My BackPack at the end of each trimester. In the middle of each trimester, progress updates will be given. Parents meet with their child’s advisor in October for a conference. With every report card or update, parents are encouraged to focus on the comments to get the full view of their child’s progress. Because LCDS is a college-preparatory school, students are evaluated in a rigorous manner in terms of academic achievement.

Grade Point Average Calculations

A student’s academic grade point average (GPA) and cumulative GPA are calculated each trimester in the Upper School according to the following scale:

Numerical Average	Grade	Grade Point Value	Numerical Average	Grade	Grade Point Value
93-100	A	4.000	73-76	C	2.000
90-92	A-	3.667	70-72	C-	1.667
87-89	B+	3.333	67-69	D+	1.333
83-86	B	3.000	63-66	D	1.000
80-82	B-	2.667	60-62	D-	0.667
77-79	C+	2.333	0-59	F	0.000

Lancaster Country Day School does not weight grades when calculating GPA. Courses that are graded on a Pass/Fail basis do not count towards the GPA calculation, either in determining quality points or total credits.

The GPA is calculated as follows:

1. For each course, multiply the grade point value by the credit value for the course to determine the quality points for that course;
2. Find the sum of the quality points for all courses taken, excluding those of courses graded on a pass/fail basis;
3. Find the sum of the total number of credits, excluding those of courses graded on a pass/fail basis;
4. Divide the sum of quality points by the sum of credits to determine the GPA. The reported GPA is rounded to the hundredths place.
5. If a student fails a course, the student receives zero quality points for that course, but the credit value of the course is used when determining total credits for the purpose of calculating GPA.

For example, a junior finishes the year with the following classes:

Course	Grade	Grade Point Value	Course Credit
American Literature	A-	3.667	1.000
PreCalculus	B	3.000	1.000
Physics	B-	2.667	1.000
Spanish IV	A	4.000	1.000
Weight Training	P	n/a	0.333
AP US History	A-	3.667	1.000
Adv. Drawing (T1)	A	4.000	0.333
Basic Photo (T2)	B	3.000	0.333
Inter. Ceramics (T3)	A-	3.667	0.333

1. For each course, multiply the grade point value by the credit value to determine the quality points for that course.

Course	Course Credit	Grade Point Value	Quality Points
American Literature	1.000	3.667	3.667
PreCalculus	1.000	3.000	3.000
Physics	1.000	2.667	2.667
Spanish IV	1.000	4.000	4.000
Weight Training	n/a	n/a	n/a
AP US History	1.000	3.667	3.667
Adv. Drawing (T1)	0.333	4.000	1.332
Basic Photo (T2)	0.333	3.000	0.999
Inter. Ceramics (T3)	0.333	3.667	1.221

2. Find the sum of the quality points for all courses taken, excluding those of courses graded on a pass/fail basis.
 $3.667 + 3.000 + 2.667 + 4.000 + 3.667 + 1.332 + 0.999 + 1.221 = 20.553$
3. Find the sum the total number of credits, excluding those of courses graded on a pass/fail basis.
 $1.000 + 1.000 + 1.000 + 1.000 + 1.000 + 0.333 + 0.333 + 0.333 = 5.999$
4. Divide the sum of quality points by the sum of credits to determine the GPA. The reported GPA is rounded to the hundredths place. In this case, $20.553 \div 5.999 = 3.42607$ and therefore this student's GPA for his junior year is 3.43.

A grade point average may be calculated after each trimester of any year by using one-third (.333) credit for all 1 credit year-long courses, one-sixth (0.167) credit for one-trimester courses that meet only once per week, and two-third (0.667) credit for World Civilizations I and World Civilizations II.

To calculate a cumulative GPA, complete this process for all classes and grades at once. Do not calculate averages for each academic year and then average the averages. Doing so is not mathematically sound and will introduce errors into the GPA calculation.

Students who have attended schools other than Lancaster Country Day School will have two sets of GPAs: one set calculated outside our school, based on grades earned prior to the transfer, and the Lancaster Country Day School GPA, based solely on the grades and credits earned at LCDS. LCDS does not attach transcripts from other schools to the LCDS transcript, and academic work done outside of LCDS is not noted on the LCDS transcript.

Lancaster Country Day School does not rank its students.

UPPER SCHOOL DROP/ADD POLICY

The following chart details policies governing course changes in the Upper School. The Drop/Add period will be the first two weeks of each trimester. ***When adding or dropping courses, students and parents are asked not to request particular subject area teachers.***

TIME PERIOD	ACTION	TRANSCRIPT	CREDIT
Until the end of Drop/Add Period (second week of school) in first trimester	Drop any course	No notation for dropped course	None
	Add one-trimester, two-trimester, or full-year course	New course appears on transcript	Full Credit
Start of the third week of school year until last day of classes of first trimester	Drop full-year course only. One-trimester courses and two-trimester courses may not be dropped after Drop/Add period.	WP- withdrawal with passing mark WF- withdrawal with failing mark WM- withdrawal for medical reasons	None
	Add full-year courses only. No new full-year courses may be added after midterm. No new one-trimester course may be added after Drop/Add period.	Course appears on transcript	Full
	Change from more advanced to regular section of same course or regular section to more advanced or adjustment of foreign language level	Grade calculated on the basis of work done in new course. Only the new course will appear on transcript.	Full
After start of second trimester	One-trimester courses and two-trimester courses (starting in T2) may be added or dropped during the two-week Drop/Add period in second and third trimester as in the first trimester with no notation on the transcript.		
	Two-trimester courses dropped before the end of T2 Drop/Add period (the same process will apply for a 2 trimester course dropped in T3)	T1: grade earned T2: (current year only) WP, WF, or WM Final: grade earned in T1	The T1 credit will be given only if this student earned a passing grade for the first trimester
	Full-year long courses dropped before end of second trimester	T1: grade earned T2: (current year only) WP, WF, or WM Final: grade earned in T1	The T1 credit will be given only if this student earned a passing grade for the first trimester

After start of third trimester	Full-year courses may not be dropped in the third trimester except for medical reasons. In that event, the transcript will show appropriate credit with WM notation (current year only). A Withdrawal Medical (WM) in trimester 3 will earn the T1 & T2 credit for the course.		
To remain enrolled at Lancaster Country Day School, a student must take courses that will earn the equivalent of at least five (5) full academic credits, each earning 1/3 credit in a trimester (PE does not count towards this total).			

Note: Change from Alg. 2B to Alg. 2A, Chem 1B to Chem 1A, and/or Physics to Conceptual Physics is allowed at the end of 2nd trimester. Both courses will show on the transcript. The Algebra 2B, Chem 1B, or Physics work will count as 2/3 credit with the Final Grade being calculated by averaging the two trimesters. The Alg. 2A, Chem 1A, or Conceptual Physics work will earn 1/3 credit, and the Final Grade being calculated with the 3rd trimester work weighted as 3/4 of the grade and the Final Exam grade weighted as 1/4 of the grade.

ACADEMIC PROBATION

A student who is having serious academic struggles will be placed on Academic Probation. Placing a student on Academic Probation sends a clear message of concern from the faculty and administration to the student and parents. It also will initiate the development of a plan to provide the student with the necessary support and guidance to be academically successful.

A student will be placed on Academic Probation at the end of a trimester if the student:

1. fails (1) one or more courses, or
2. earns two (2) grades below a C-.

A student who is in similar academic standing at mid-trimester may receive similar consequences, but will not formally be placed on Academic Probation at that time.

Possible Consequences for Upper School students:

1. may lose eligibility to participate in extracurricular activities.
2. may lose permission to stay on campus after school unless under the supervision of a faculty member.
3. may lose Senior Privileges (for a senior).
4. may be assigned mandatory help sessions with faculty and/or tutoring.

An Upper School student may appeal at mid-term for reinstatement of lost privileges or removal of any or all probation conditions. The Assistant Head of Upper School will review grades, obtain pertinent information from teachers, and decide how to respond to the student's appeal. While students may have probation consequences removed due to improved performance, they remain on probation for the entire trimester. Consequences may be reinstated if improved academic performance does not continue.

A student placed on Academic Probation at the end of the first trimester will not receive an enrollment contract for the next school year until the student is off probation. The student may do well enough to be removed from Academic Probation at the end of either the second or third trimester.

[revised 9/23/13]

LCDS HOMEWORK POLICY

A good education is one that teaches children to become independent and life-long learners. Academic work outside of class is an opportunity for students to develop good study habits as they build deeper understanding of

material. Academic courses can have approximately 30 minutes of homework per day while AP/college level courses can have 60-90 minutes of homework per day.

LEARNING SUPPORT- THE ACADEMIC LEARNING LAB (ALL)

All students enrolled in Lancaster Country Day School are expected to meet the curricular standards and expectations established as the normal course of study. The Academic Learning Lab provides students additional support beyond the regular assistance and extra help given by classroom teachers. A student with documented learning differences will be given an Individualized Learning Plan (ILP) that is developed by the LCDS Learning Specialist after review of the student's psycho-educational testing. Learning Plans are designed to support students with learning differences without altering the curriculum or grading policies. Parents must sign-off on ILPs before any academic accommodations can be given to a student.

A student with a Learning Plan will work with the Learning Specialist to incorporate tactics and strategies to assist him/her in becoming a more independent learner and develop his/her self-advocacy skills. In the classroom students will receive only those accommodations that they continue to need as determined by the Learning Specialist in coordination with classroom teachers and the Head of Upper School. It is the hope that, by their senior year, students with learning differences will be able to achieve success using only those accommodations that will be available to them in the typical college/university setting; however, some students may continue to require many of their initial accommodations to support their learning throughout their LCDS tenure.

EARLY GRADUATION

LCDS strongly believes that in order to mature both academically and socially, students should complete a four-year high school program. However, in special cases, with the approval of the student's faculty advisor, Head of Upper School, and Head of School, a student may be eligible to graduate from LCDS after the junior year.

To graduate early LCDS students must complete a minimum of 21 credits and fulfill departmental requirements (see pages 1-3) by the end of the junior year. To graduate following the junior year, a student must annually complete seven (7) courses in Grades 9, 10, and 11. This is a very rigorous course load that may not allow for any study halls or free periods.

Requests for early graduation must be submitted to the Assistant Head of Upper School by May 1 of the student's sophomore year.

EXCEPTIONAL PERFORMANCE PROGRAM (EPP)

The mission of Lancaster Country Day School is to encourage each student's growth within a challenging and supportive academic environment that inspires enthusiasm for learning, the joy of accomplishment, and commitment to community. Faculty foster the individual's thinking skills and creative expression.

Lancaster Country Day School recognizes that students involved in an extracurricular pursuit at a high-level of expertise may desire adjustments to their academic program. To expect students to excel in Lancaster Country Day School's challenging academic environment and meet the expectations for high-level extracurricular performance can result in too much stress on a student. As educators concerned for the whole child, we believe that we should recognize and promote excellence in and out of the classroom. The Exceptional Performance Program (EPP) exists to help students reach that goal.

The EPP allows adjustments to a student's course of study to accommodate participation in an intense artistic, academic, cultural, or athletic activity for a portion of the school year (minimum of two weeks). The EPP student is recognized by being able to formally modify his/her homework and assessment load. Students who wish to apply should contact the Head of Upper School.

SENIOR PROJECTS

As of the 2013-14 academic year, a Senior Project is no longer required for graduation. The Senior Honors Project (SHP) enables students to pursue a creative course of study, research, performance, or service that:

- a) Expands on their LCDS studies or
- b) Moves them in a new direction of interest and passion or one that significantly expands on existing pursuits.

Successful completion of the SHP will be noted on the transcript.

FINAL ASSESSMENTS - Exemptions for Seniors

[revised 9/23/13]

Non-AP Courses

Seniors with no unexcused absences in a non-AP course in the second and third trimesters are eligible to be exempt from the final exam in that course providing they maintain a B- yearlong average (with the average determined three weeks prior to graduation). For a given course, five tardies equal one unexcused absence.

Excused absences are absences due to:

- an illness (a doctor's note may be requested)
- an approved college visit as determined by the Director of College Guidance
- a religious observation
- a family emergency acknowledged by the Head of Upper School

If multiple excused absences are accrued by a student, the current LCDS attendance policy for all students will be utilized to support this student in attending classes.

Students who do not meet the above attendance and academic performance criteria will complete a final assessment in the course. The final assessment will be due at least one week prior to graduation. The final assessment will count as one-seventh of the final average for the course.

AP Courses

A senior who does not take the national AP exam will take a two-hour final exam on the same day as the AP exam. This exam grade will be recorded as the final exam grade and will be factored into the final grade for the course.

Note: Certain activities and events will be planned for seniors after the conclusion of formal classes. Attendance at these events is mandatory for students not in an AP exam or taking an afternoon AP exam. Students who are absent for an event will be expected to do four hours of service work (determined by the Dean of Students and Head Senior Advisor) for each missed activity.

REGISTRATION AND SCHEDULING

During the third trimester, students register for their courses for the following academic year. Each student's advisor will review course options and work with the student, parents, the Assistant Head of Upper School, and the Director of College Guidance to help assure that he or she has met all graduation requirements and has chosen a course of study appropriate to his or her academic achievement and plans.

In spite of the best efforts to satisfy students' course requests within the academic regulations of each department, students may not be able to enroll in courses they have chosen due to enrollment, class size, scheduling conflicts, or other factors. In this event, reasonable efforts will be made to accommodate student requests for alternative courses.

LATE WORK POLICY

It is essential for students preparing to go to college to learn to organize their time effectively. Meeting reasonable deadlines is a student's responsibility. Major papers and projects are expected to be completed and handed in on the due date. In case of illness, emergency, or early dismissal (including athletic events), it is the student's responsibility to obtain assignments and to reschedule tests and appointments. Missing a make-up test on the pre-arranged date will result in a failing grade. If, without prior arrangement with the teacher, a deadline on a paper is not met, the mark may be lowered one grade for each day the assignment is late. Teachers reserve the right to not accept student work which is turned in over one week after the official due date. Individual teachers will indicate the manner in which the late work must be submitted.

MAJOR ASSESSMENT GUIDELINES

Assessments, whether presentations, exams, tests, quizzes, labs, projects, or papers, form an integral part of the educational process allowing students to demonstrate their mastery of materials and faculty to assess student progress. To allow a student to demonstrate his/her full understanding, the Upper School policy is that on a given day a student taking five academic credits (six in freshman year) does not need to have more than two (2) major assessments. Grade 10-12 students who choose to take more than five academic credits may need to complete up to three major assessments on a given day. Quizzes and quests do **not** count as major assessments.

- **Quiz** = short assessment that takes 20 minutes or less for non-extended-time students.
- **Quest** = medium size assessment that takes between 20 – 30 minutes for non-extended-time students.
- **Major Assessment** = test, exam, or other assessment that takes 30 minutes or more for non-extended-time students to complete, OR a project, presentation, or paper that encompasses a week or more worth of material and that asks the student to synthesize a range of material.

Coordinating Major Assessments

1. If a student has three (3) *major* assessments on the same day, it is the student's responsibility to approach the third teacher on the list and ask him or her to move the assessment to another day for that student. The teacher is obliged to do so if the student meets guideline #3. If a teacher does not put a major assessment on the Calendar, that assessment is automatically 3rd.
2. The student must make his or her request **at least 2 days before the date of the assessments**. Students should take responsibility for this.
3. Students should expect to take the "third" assessment no more than two (2) days after the original assessment date. At the teacher's discretion and agreement of the student, the assessment may be moved to a date before the original assessment date.
4. All major assessments will be due at least five school days prior to the Final Examination Week.

HOMEWORK OVER VACATION

No homework may be assigned over the long vacations (Thanksgiving, winter break, and spring break) except for assignments in AP courses.

FINAL EXAMINATIONS

As an integral part of college preparation, the administration of final examinations is included in the total educational experience of Lancaster Country Day School students. Final examinations will be required for students in grades 7-11 for each of their full academic courses; alternative types of assessment can be used at the end of the first and second trimesters (papers, projects, oral presentations, or take-home exams). Final exams in one-trimester electives are optional. All final examinations will be administered during the prescribed examination period. Final examination papers are not retained by students after the examination period.

Students are required to remain in the testing room for the entire exam period. Only students with documentation on file at LCDS will be allowed accommodations (extended time, separate setting, use of a word processor, or other accommodations) on exams.

DEPARTMENTAL AWARDS – PRESENTED AT THE UPPER SCHOOL AWARDS ASSEMBLY

The Department Award for Excellence in **English** is granted to a senior by consensus of the department for some combination of the following traits: highest average, commitment to scholarship, passion for literature, and creative and expository writing ability.

The Departmental Award for Excellence in **Mathematics** is given to the best senior mathematics student in any mathematics course as determined by the Mathematics Department.

The Departmental Award for Excellence in **Science** is given to a senior who displays exceptional classroom achievement and who demonstrates a commitment to science scholarship. This may include participation in science fairs, competitions, or other extracurricular science activities.

The Departmental Award for Excellence in **History** is given to the senior who has done outstanding course work in history in all Upper School history courses and who demonstrates passion and enthusiasm for history.

The Departmental Award for Excellence in **Foreign Language** is awarded to the senior who has demonstrated interest and enthusiasm for the study of one or more languages while maintaining consistent academic excellence.

Individual awards in **music, theatre,** and the **visual arts** are also given at the Awards Ceremony at the end of the year, with the primary criterion being consistent excellence in the artistic field.

ACADEMIC COMMITTEE

The Academic Committee members are the Department Chairs of English, Mathematics, History, Science, Foreign Language, Physical Education, and the Arts; the Director of College Guidance; the Director of Information Services; and the Middle and Upper School Division Heads. The Chair of the Committee will be appointed by the Division Heads in consultation with the Head of School.

The committee exists for the following reasons:

- To review and recommend statements of academic policy and procedure for the Middle and Upper Schools.
- To hear and evaluate departmental recommendations for changes in the curriculum in the Middle and Upper Schools.
- To review all student applications for credit exceptions and independent study courses taken for credit.
- To discuss important Middle and Upper School academic issues and make appropriate recommendations.
- To communicate curricular issues to faculty across all divisions so as to help insure continuity of our PS-12 curricula. To assist this cross-divisional communication, the LS Division Head (or his or her designate) may be invited to attend the Academic Committee meetings.

English Courses

To accomplish its mission of educating students in the language arts, the English Department has adopted the following goals:

- To give students the skills to be critical readers with rich vocabularies and analytical abilities.
- To include a wide spectrum of literature reflecting a diversity of viewpoints and variety of presentation, especially genre.
- To enhance students' pleasure in reading, so they will want to read books in their leisure time throughout their lives.
- To inspire confidence, poise, and flexibility in articulating ideas aloud and on paper.
- To help students grow in their abilities to write, including focusing, organizing, and developing their ideas.
- To promote the expectation that writing must be revised and carefully edited.
- To increase students' competence with language through technical understanding of grammar, punctuation, and sentence structure.
- To coordinate learning activities within and among grade levels to accomplish effective transitions in the learning process.

100	English 6			
	<i>Gr. 6</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This comprehensive program promotes thinking and communication skills. Students study the elements of literature through their reading of novels, short stories, and poetry. Students are required to read several (4-5) novels independently throughout the year. In language skills, students concentrate on parts of speech, grammar usage, vocabulary development, the research process, and public speaking. Writing skills are addressed through paragraph development with the organization of the main idea and supporting details as well as the improvement of sentence structure and word choice.			
Texts:	Likely texts include <i>Walk Two Moons</i> , Creech; <i>The Adventures of Tom Sawyer</i> , Twain; <i>The Giver</i> , Lowry; Tales from <i>King Arthur and the Knights of the Round Table</i> , Lang; <i>Six Great Sherlock Holmes Stories</i> , Doyle.			

101	English 7			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	English 7 relies on nightly reading assignments and student writing to provide an impetus for intellectual growth. The course will focus on literary techniques entailed in fiction, drama, and poetry, as well as the development of expository and creative writing. Students will be given the opportunity to use the English language through experimentation with fiction, poetry, journals, critical work, and other creative outlets.			
Texts:	Selected poetry and short stories; likely texts include <i>A Christmas Carol</i> , Dickens; <i>Haroun and the Sea of Stories</i> , Rushdie; <i>The Diary of Anne Frank</i> , Goodrich and Hackett; <i>And Then There Were None</i> , Christie; <i>A Separate Peace</i> , Knowles.			

102	English 8			
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	English 8 is a course that focuses on the development of student abilities in both literary analysis and the essential skill of writing clearly and effectively. Moreover, in order to prepare students for writing in the Upper School and beyond, students will learn rhetorical awareness (what it means to write for a specific audience) and the basic conventions of academic writing, then apply these conventions to their own writing. Students will use the texts not only as works to be interpreted but also as models of writing to be considered and, where appropriate, emulated. Students will read and discuss a variety of literature (including their first scholastic experience with Shakespeare), while further developing their writing and speaking skills.			
Texts:	Selected myths from Bernard Evslin's <i>Heroes, Gods and Monsters</i> and Edith Hamilton's <i>Mythology</i> ; <i>The Pearl</i> , Steinbeck; <i>Lord of the Flies</i> , Golding; <i>To Kill a Mockingbird</i> , Lee; <i>A Midsummer Night's Dream</i> , Shakespeare.			

122	Intensive Grammar			
	<i>Gr. 7</i>	<i>Required</i>	<i>½ Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	This course will build on the base of students' knowledge of parts of speech to emphasize function within sentences. Students will explore the concepts of phrase—preposition and verbal—and clause to understand not only how they function as modifiers or essential components in the sentence, but also how they can enrich their written expression. To that end, students will work on sentence combining using coordination and subordination. Concurrently, there will be a focus on understanding why accurate punctuation is critical to good writing. The goal will be more knowledgeable expository writers who have begun to understand the power of words.			
Texts:	<i>Prentice Hall Writing and Grammar: Grammar Exercise Workbook</i> , <i>Prentice Hall Writing and Grammar: Communication In Action</i> text, <i>Heath Grammar and Composition</i> text.			

111	World Civilizations I			
	<i>Gr. 9</i>	<i>Required</i>	<i>2 Credits – English & History</i>	<i>Full Year</i>
	This humanities course explores through an interdisciplinary method the evolution of civilizations from the ancient world through the Middle Ages. Integrating the study of political, social and intellectual history with the study of literature, art, music, and philosophy, the course focuses on central questions about the human experience. Through a combination of discussion, mini-lectures, small group work, and film, students examine foundational concepts of Ancient Mesopotamia, Israel, Greece, Rome, China, India, and Medieval Europe. With its multiple points of entry to the subject matter, including history, literature, philosophy, art, and archaeology, the course appeals to the varied interests of students and helps students perceive the fascinating connections between the various forms of human expression. Within this interdisciplinary context, this course will also develop students' skills in literary and historical analysis, expository and reflective writing, and research. No prerequisite.			
Texts:	<i>A Short History of Myth</i> , Armstrong; <i>Gilgamesh</i> ; <i>The Human Odyssey</i> , Klee, Crib, and Holdren; excerpts from the Bible; the <i>Ramayana</i> , trans. Dutt; excerpts from the <i>Bhagavad Gita</i> ; <i>Dhammapada</i> ; <i>Analects</i> , Confucius; <i>Tao Te Ching</i> ; <i>The Chinese Maze Murders</i> , Van Gulik; <i>The Odyssey</i> , Homer; <i>Antigone</i> , Sophocles; selections from <i>Republic</i> , Plato; <i>The Aeneid</i> , Virgil; excerpts from the Koran; <i>Inferno</i> , Dante; other primary and secondary source documents.			

109	World Civilizations II			
	<i>Gr. 10</i>	<i>Required</i>	<i>2 Credits – English & History</i>	<i>Full Year</i>
	<p>Building on the ninth grade Humanities course in both content and approach, World Civ. II continues the interdisciplinary exploration of the political, social, and intellectual history of the civilizations of Europe and Asia, proceeding chronologically through the Renaissance to the 20th Century. Similar to World Civ. I, this course will continue to incorporate art, music, philosophy, science, and literature into the study of political, social and intellectual history, providing multiple points of entry into the material through a combination of discussion, group work, short lectures, and film. The course continues the comparative analysis of cultures begun in the ninth grade course by including an examination of the development of global connections between the major powers of Europe, India, China, and Japan. Students will also examine central developments of European culture, including world exploration, the rise of individualism and humanism; the development of nation-states; industrialization; and the particular challenges of world wars in the twentieth century. The course will also continue to develop students' skills in literary and historical analysis, expository and reflective writing, and research. Prerequisite: World Civilizations I.</p>			
Texts:	<p>Texts to be selected from the following: Renaissance and Baroque poetry; <i>The Prince</i>, Machiavelli; <i>Macbeth</i>, Shakespeare; <i>Peony in Love</i>, See; <i>Anthology of Chinese Literature</i>, ed. Birch; <i>Candide</i>, Voltaire; documents of the European Enlightenment and the French Revolution; English Romantic poetry; <i>Jane Eyre</i>, Brontë; excerpts from <i>Communist Manifesto</i>, Marx; <i>The Death of Ivan Ilych</i>, Tolstoy; 'Metamorphosis,' Kafka; <i>Maus I: A Survivor's Tale</i>, Spiegelman; <i>The Stranger</i>, Camus; <i>Romeo and Juliet</i>, Shakespeare; <i>Of Love and Other Demons</i>, Garcia Marquez.</p>			

105	American Literature			
	<i>Gr. 11</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>This course explores a wide range of representative American literary works within their historical and cultural contexts. In addition to developing the habit of textual close reading, students will continue to develop a sophisticated literary vocabulary, continue to apply previously learned analytical tools, and continue to refine their writing skills in expository, persuasive, and creative rhetorical modes.</p>			
Texts:	<p>Likely texts include <i>The Things They Carried</i>, O'Brien (summer reading); <i>The Scarlet Letter</i>, Hawthorne; <i>Bartleby the Scrivener</i>, Melville; <i>The Adventures of Huckleberry Finn</i>, Twain; <i>The Great Gatsby</i>, Fitzgerald; <i>Death of a Salesman</i>, Miller; <i>Narrative of the Life of Frederick Douglass</i>, Douglass; <i>The Norton Anthology of American Literature</i>, Shorter 7th edition; <i>Song of Solomon</i>, Toni Morrison; <i>Lonesome Ranger and Tonto Fistfight in Heaven</i>, Sherman Alexie; selected poetry, short fiction, and non-fiction.</p>			
Prerequisite:	<i>World Civilizations II</i>			

150	Contemporary Literature			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	In Contemporary Literature, students will examine a diverse selection of recent fiction from authors near and far while exploring new trends in multiple genres. Selected works will offer students the chance to explore differing perspectives on universal themes: love and loss, faith and hope, identity and alienation, and more. Students will hone their analytical reading and writing, critical thinking, and discussion skills and write papers which reflect the steps of the process from prewriting through revising. Selected authors may include Margaret Atwood, Jhumpa Lahiri, Mark Haddon, Orhan Pamuk, J.M. Coetzee, Jose Saramago, Julian Barnes, Gabriel Garcia Marquez, William Faulkner, Maxine Hong Kingston, Leila Ahmed, Ciaran Carson, Maggie O'Farrell, Galway Kinnell, and others.			
Texts:	<i>TBD—see list of suggested authors above</i>			
Prerequisite:	<i>American Literature</i>			

107	AP English Literature and Composition			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course prepares students for the Advanced Placement Examination of the College Entrance Examination Board through careful study of complex texts, both poetic and prosaic. As students read and discuss representative works of literature from ancient to modern times, they polish the techniques of critical appreciation. At the same time, they are trained to write college-level textual studies and research papers. Students are also given opportunities to practice taking an AP exam. Enrollment in this course requires an average of B+ in American Literature and permission of the eleventh grade English instructor.			
Texts:	<i>How to Read Literature Like a Professor</i> , Foster; <i>Sons and Lovers</i> , Lawrence (both of the preceding are summer reading). Others will be selected from the following: <i>Oedipus Rex</i> , Sophocles; <i>Hamlet</i> , <i>Othello</i> , and <i>King Lear</i> , Shakespeare; <i>Heart of Darkness</i> , Conrad; <i>A Portrait of the Artist as a Young Man</i> , Joyce; <i>Canterbury Tales</i> , Chaucer; <i>Billy Budd</i> , Melville; <i>Waiting for Godot</i> , Becket; <i>The Sound and the Fury</i> , Faulkner; <i>Mrs. Dalloway</i> , Woolf; <i>Pride and Prejudice</i> , Austen; <i>Huckleberry Finn</i> , Twain; <i>Crime and Punishment</i> , Dostoevsky; poetry and additional plays will supplement the listed readings.			
Prerequisite:	<i>B+ or above in American Literature and permission of instructor</i>			

112	My Witness is the Empty Sky: An Introduction to the Beat Poets			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The Beat Poet course will examine the poetry, fiction, philosophy, art, and aesthetic of the American Beat Generation. The course will begin with Chinese Tang Dynasty poet Han Shan as an entry point both to Haiku and Eastern Meditation before examining the post-World War I Lost Generation and the "new America" of the 1940's and 1950's. From there, we will track the rise and fall of the Beat Generation itself, from John Clellon Holmes' <i>Go</i> to Jack Kerouac's legendary <i>On the Road</i> to the death of William S. Burroughs in 1997 while examining the many artists influenced by the Beats along the way. While the course will employ a number of "traditional" texts, it will delve heavily into the creative as we study meditation, creative writing, the visual arts, jazz, and folk music. The course will culminate in a 13 day cross-country van trip that will head west to San Francisco and back in an attempt to model the trips of both Jack Kerouac and the Merry Pranksters' Ken Kesey.			
Prerequisite:	<i>American Literature</i>			

125	The Literature of Service (Not offered 2013-14)			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Year Long</i>
	The Literature of Service seeks to draw an intellectual connection between responsibility, citizenship, service, and imagination via an intensive study of socially engaged literature. Students will read a host of fiction and non-fiction – including but not limited to John Steinbeck’s <i>Grapes of Wrath</i> to Barbara Ehrenrich’s <i>Nickel and Dimed</i> to Jeffrey Moussaieff Masson’s <i>The Face on Your Plate</i> to Robert Bolano’s <i>By Night in Chile</i> -- and take part in local field trips to further explore the thematic content introduced by the readings. As part of the course, students will discuss, develop, and implement individual and class-wide service projects for third trimester that may count toward an Outstanding Community Service Designation. Members of the Literature of Service course will also be considered first for participation in the Spring 2013 international service trip (location TBD).			
Text:	Including but not limited to John Steinbeck’s <i>Grapes of Wrath</i> to Barbara Ehrenrich’s <i>Nickel and Dimed</i> to Jeffrey Moussaieff Masson’s <i>The Face on Your Plate</i> to Robert Bolano’s <i>By Night in Chile</i>			
Prerequisite:	<i>World Civilization II. Counts as a full senior English credit, but if space is available juniors may also take the course as an English elective (may not replace American Literature).</i>			

122	Creative Writing (Beginning)			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1st Trimester</i>
	In the Introduction to the Fiction Workshop, students will be asked to consider the question of "good writing": what it is, how it works, how it is created. Students will work on composing short fiction and breaking down texts composed both by contemporary authors and their peers in the hopes of figuring out how, exactly, fiction "works."			
Text:	<i>Bird by Bird</i> , Lamott.			
Prerequisite:	<i>None.</i>			

123	Creative Writing (Advanced)			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3rd Trimester</i>
	In the Advanced Creative Writing Workshop, students will be asked to apply elements of the Introduction to the Fiction Workshop to formulate a sense for how it is that larger bodies of fiction operate in terms of style, voice, frame, and narrative structure. Though we will use contemporary short stories as some of our source material, the bulk of the work in the advanced workshop will be generated by the workshop itself: writing fiction, introducing fiction into the peer evaluation process, and critiquing the fiction we create.			
Text:	<i>Bird by Bird</i> , Lamott.			
Prerequisite:	<i>Creative Writing (Beginning)</i>			

151	Literature in the Humanities			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is made up of a series of units each built around a specific literary text, author, genre, and/or medium within the Humanities. For each unit, we will study both the text itself and related topics and questions drawn from literary analysis, history, philosophy, and the arts, using the approach of an interdisciplinary Humanities class. The course will make extensive use of intertextual literary reading, allowing students to apply their knowledge of philosophical schools of thought and intellectual history gained in World Civ. I and II. At the same time, we will also analyze and discuss literary questions suggested by close literary reading within the texts themselves. Course texts and topics are selected based on their place in the essential Humanities canon and on surveys of student interest. Up to one third of the course schedule for the year may be determined by student requests and interests. Past student requests have included additional study of works from East and South Asia, the Oscar Wilde unit, and the unit on ancient Scandinavia.			
Texts:	Ovid, <i>Metamorphoses</i> ; Snorri Sturlusson, the <i>Prose Edda</i> ; excerpts from Plato's <i>Republic</i> ; <i>Sir Gawain and the Green Knight</i> ; selections from Chaucer's <i>Canterbury Tales</i> ; Shakespeare, <i>Measure for Measure</i> ; selected writings of Francis of Assisi; Cai Zong-qi, <i>How to Read Chinese Poetry</i> ; Murasaki, <i>The Tale of Genji</i> (excerpts); Endo Shusaku, <i>Deep River</i> ; stories and poems of Rabindranath Tagore; selected writings of Mohandas Gandhi; English Victorian poetry; Oscar Wilde, <i>The Importance of Being Earnest</i> and <i>The Picture of Dorian Gray</i> ; Michael Tierno, <i>Aristotle's Poetics for Screenwriters</i> ; Corrigan and White, <i>The Film Experience</i> (excerpts)			
Prerequisite:	<i>World Civilization II. Counts as a full senior English credit, but if space is available juniors may also take the course as an English elective (may not replace American Literature).</i>			

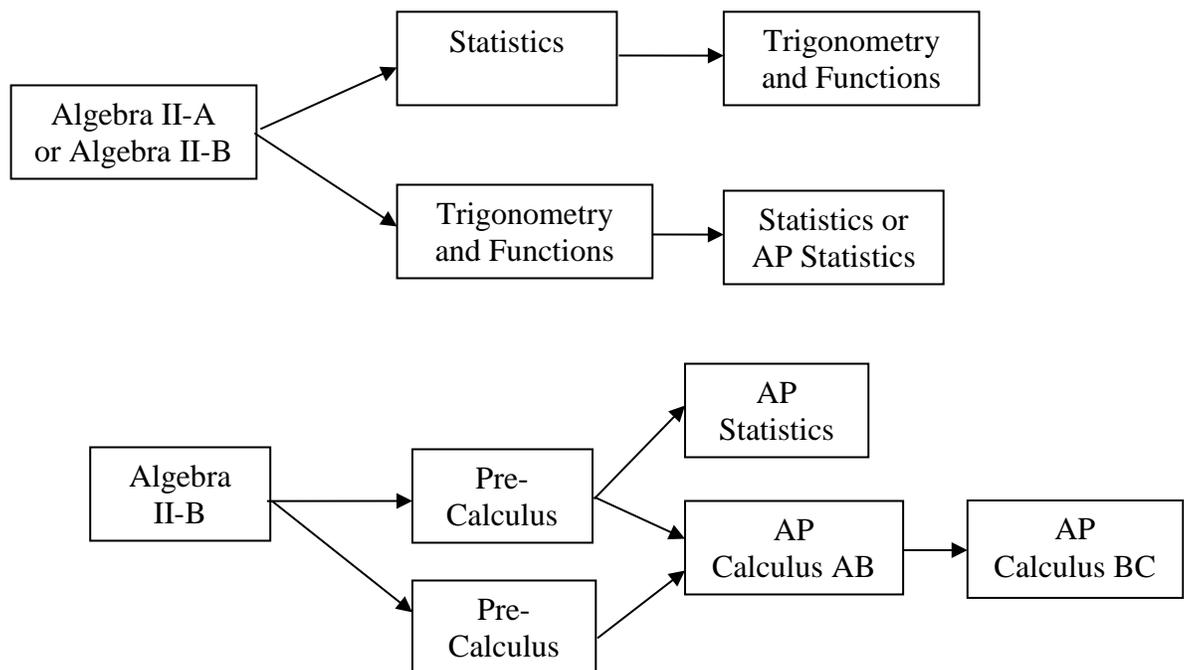
870	Literary/Arts Magazine			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2nd Trimester</i>
	For full description, see listing under Interdisciplinary Courses, at the end of this guide.			

Mathematics Courses

A key focus of the mathematics program at Lancaster Country Day School is the development of students' mathematical problem solving skills. As students become better problem solvers, they learn to use mathematics to model life situations, to find patterns and relationships, to use calculators and computers as tools when appropriate, and to determine whether their results make sense.

Students progressing through our college preparatory curriculum build a solid toolkit of arithmetic and algebraic skills, develop geometric reasoning, learn to think critically, and use data analysis to solve problems with confidence. Working independently or collaboratively, students communicate their knowledge through written and verbal expression. Our aim is to help students develop an appreciation for the value and usefulness of mathematics and to encourage curiosity about its endless possibilities.

All students will take Algebra I, Geometry, and then Algebra II. Following Algebra II, students have a variety of ways to fulfill the mathematics requirement of at least one year of mathematics beyond a second algebra course. The following diagram illustrates the most common sequences of mathematics courses:



200	Middle Math I			
	<i>Gr. 6</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course in general math includes an extensive review of operations with decimals and fractions; introduces operations with signed numbers; examines the relationships among fractions, decimals, percentages, and ratios; and provides an introduction to geometry and algebra concepts. Concurrently students use these skills to practice solving a wide variety of problems using diverse strategies in the foundations of algebra, graphing, and statistics.			
Text:	<i>Mathematics, Applications and Concepts, Glencoe.</i>			

201	Middle Math II			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course in general math provides a cursory review of operations with decimals; a complete review of operations with fractions; and extensive work with signed numbers, proportions and ratios, applications of percent, probability, and figures in geometry. Concurrently students use these skills to practice solving a wide variety of problems using diverse strategies in the foundations of algebra, graphing, and statistics.			

202	Pre-Algebra			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Pre-Algebra focuses on three broad areas, or strands, of mathematics: algebra, number and geometry. In the algebra strand, students explore ways to generalize calculations as well as formally solve one variable equations. In the number strand, students work to deepen their understanding of fractions, decimals, percentages, proportions and ratios. In addition, they will study geometric shapes and discover some basic geometric theorems. A TI-36 calculator is required.			
Text:	<i>Pre-Algebra, Bellman, et al., Prentice Hall.</i>			

211	Algebra I			
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course focuses on problem solving using arithmetic operations and algebraic skills to solve linear equations, inequalities, and systems of equations. Students also learn to use proportions, coordinate graphs, polynomials, and quadratic equations. Students apply these topics to geometry, data analysis, and real-life problems. A TI-83 or 84 graphing calculator is required.			
Text:	<i>Algebra I, Bellman, et al., Prentice Hall.</i>			

220	Geometry			
	<i>Gr. 9-10</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Geometry is a study of deductive reasoning and relationships among figures. Triangle congruence and similarity, properties of parallel lines, right triangle trigonometry, area, and volume of solids/prisms are explored in great detail. Proofs by deductive reasoning are a significant component of the coursework.			
Text:	<i>Geometry, R. C. Jurgensen, et al., Houghton Mifflin Company</i>			
Prerequisite:	<i>Algebra I</i>			

221	Algebra II-A			
	<i>Gr. 10-11</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. Students will explore basic algebra situations (linear functions, equations, quadratics, and exponential functions). A TI-83 or 84 graphing calculator is required.			
Text:	<i>Algebra II, Bellman, et al.,</i> Prentice Hall.			
Prerequisite:	<i>Algebra I and most students will have completed Geometry</i>			

222	Algebra II-B			
	<i>Gr. 9-11</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed as a preparation for Pre-Calculus. Emphasis is on quadratic forms, powers, roots, and the functions based on these concepts. Students study logarithmic, polynomial, and other special functions as tools for modeling and problem solving. A TI-83 or 84 graphing calculator is required.			
Text:	<i>Algebra II, Bellman, et al.,</i> Prentice Hall.			
Prerequisite:	<i>Grade of C+ or higher in Algebra I and Geometry as well as permission of instructor</i>			

241	Statistics			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course serves as an introduction to the study of descriptive statistics, inferential statistics, and probability, with the overarching goal of statistical literacy. Students will study and complete experiments to understand statistical concepts, explore statistical principles, and apply statistical techniques. A TI-83 or 84 graphing calculator is required. This course may not be followed by AP Statistics.			
Text:	<i>TBD</i>			
Prerequisite:	<i>Algebra II-A or Algebra II-B</i>			

237	Trigonometry and Functions			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Trigonometry and Functions includes the study of the following variety of functions and their graphs: linear, absolute value, square root, quadratic, cubic, higher order polynomial, rational, piece-wise, exponential, logarithmic, and trigonometric. Emphasis is placed on the use of technology to analyze graphs of functions and to solve real-world application problems. Due to the common content, students taking this course are not eligible to take Precalculus.			
Text:	<i>Algebra and Trigonometry (3rd Edition), Stewart, Redlin, and Watson</i>			
Prerequisite:	<i>Algebra II-A or Algebra II-B</i>			

225	Pre-Calculus			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is an application-oriented preparation for calculus and college mathematics. Six themes are emphasized throughout the course: mathematical modeling, the calculator as a tool, analysis and applications of functions (including trigonometric functions), data analysis, discrete phenomena, and matrices. A TI-83 or 84 is required.			
Text:	<i>Contemporary Pre-Calculus Through Applications (2nd edition)</i> , Everyday Learning Corporation (North Carolina School of Science and Mathematics).			
Prerequisite:	<i>Grade of B or higher in Algebra II-B and permission of instructor.</i>			

226	AP Calculus AB			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Both differential and integral calculus are studied. This course follows the AP (Advanced Placement) course description published by the College Board. The course is typically considered equivalent to Calculus I (first year) college Calculus. A student should expect to do 4 to 6 hours of homework per week. A TI-83 or 84 graphing calculator is required for this course.			
Text:	<i>Calculus, Graphical, Numerical, Algebraic (3rd edition)</i> , Finney, Demana, Waits and Kennedy.			
Prerequisite:	<i>Grade of B or higher in Pre-Calculus or permission of instructor.</i>			

227	AP Calculus BC			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This is a full-year course in the calculus of functions of a single variable and follows the AP (Advanced Placement) course description provided by the College Board. The course is typically considered equivalent to Calculus II (second year) college Calculus. A student should expect to do 4 to 6 hours of homework per week. A TI-83 or TI-84 graphing calculator is required for this course. Students must have a solid understanding of all AP Calculus AB topics.			
Text:	<i>Calculus, Graphical, Numerical, Algebraic (3rd edition)</i> , Finney, Demana, Waits and Kennedy.			
Prerequisite:	<i>AP Calculus AB, 3 or higher on AP Calculus AB exam, or permission of instructor</i>			

244	AP Statistics			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Following the description published by the College Board, the Advanced Placement Statistics course is designed to provide the equivalent of a one-semester, introductory, non-calculus based college course in statistics. The course will focus on data analysis, data production, probability, and statistical inference. Students can take AP Statistics during their junior year while they are enrolled in Pre-Calculus as long as they have the instructor's permission. A TI-83 or 84 graphing calculator is required.			
Text:	<i>The Practice of Statistics, (4th edition)</i> , Starnes, Yates, and Moore.			
Prerequisite:	<i>Grade of B- or higher in Pre-Calculus and permission of instructor. Grade of B+ or higher in Trigonometry & Functions or permission of instructor.</i>			

Science Courses

The Science Department's goal is to increase students' awareness, understanding, and appreciation of the world in which they live. Students are introduced to the fundamental principles of science and the processes by which scientific knowledge is acquired. They use the processes of inquiry to develop their ability to think critically and communicate intelligently. Modern lab and computer applications are utilized to enhance each student's technological literacy. The collection and organization of data through careful observation, the search for underlying regularities, the formation and testing of hypotheses, and the communication of results and conclusions are concepts stressed in all of our courses. Further, students are shown that science is an ongoing endeavor in which old theories are replaced when new evidence does not support them. They are encouraged to question and evaluate theories that are presented as fact.

We offer introductory courses that provide a firm foundation and allow students to pursue further study with greater understanding and appreciation. Our advanced courses are intended to allow students to increase their skills and knowledge through the study of a variety of topics of special interest.

Our upper school minimum graduation requirement is three full years of laboratory science, including one year each of Biology, Chemistry, and Physics. Most students complete their course of study in biology, chemistry, and physics by the conclusion of the junior year. At least one science elective in the junior or senior year is highly encouraged for all students.

The normal sequence of science courses for fulfillment of the graduation requirements is shown here. Required courses for graduation *in bold italics*. Unless otherwise noted, courses are full year in length.

Grade 9	Grade 10	Grade 11	Grade 12
<i>Biology (303)</i>	<i>Chemistry 1B (314)</i> or <i>Chemistry 1A (318)</i>	<i>Physics (306)</i> or <i>Conceptual Physics (307)</i> AP Biology (305) AP Chemistry (317) AP Physics B (381) Environmental Science (308) Advanced Topics: Cell Biology & Genetics (T1) (373) Advanced Topics: Zoology (T2) (374) Advanced Topics: Human Anatomy and Physiology (T3) (378) Advanced Topics: Earth Science (T1) (385) Advanced Topics: Marine Biology (T2) (387) Forensics (T2 or T3) (384) Special Topics in Science (T1, T2, T3) (386)	

If a student meets prerequisites and scheduling permits, she/he may take more than one science course for a trimester(s) or year. Students who would like to accelerate their science courses by taking Biology and Earth Science simultaneously in the 8th grade must first demonstrate strong scientific reasoning and math reasoning skills in the 7th grade. This will be accomplished by satisfying all of the following criteria:

- a) The student must complete a high quality science fair project in the 7th grade that qualifies for entry into a regional science fair competition.
- b) The student must earn a final grade of A- or better in 7th grade physical science.

c) The student must finish the 7th grade year with an overall GPA of 3.00 or better.

d) The student must complete Algebra I in the 7th grade with a final grade of A- or better and will take Geometry in 8th grade and Algebra II-B in 9th grade. (Algebra II-B is a co-requisite for Chemistry I-B.)

The Advanced Topics in Biology electives may be taken before enrolling in AP Biology, concurrently with the AP course, or as stand-alone courses. These classes provide an additional base of knowledge that might help students perform well on the AP Biology national examination. Additionally, these courses give students who do not wish to take AP Biology the opportunity to explore biological science beyond the introductory level.

Note: Students may choose science electives in addition to the required science courses, but not as replacements for those required science courses.

300	Life Science			
	<i>Gr. 6</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	The sixth-grade science curriculum explores the balance and the interactions of the human body's systems and of the environment. Through the study of cells, genetics, and the human body, students learn the basic needs of life, the functions of the body's systems, and the importance of healthy choices. By becoming aware of the delicate relationships in ecosystems, students learn of humanity's use and abuse of our environment and are encouraged to take an active role in caring for the world around them. A three-day field trip to Penn State's Outdoor School reinforces this appreciation and understanding. Relevant current events are discussed, using resources such as newspapers, videos, the Web, and "Science World," a classroom publication.			
Text:	<i>Science Explorer Series: Human Biology and Health, Cells and Heredity</i> (Prentice Hall).			

301	Physical Science			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Physical Science is an investigative course emphasizing student inquiry. The Physical Science course focuses on the basic concepts of chemistry and physics. In the chemistry portion, students study themes such as matter, atoms, the periodic table, and chemical reactions. During the physics portion, students investigate energy, waves, motion, magnetism and electricity. Students will actively explore each theme through laboratory and field experimentation. In the fall and winter students will be required to plan and complete a science fair project.			
Text:	<i>Science Explorer: Physical Science</i> (Prentice Hall).			

302	Earth Science			
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Earth Science is the study of the earth and its environment. While each of four branches of earth science – geology, meteorology, oceanography and astronomy – will be covered, strong emphasis will be placed on geology and meteorology due to their applicability to daily life. The aims of the course are to increase the students' understanding of their environment and to foster a view of the world as an orderly place that can be understood through science. In the fall and winter students will be required to plan and complete a science fair project.			
Text:	<i>Earth Science (2011) Tarbuck and Lutgens. Pearson</i>			

303	Biology			
	<i>Gr. 9</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	The objectives of Biology are to help students see science as a process of inquiry as well as a body of knowledge, to learn the basic principles and facts of biology, and to acquire skills such as the manipulation of lab equipment, observation, record keeping, and critical data analysis. Course content includes cell anatomy and physiology of plants and animals; an introduction to cell division and genetics; and the concepts of specialization, adaptation, and evolution.			
Text:	<i>Biology (2010)</i> , Miller and Levin (Prentice Hall).			
Prerequisite:	<i>None.</i>			

318	Chemistry I-A			
	<i>Gr. 10-12</i>	<i>Elective – fulfills Chemistry requirement</i>	<i>1 Credit</i>	<i>Full Year</i>
	Chemistry I-A covers fundamental principles and concepts of chemistry. It is a college-preparatory course that provides students with the background necessary to enter a standard entry-level college chemistry course. Topics include measurement, subatomic particles, electron configurations, names of inorganic compounds, chemical bonding, percent composition, stoichiometry, gas laws, nuclear chemistry, and environmental chemistry. This course is designed for students who do not plan to pursue a science major at the college level.			
Text:	<i>TBD.</i>			
Prerequisite:	<i>303 Biology and 211 Algebra I</i>			

314	Chemistry I-B			
	<i>Gr. 9-12</i>	<i>Elective – fulfills Chemistry requirement</i>	<i>1 Credit</i>	<i>Full Year</i>
	Chemistry I-B is the preparatory course for AP Chemistry. Chemistry I-B is designed for students with above-average quantitative problem-solving skills. Topics include measurement, subatomic particles, stoichiometry, electron configurations, names of inorganic compounds, structure and bonding, periodic trends, percent composition, gas laws, electrochemistry, and kinetics. Freshmen may select this course, but only in addition to the required Biology course.			
Text:	<i>Basic Chemistry, 2nd ed.</i> (2008), Timberlake/Timberlake (Pearson/Prentice Hall).			
Prerequisite:	<i>303 Biology and 202 Geometry, with a final course grade of at least a B in each of those courses.</i>			
Co-requisite:	<i>222 Algebra II-B</i>			

307	Conceptual Physics			
	<i>Gr. 9-12</i>	<i>Elective – fulfills Physics requirement</i>	<i>1 Credit</i>	<i>Full Year</i>
	This is a qualitative study of the central concepts and applications of physics with emphasis on phenomena that are part of our everyday environment. Students should be comfortable with algebra, although it is not used extensively. This course will place more emphasis on hands-on laboratory experiences and computer utilization than on mathematical problem solving. Topics addressed include motion, forces and energy, fluids, waves and sound, optics, electricity and magnetism.			
Text:	<i>Conceptual Physics (2006)</i> , Hewitt (Prentice Hall).			
Prerequisite:	<i>318 Chemistry 1-A or 314 Chemistry 1-B</i>			

306	Physics			
	<i>Gr. 9-12</i>	<i>Elective – fulfills Physics requirement</i>	<i>1 Credit</i>	<i>Full Year</i>
	Physics is designed to develop students' skills both as experimenters and as observers. This requires analytical skills and interpretation of laboratory results. Topics include: kinematics, dynamics, vectors, equilibrium, work, energy, forces, heat and thermodynamics, fluids, sound waves, light and optics, static and current electricity and magnetism.			
Text:	<i>Physics: Principles and Problems, (2005), Zitzewitz (Glencoe McGraw Hill).</i>			
Prerequisite or Co-requisite:	<i>314 Chemistry 1-B.</i>			
Co-requisite:	<i>225 Precalculus</i>			

305	AP Biology			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	AP Biology provides a second year of study for those students who wish to pursue the subject in depth. Material will be presented in a manner similar to that used in a first-year college course. Homework will require at least one hour per class meeting. AP Biology meets for one academic block for lecture and one elective block for the labs. Students taking this course must reserve one full (90 minute) elective block once per week each trimester for the labs.			
Text:	<i>Biology, 8th ed. (2008), Campbell and Reece (Pearson).</i>			
Prerequisite:	<i>303 Biology and 314 Chemistry 1-B (B+ or higher final grade in each course), <u>OR</u> Biology, Chemistry 1-A, and at least two trimester-long Advanced Topics in Biology courses (B+ or higher final grade in each course), or permission of the instructor.</i>			

317	AP Chemistry			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This full-year course includes a detailed study of chemical equilibria (including acid/base equilibria, saturated solution equilibria and complex ion equilibria), chemical bonding, kinetics, thermodynamics and electrochemistry. Homework will require 60 to 90 minutes per night. AP Chemistry meets for one academic block for lecture and one elective block for the labs. Students taking this course must reserve one full (90 minute) elective block once per week each trimester for the labs.			
Text:	<i>General Chemistry, 10th ed. (2013), Ebbing and Gammon (Houghton Mifflin).</i>			
Prerequisite:	<i>314 Chemistry 1-B (B+ or higher) or permission of the instructor.</i>			
Co-requisites:	<i>225 PreCalculus and 306 Physics.</i>			

381	AP Physics B			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This full-year survey course includes classical mechanics, wave motion and sound, fluids, thermodynamics, electricity, magnetism, light, atomic and nuclear physics. Homework will require 60 to 90 minutes per night. AP Physics meets for one academic block for lecture and one elective block for the labs. Students taking this course must reserve one full (90 minute) elective block once per week each trimester for the labs.			
Text:	<i>College Physics (AP Edition), 8th ed. (2010), Serway and Vuille (Brooks/Cole).</i>			
Prerequisite:	<i>306 Physics and PreCalculus (B+ or higher final grade in each course) or permission of the instructor.</i>			

308	Environmental Science			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course will offer students a conceptual foundation for understanding the scientific, ethical, governmental, historical, and economic complexities of environmental sustainability and stewardship in our world today. This interdisciplinary program will use the text as a base of study and will integrate current events, speakers, media presentations, field trips, and lab work for a global and local perspective.			
Text:	<i>Environmental Science: Toward A Sustainable Future, Richard T. Wright, 10th ed, Pearson, and Prentice Hall (Issued by LCDS).</i>			
Prerequisite:	<i>303 Biology and 314 Chemistry 1-B or 318 Chemistry 1-A.</i>			

385	Advanced Earth Science			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1st Trimester (offered in 2013-14)</i>
	Students will explore the four branches of earth science – geology, meteorology, oceanography and astronomy. A strong emphasis will be placed on the fundamentals of plate tectonics and oceanography as they relate to the islands of Hawaii. The goal of the course will be to increase the students' understanding of their physical environment through the study of the Hawaiian Islands as a virtual and real laboratory. (An optional trip to the Hawaiian Islands over spring break will be the culminating activity for students who participate in both Advanced Earth Science and Marine Biology. Students will be required to pay approximately \$3000 for the trip.) Course size is limited.			
Prerequisites:	<i>303 Biology, 318 Chemistry I-A or 314 Chemistry I-B (B or higher in each course) and permission of the instructor.</i>			

387	Advanced Topics: Marine Biology			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2nd Trimester (offered in 2013-14)</i>
	In this course students will examine marine ecosystems in depth - particularly those of the islands of Hawaii. Students will draw upon their understanding of biology and chemistry as they examine various qualities of water and how they impact an ecosystem and the organisms in that ecosystem. We will also examine how organisms interact with each other within particular ecosystems, how ecosystems are being impacted by humans, and conservation efforts that exist to preserve these ecosystems. Organism identification will be a requirement of the course, which will become especially useful during our field studies in Hawaii. (An optional trip to the Hawaiian Islands over spring break will be the culminating activity for students who participate in both Advanced Earth Science and Marine Biology. Students will be required to pay approximately \$3000 for the trip.) Course size is limited.			
Prerequisites:	<i>303 Biology, 318 Chemistry I-A or 314 Chemistry I-B (B or higher in each course) and permission of the instructor.</i>			

384	Forensics			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2nd or 3rd Trimester (offered in 2013-14)</i>
	In this course, students will learn the fundamental concepts and techniques of forensic science. Fictitious crimes will be solved on a weekly basis as students learn fingerprinting, trace evidence analysis, DNA analysis, entomology, etc. Course content will draw upon the fundamentals of Biology, Chemistry and Physics as students delve into case studies and simulations. If you find yourself glued to the television on a nightly basis watching crime shows, Forensic Science is for you!			
Prerequisites:	<i>303 Biology, 318 Chemistry I-A or 314 Chemistry I-B (B- or higher) and permission of the instructor.</i>			

386	Special Topics in Science			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/6 Credit</i>	<i>1st, 2nd and/or 3rd Trimester</i>
	This course allows a student or group of students to pursue advanced study in science that is not otherwise addressed in the current elective offerings at LCDS. This may include preparation for a competition (science fair, Chemistry Olympiad, Envirothon, etc.), or post-AP coursework (Organic Chemistry, Botany, Astronomy, etc.). Students must work with a teacher mentor to develop a 10-week plan (3-5 hours of work per week) for each trimester of study before enrolling. Permission of instructor is required.			
Prerequisite:	<i>None.</i>			

373	Advanced Topics: Cell Biology and Genetics			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1st Trimester (offered in 2013-14)</i>
	An introduction to the principles of cell biology and molecular genetics. Topics will include an overview of cells and cellular functions, a primer on molecular biology (DNA replication, protein synthesis, etc.) and the modern tools of molecular genetics (bioinformatics, genetic engineering, cloning, etc.).			
Text:	<i>Molecular Biology made Simple and Fun, 4th ed. (2010), Clark and Russell (Cache River Press).</i>			
Prerequisite:	<i>303 Biology, 318 Chemistry I-A or 314 Chemistry I-B (B or higher in each course) and permission of the instructor.</i>			

374	Advanced Topics: Zoology			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2nd Trimester (offered in 2014-15)</i>
	An introduction to zoology, the course is a survey of the animal kingdom, from sponges to humans, using evolution as a unifying concept in science. The course will be offered every other year (offered in 2012-2013).			
Text:	<i>Animal Diversity, 5th ed. (2008), Hickman et al. (McGraw Hill).</i>			
Prerequisite:	<i>303 Biology, 318 Chemistry I-A or 314 Chemistry I-B (B or higher in each course) and permission of the instructor.</i>			

378	Advanced Topics: Human Anatomy and Physiology			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3rd Trimester (offered in 2013-14)</i>
	This course gives an overview of the major organ systems of the human body as well as a more in-depth look at various individual organs. Topics covered include: cell types, tissues, the skeletal, muscular, integumentary, respiratory, digestive, endocrine, nervous, cardiovascular, urinary, lymphatic, and reproductive systems. As this is only a trimester-long course, a few systems will only be very briefly discussed.			
Text:	<i>Schaum's Outlines: Human Anatomy and Physiology. 3rd ed. (2009), van de Graaff, Rhees, and Palmer. (McGraw Hill).</i>			
Prerequisites:	<i>303 Biology, 318 Chemistry I-A or 314 Chemistry I-B (B or higher in each course) and permission of the instructor.</i>			

History Courses

The study of history promotes an understanding of the fundamental values of societies; therefore, the History Department encourages students to answer the question “who are we?” from a myriad of perspectives—political, social, geographical, and cultural. While exploring their place in history and the world, students learn to value the importance of perceptive analysis and informed citizenship.

LCDS history students should attain global knowledge, ideas and information about the United States and world history, including history of Europe and regions beyond the West. They should achieve a sense of basic chronology for significant events throughout history and understand the interdisciplinary nature of historical knowledge.

In the process of understanding the past and its effect on the present, students should develop a range of analytical and critical thinking skills: the ability to evaluate and interpret a wide range of primary and secondary sources, to properly integrate research in oral and written reports, to cogently express an argument in written form, and to integrate electronic research and publication into historical analysis.

The intended effects of this curriculum are students who have developed skills of analysis, research, and abstract thinking and who are capable of understanding their connection to the larger society and to history as a whole.

400	Grade 6 History – Interrelated Themes: Geography and History of the Americas			
	<i>Gr. 6</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course presents historical and geographic themes emphasizing their dependence on one another. Using their text and their atlas while working on their map skills, students develop a clearer understanding of basic geography. The course follows European explorers to China and North and South America, culminating with the study of the development of the American Colonies and the Revolutionary War. Creative activities supplement the main geographical and historical concepts.			
Texts:	<i>The History of US: The First Americans and Making Thirteen Colonies</i> , Hakim; <i>Marco Polo</i> , Komroff; <i>Marco Polo</i> , Reid; <i>Blood on the River</i> , Carbone; <i>Rand McNally Classroom Atlas</i> ; <i>Upfront</i> (New York Times) Magazine.			

401	Grade 7 History – United States History			
	<i>Gr. 7</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course in American history focuses on major themes of American history, beginning with the causes of the American Revolution and finishing at the turn of the 19th century. Special attention is given to American government, the Constitution, the Bill of Rights, and the progress towards the founding ideals of liberty and equality. Units include Westward Expansion, the Industrial Revolution, Jacksonian democracy, treatment of the native peoples, the Civil War, and Reconstruction.			
Texts:	<i>The History of US: From Colonies to Country, The New Nation, War, Terrible War, Age of Extremes</i> , Hakim; <i>Upfront</i> (magazine), <i>New York Times</i> .			

402	Grade 8 History – The Modern World			
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Specifically designed to approach the subject from a global perspective, this course first focuses on foundational geographic and historic knowledge of the Modern World and then builds on that foundation by delving more deeply into some of the crucial issues that face us today. We begin with a unit that looks at the process and purpose of historical investigation and analysis by asking the question, “What is history?” Then students spend several weeks studying the geography of the world before scrutinizing a global historical narrative from approximately 1850 to 2000. When we have a basic framework of knowledge about where and when important recent events occurred, students take a look at statistical trends that help describe what today’s world really looks like as well as add to our understanding of how the world reached its present state. The class spends the last portion of the year researching, discussing and analyzing issues such as human rights, energy, poverty, warfare, and the role of ideas and beliefs in the modern world.			
Text:	On-line resources; <i>Animal Farm</i> , Orwell; <i>Somehow Tenderness Survives</i> , ed. Rochman			

111	World Civilizations I			
	<i>Gr. 9</i>	<i>Required</i>	<i>2 Credits – English and History</i>	<i>Full Year</i>
	For full description, see listing under English Courses.			

109	World Civilizations II			
	<i>Gr. 10</i>	<i>Required</i>	<i>2 Credits – English and History</i>	<i>Full Year</i>
	For a full description, see listing under English courses.			

405	United States History			
	<i>Gr. 11</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This full-year course presents a survey of American history and culture from its colonial beginnings in the early seventeenth century to the present, providing a conceptual and chronological overview of United States history. The course is designed for students to become familiar with the basic periodization of United States history, important events and figures, and major historical interpretations of them. Students will develop skills in critical reading, thinking, writing, and analyzing primary and secondary sources, with the goal of creating informed interpretations of historical figures and events. A major research paper is required.			
Text:	<i>Brief American Pageant</i> , Kennedy			
Prerequisite:	World Civilizations II			

406	AP United States History			
	<i>Gr. 11-12</i>	<i>Elective (may replace US History)</i>	<i>1 Credit</i>	<i>Full Year</i>
	This intensive and fast-paced course follows the outline of the Advanced Placement United States History course description published by the College Board. In addition to primary and secondary source readings necessary to prepare for the AP examination in May, written work is required throughout the year. Students electing this course should consider that regular homework assignments require 60 to 90 minutes.			
Text:	<i>American Destiny, Garraty</i>			
Prerequisite:	B+ or higher average in World Civilizations II			

413	International Model United Nations			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Culminating with participation in the International Model United Nations conference at The Hague, The Netherlands, and this course offers intensive study in world political situations and U.N. procedures. Skills are developed in critical thinking, debating, resolution-writing, and learning to work effectively in committees. Students ultimately serve as delegates for one of the U.N.'s member nations at the International Model United Nations with nearly 4,000 students from all over the world.			
Texts:	<i>Uniting the Nations Through Model United Nations (book & DVD), Williams & Stein; World Politics: Annual Edition, Helen E. Purkitt, ed; Parliamentary Procedure at a Glance, O. Garfield Jones; The Post-American World, Release 2.0, Zakaria.</i>			
Prerequisite:	Students must have the approval of the History Department through the established application process to elect the course. Course size is limited. Interested students should see the MUN teacher in spring of their junior year for details on how to apply.			

410	Twentieth Century			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course examines selected major themes of the 20th century: World War One, Communism, Nazism, Islamic fundamentalism and the transition from colonial rule to independence in southern Africa. Movements and events are viewed from historical, moral and literary perspectives.			
Text:	Readings Include: <i>Humanity: A Moral History of the Twentieth Century, Glover; Night, Wiesel; Fahrenheit 451, Bradbury; Watchmen, Moore; The Great Divorce, Lewis; All Quiet on the Western Front, Remarque.</i>			
Prerequisite:	US History or AP US History			

430	World History: Technology and Society			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>This course will study the technology of various peoples as a means of learning more about their societies. It will explore how and why different peoples developed artifacts, tools, and systems in different ways according to their needs and resources, political structures, and spiritual beliefs. Conversely, it will also examine how people have used technology to shape their culture. By including Western and non-Western societies throughout history it will specifically invite students to compare and contrast the technological choices made by people around the world and across the centuries as a way of probing the meaning of concepts like “invention,” “discovery,” “progress,” “advanced and primitive,” and even the meaning and purpose of “technology” itself.</p> <p><i>This course does not replace the requirement of either US History or AP US History.</i></p>			
Text:	<i>Technology in World History, Vol. 1-7, Carlson, ed.; on-line resources; various textual excerpts</i>			
Prerequisite:	World Civilizations II			

Foreign Language Courses

The foreign language curriculum aims to give students a foundation in both classical and modern languages by offering courses in Latin, Chinese, French and Spanish. Latin and Chinese may be pursued for four levels of academic credit, and French and Spanish for five levels if begun in Middle School. The study of Spanish begins in preschool with noncredit introductory courses. In order to graduate, students are required to complete Level III of one language and complete Latin I* (exceptions can be made by the Head of Upper School for transfer students and students with documented academic accommodation requirements related to foreign language). Interested, motivated students are urged to pursue language study beyond the requirement. They may even choose to study more than one language in depth.

The principal goals of the Foreign Language Department are:

- to make students aware of the importance and utility of a second language as a means to promote global communications and awareness.
- to develop oral and aural proficiency while providing grammar, spelling, writing, and reading skills.
- to promote critical and analytical thinking skills.
- to encourage an appreciation of the culture of the target language through travel, participation in home-stay programs, and other experiences that provide total immersion in the target language and culture.

506	French A			
	<i>Gr. 6</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to introduce students to the basic skills of speaking, listening, reading and writing for the purpose of communication. French A is the first step toward the acquisition of a basic vocabulary, an understanding of fundamental grammatical structures, the development of accurate pronunciation and an acquaintance with the French-speaking peoples around the world and their cultures. Emphasis will be placed on those materials, strategies and activities which will enhance the student's ability to function in the language.			
Text:	<i>Allez, viens!</i> Level 1 Textbook and Student Workbooks, Holt, Rinehart and Winston.			

507	French B			
	<i>Gr. 7</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Students in French B will continue to build on the basic skills acquired in French A. Students will have many opportunities to practice the language in the four skill areas of listening, speaking, reading and writing. Students will also continue to explore francophone cultures, including their foods, games, and holiday traditions. Students will do an in-depth study of Paris, and will read several selections of children's literature to further develop reading comprehension.			
Text:	<i>Allez, viens!</i> Level 1 Textbook and Student Workbooks, Holt, Rinehart and Winston			
Prerequisite:	<i>C- or above in French A. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake French A.</i>			

508	French C			
	<i>Gr. 8</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Students in French C will continue to build on the basic language skills acquired in French A and French B. Increased emphasis is placed on productive language skills. This course expands the students' vocabulary and grammatical knowledge to allow for more spontaneous and varied expression. Students will do an in-depth study of Quebec's Winter Carnival, be introduced to French Impressionist art and artists, and will read several selections of children's literature to further develop reading comprehension.			
Text:	<i>Allez, viens!</i> Levels 1 Textbook and Student Workbooks, Holt, Rinehart and Winston			
Prerequisite:	<i>C- or above in French B. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake French B.</i>			

511	French I			
	<i>Gr. 8-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to introduce students to the basic skills of speaking, listening, reading and writing for the purpose of communication. French I is the foundation for the acquisition of a basic vocabulary, an understanding of fundamental grammatical structures, the development of accurate pronunciation and an acquaintance with the French-speaking peoples around the world and their cultures. (This Upper School course covers material similar to French A, B, and C in one year.)			
Text:	<i>Allez, viens!</i> Level 1 Textbook and Student Workbooks, Holt, Rinehart and Winston.			
Prerequisite:	<i>None.</i>			

512	French II			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to develop students' basic communicative competence and cultural awareness. CD's and DVD's are used for listening and speaking skills. Increased emphasis is placed on grammatical concepts, idioms, and syntax through oral exercises and directed short compositions. Questions on reading passages and student interests and attitudes generate conversation. A reader further strengthens reading comprehension skills.			
Texts:	<i>Allez, viens!</i> Level 2, Holt, Rinehart and Winston; <i>Images Deux</i> , McDougall Littell; <i>French II Years</i> , Blume.			
Prerequisite:	<i>C- or above in French I or in French C. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake French I or French C.</i>			

513	French III			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	French III is an engaging, interactive intermediate French course designed to provide students with experiential learning and cultural competency. The video program for the course is based on short-subject films by award-winning francophone filmmakers. Music, web-based resources, and projects bring cultural content to life. Short stories by Guy de Maupassant and authentic literary selections expose students to richness of the French language.			
Texts:	<i>IMAGINEZ le francais sans frontieres</i> , Vista Higher Learning; <i>Ultimate French Review and Practice Grammar</i> , McGraw Hill; original French movies.			
Prerequisite:	<i>C- or above in French II. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake French II.</i>			

514	French IV			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This upper-intermediate course is particularly designed to develop oral fluency. This class will introduce to students colloquial French from francophone countries as well as a wide variety of styles and genres by twentieth-century writers from France, Canada, Africa and the Caribbean. Literary texts, films and various listening activities bring fresh, new issues to the debates and essays. This course also provides practice for the SAT Subject Test in French.			
Texts:	<i>Allons au-delà!</i> , Pearson; <i>Dans le Vent</i> , Maley, Holt, Rinehart and Winston; <i>Le Petit Prince</i> by Antoine de Saint-Exupery. <i>Les Miserables</i> , petits classiques LAROUSSE, original French movies.			
Prerequisite:	<i>B or above in French III or permission of the instructor.</i>			

16	AP French Language and Culture			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The newly revised AP French Language and Culture course focuses on communication and cultural understanding by integrating language, content and culture to provide students with rich, varied contexts for developing language proficiency. Students will prepare for the AP French exam through the revision of grammar, the discussion of a selection of literary texts by various French-speaking writers, and the writing of expository passages. This course also provides practice for the SAT II French language exam.			
Texts:	<i>Allons au-delà!</i> , Pearson; <i>Une Fois Pour Toutes</i> , Hale Sturges, Pearson ; <i>AP French, Preparing for the language and culture examination</i> , Richard Ladd, Pearson ; <i>Kiffe kiffe demain</i> , Faize Guene, Le livre de poche ; <i>France-Amerique</i> , monthly magazine.			
Prerequisite:	<i>B+ or above in French IV or permission of the instructor.</i>			

531	Latin I			
	<i>Gr. 9-11</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to introduce students to the Latin language using a reading program, which focuses on the life and times of the Roman poet, Horace. This program stresses the mastery of Latin vocabulary and basic grammatical structures, the building of a strong English vocabulary and a more extensive knowledge of ancient history and mythology. Constant reference to the English language is made to reinforce grammatical concepts and provide comparisons with Latin. (Students usually take Latin I concurrently with World Civilizations I)			
Text:	<i>Oxford Latin Course, Part I</i> , Balme and Morwood. <i>Latin Everywhere, Everyday: A Latin Phrase Workbook</i> , Heimbach.			
Prerequisite:	<i>None.</i>			

532	Latin II			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	A more in-depth study of Latin grammar and syntax is provided together with advanced reading techniques to enable the student to comprehend the language with ease. Students are introduced to all of the basic linguistic structures as they continue the narrative on the life of the Roman poet, Horace.			
Text:	<i>Oxford Latin Course, Part II</i> , Balme and Morwood.			
Prerequisite:	<i>C- or above in Latin I. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Latin I.</i>			

533	Latin III			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The study of Latin grammar and syntax is expanded to include complex constructions, <i>i.e.</i> , subordinate clauses in the subjunctive mood. The end of the republic is closely examined through the final years of Horace's life. The poet's friendship with Augustus, the first Roman emperor, is revealed as a new imperial dynasty is established.			
Text:	<i>Oxford Latin Course, Part III, Balme and Morwood.</i>			
Prerequisite:	<i>C- or above in Latin II. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Latin II.</i>			

534	Latin IV			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The study of grammar and syntax is completed. Students read selections from classical prose and poetry. The works of Virgil, Catullus and Cicero provide the culmination of Latin study since they represent the apex of the Golden Age of Latin literature in style and beauty.			
Texts:	<i>Oxford Latin Reader, Balme and Morwood; Excelability in Advanced Latin: A Workbook for Students, Colakis and Dubose; Vergil: A Legamus Transitional Reader, Sienkewicz and Osburn.</i>			
Prerequisite:	<i>B or above in Latin III or permission of the instructor.</i>			

536	Spanish A			
	<i>Gr. 6</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Spanish A is the first of three courses designed to cover the same curriculum as Spanish I. This course continues to develop the speaking, listening, writing and reading skills started in the Lower School with a more systematic acquisition of all four skills. DVDs and CDs are used in conjunction with the textbook. This program also has an accompanying website for interactive exercises.			
Text:	<i>Expresate 1: Textbook; Cuaderno de vocabulario y gramatica; Cuaderno de actividades, Holt, Rinehart and Winston.</i>			
Prerequisite:	<i>Students new to LCDS must take the Introductory Spanish Course offered in the summer, receive comparable tutoring, or register for French A.</i>			

537	Spanish B			
	<i>Gr. 7</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Spanish B is the second of three courses designed to cover the same curriculum as Spanish I. This course continues to strengthen the four language skills using CDs and interactive DVDs in conjunction with the textbook. Listening and speaking skills are developed by using MP3 players with recorders and through a technique called TPR storytelling. A reader is provided for the continuing development of reading comprehension and writing skills.			
Texts:	<i>Expresate1: Textbook and Cuaderno de vocabulario y gramatica, Holt, Rinehart and Winston; MP3 player with recorder.</i>			
Prerequisite:	<i>C- or above in Spanish A. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Spanish A.</i>			

538	Spanish C			
	<i>Gr. 8</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Spanish C is the third of three courses designed to cover the same curriculum as Spanish I. This course expands the students' grammatical knowledge and vocabulary in order to increase their ability to express themselves more spontaneously. Emphasis is placed on grammatical concepts, idioms, and syntax through aural exercises, short oral presentations and directed short compositions. Speaking and listening skills continue to be developed through the use of MP3 players with recorders.			
Texts:	<i>Expresate1: Textbook and Cuaderno de vocabulario y gramatica, Holt, Rinehart and Winston; MP3 player with recorder.</i>			
Prerequisite:	<i>C- or above in Spanish B. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Spanish B.</i>			

UPPER SCHOOL SPANISH COURSE PROGRESSION

Spanish C or Spanish I → Spanish II → Spanish III → Spanish IV → AP Spanish Language
 → Spanish Civilization and Culture → Spanish IV

OR

Spanish C or Spanish I → Spanish II → Spanish III → Spanish Conversation and Composition → Spanish IV
 → Spanish Civ. and Culture

551	Spanish I			
	<i>Gr. 8-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to introduce students to the basic skills of speaking, listening, reading and writing for the purpose of communication. Spanish I is the first step toward the acquisition of a basic vocabulary, an understanding of fundamental grammatical structures, the development of accurate pronunciation and an acquaintance with the Spanish-speaking peoples around the world and their cultures. (This Upper School course covers material similar to Spanish A, B and C in one year.)			
Texts:	<i>¡En español! uno, Textbook and Student Workbooks, McDougal Littell; ¿Qué tal? Scholastic.</i>			
Prerequisite:	<i>None.</i>			

552	Spanish II			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to develop students' basic communicative competence and cultural awareness. Class activities focus on the four language skills: speaking, reading, writing, and listening through a variety of readings, role-play situations, discussions, and grammar reviews. Students are encouraged to use the target language at all times, and creativity and risk taking with the language are stressed daily.			
Texts:	<i>¡En español! dos, Textbook and Student Workbooks, McDougal Littell.</i>			
Prerequisite:	<i>C- or above in Spanish I or in Spanish C. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Spanish I or Spanish C.</i>			

553	Spanish III			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to increase the students' language skills in four areas: reading, writing, listening and speaking in the target language. In addition, various cultural aspects of the Hispanic world are introduced, discussed, analyzed, and researched. Literary texts are also read, discussed, and analyzed both individually and in group activities. Classroom activities focus on communication in small groups targeted to real-life situations. Students are encouraged to use the target language at all times, and creativity and risk taking with the language are stressed daily.			
Texts:	<i>¡En español! tres</i> , Textbook and Student Workbooks, McDougal Littell; <i>Album</i> , Valette, Renjilian-Burgy (3 rd Edition).			
Prerequisite:	<i>C- or above in Spanish II. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Spanish II.</i>			

572	Spanish Conversation and Composition			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This is an intermediate language course designed to be a stepping stone before entering the Spanish IV course. It provides a strong review of language structures and concepts in practical, authentic, and interactive contexts. Students will have opportunities to strengthen their vocabulary and four language skills (reading, writing, speaking, and listening) through the use of podcasts, readings, journal writing, discussions, and role play situations.			
Texts:	<i>Breaking the Barrier Advanced</i> , Conner & Folts; <i>Album</i> , Valette, Renjilian-Burgy (3 rd Edition); <i>El Sol</i> , Scholastic.			
Prerequisite:	<i>Spanish III</i>			

554	Spanish IV			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course will further develop the basic skills of speaking, writing, reading, and listening with a particular emphasis on oral fluency. This is accomplished through the reading of cultural as well as literary materials, which are then discussed in class. Grammar is reviewed for active use in activities that simulate real communication. Students will also be required to write essays and make oral reports to assist them in their language acquisition. In addition, the textbook program provides the students with an accompanying website. This will give them the opportunity to research particular topics as well as to reinforce grammatical points.			
Texts:	<i>Conexiones: Comunicación y cultura</i> , Zayas, Bazan, Bacon, Garcia, Prentice Hall; <i>Conexiones: Comunicación y cultura: Student Workbook</i> , Prentice Hall; <i>La casa de Bernarda Alba</i> , Garcia Lorca; <i>Authentik en español</i> magazine.			
Prerequisite:	<i>B or above in Spanish III, in Spanish Conversation and Composition or in Spanish Civilization and Culture.</i>			

555	AP Spanish Language and Culture			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The newly revised AP Spanish Language and Culture course focuses on the three modes of communication (interpersonal, interpretive and presentational) and strives to promote both fluency and accuracy in language use. The course will also emphasize cultural understanding by integrating language, content and culture to provide students with rich, varied contexts for developing language proficiency.			
Texts:	<i>AP Spanish: A Guide to the Language Course</i> , Díaz, Leicher-Prieto; <i>Abriendo puertas: Antología de literatura</i> , Nexttext; <i>Aura</i> , Carlos Fuentes; <i>Authentik en español magazine</i> ; other materials TBA.			
Prerequisite:	<i>B+ or above in Spanish IV or permission of the instructor.</i>			

557	Spanish Civilization and Culture			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year (offered in 2014-15)</i>
	This course will explore the history of Spain and how it has shaped modern-day trends in Spanish society. Highlights include the reading of <i>Don Quijote</i> (annotated), the Spanish Civil War and some of the greatest artists from the 16 th century to the present. During spring break, students will travel to Spain to further explore Spanish history and culture as well as to experience its contemporary lifestyle. Students must also obtain parental permission for travel. The course will be offered every other year (offered in 2014-2015). Course size is limited.			
Texts:	<i>España y su civilización</i> , 5 ^a edición, Ugarte; <i>Don Quijote de la Mancha</i> , Primera Parte (Edición simplificada); <i>Bodas de sangre</i> , Federico García Lorca; Internet resources.			
Prerequisite:	<i>B+ or above in Spanish III or in Spanish Conversation and Composition; B or above in Spanish IV.</i>			

Spanish Civilization and Culture will be offered again in the 2014-2015 school year. Students may join the **Spanish Civilization and Culture** course after completion of Spanish III or Spanish Conversation and Composition with a B+ average or higher and/or the completion of Spanish IV. Students may take Spanish Civilization and Culture course along with Spanish IV or AP Spanish Language and Culture during an academic year.

575	Chinese I			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Chinese I is a basic introductory course to the fundamentals of Mandarin Chinese - speaking, listening, reading, and writing. The foundation of this course is aligned with the five C's of the U.S. National Foreign Language Standards (Communication, Cultures, Connections, Comparisons, and Communities). This course focuses on the Pinyin Romanization system, essential grammatical structures, and basic Chinese characters, vocabulary and usages. Students learn communicative skills regarding daily life and basic social interaction. The emphasis of the course is on active learning in a communicative setting with a variety of language activities including games, dialogues, oral presentation, imaginative tasks and projects.			
Text:	Integrated Chinese (Level 1, Part 1), Third Edition, Cheng & Tsui Company			
Prerequisite:	None.			

576	Chinese II			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>Chinese II is a basic language course designed to increase students' Chinese language proficiency by building on the vocabulary learned in Chinese I. Although similar topics and themes from Chinese I are continued, Chinese II expands on these by providing students with the opportunity to express themselves in a variety of social contexts using greater detail. A few of the new themes introduced are: making an appointment, language study, school life, transportation and shopping. In addition to continuing an emphasis on speaking in an appropriate cultural manner, Chinese II begins to emphasize writing and reading. Students will be able to read and write short paragraphs specifically related to the vocabulary. Students will also continue to immerse themselves in richer Chinese cultural and historical traditions. A variety of language tasks will be provided for the students to increase their ability to acquire information through listening, to express themselves with more confidence, and to read and write characters with more ease.</p>			
Text:	Integrated Chinese (Level 1, Part 1), Third Edition, Cheng & Tsui Company			
Prerequisite:	<i>C- or above in Chinese I. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Chinese I.</i>			

577	Chinese III			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>At Lancaster Country Day School, Chinese III and IV are considered Intermediate Chinese (refer to Chinese I/II syllabi for a definition of basic Chinese). At this level of Chinese language proficiency, students are familiar with the processes of learning new vocabulary, character components, and grammatical structures. Chinese III will continue building students' language skills by following the sequence and thematic topics introduced in Chinese II. The focus is placed on integrating the four skills of speaking, listening, reading, and writing as well as on spiraling the vocabulary, grammar, syntax and cultural information introduced through the course. SAT II Chinese test format as well as Chinese Proficiency Test (HSK) format will be introduced in class.</p>			
Text:	Integrated Chinese (Level 1, Part 2), Third Edition, Cheng & Tsui Company			
Prerequisite:	<i>C- or above in Chinese II. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Chinese II.</i>			

578	Chinese IV			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>At Lancaster Country Day School, Chinese IV is considered Intermediate Chinese (refer to Chinese I/II syllabi for a definition of basic Chinese). The focus of the intermediate Chinese is placed on integrating the four skills of speaking, listening, reading, and writing as well as on spiraling the vocabulary, grammar, syntax and cultural information introduced through the course. Greater emphasis is placed on reading and writing skills. Authentic language materials including news, podcasts, songs and stories are used to expose students to the Chinese language and culture. SAT II Chinese and Chinese Proficiency Test (HSK) material will be introduced in this course.</p>			
Text:	Integrated Chinese (Level 1, Part 2), Third Edition, Cheng & Tsui Company			
Prerequisite:	<i>C- or above in Chinese III. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Chinese III.</i>			

580	English as a Second Language (ESL)		
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>
	<i>Full Year</i>		
	<p>The ESL course at Lancaster Country Day School (LCDS) is a full-year language course designed for international students at the Intermediate level of their English language proficiencies. This course develops students' English communication skills in listening, speaking, reading and writing, with a focus on mastery of reading and writing concepts and skills necessary for successful studies in regular LCDS classes, such as World Civilization, English and history. Additionally, this course provides instruction in test-taking skills in an effort to prepare students for standardized academic testing. Authentic cultural materials and text from newspapers, magazine, podcasts, and radios are used throughout the course. The emphasis of the course is on active learning in a communicative setting with a variety of language activities, including oral presentation, debates and projects.</p>		
Text:	<p><i>The Effective Reader</i>, Pearson Baron's TOEFL Practice</p>		
Prerequisite:	<i>None.</i>		

Computer Science Courses

Computers and other related technologies are essential tools in education and the School strives to integrate them into the curriculum. In addition, the Computer Science Department offers mandatory technology literacy courses in both middle and upper schools to ensure that every student is exposed to a wide variety of technologies and becomes comfortable and effective with them. Computer Science electives take this knowledge further by providing opportunities for interested students to study more focused applications of computers with contemporary digital filmmaking, student-directed Advanced Topics and AP Computer Science. The Advanced Topics course provides an opportunity for students to pursue computer science projects which are guided and directed by Computer Science faculty and vary year-to-year depending on student interest.

261	6th Grade Technology			
	<i>Gr. 6</i>	<i>Required</i>	<i>½ Credit</i>	<i>Full Year</i>
	The goal of the sixth grade technology program is to continue to develop the students' familiarity with technology in general and to give them a sense of mastery. Independent thinking and critical problem-solving skills are emphasized. Units include PowerPoint, Internet safety, digital citizenship, Scratch programming, and LEGO Robotics.			
Prerequisite:	<i>None.</i>			

262	Beginning Programming			
	<i>Gr. 7-8</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	This course is an introduction to basic programming concepts, including variables, loops, branching, objects, methods and functions, and elementary graphics. Most of the concepts are presented in a visual programming context using the GameMaker programming language.			
Prerequisite:	<i>None.</i>			

264	Technology Workshop			
	<i>Gr. 9</i>	<i>Required</i>	<i>1/3 Credit</i>	<i>1st and 2nd Trimester</i>
	This course guides ninth graders through a variety of technology tools and skills, ranging from the creation and presentation of digital artifacts to online collaboration with peers and experts. Students will find immediate applications for these tools within their current academic work and throughout the remainder of their time in the Upper School. This course meets once a week for the first two trimesters.			
Text:	<i>None.</i>			
Prerequisite:	<i>None.</i>			

267	AP Computer Science A			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The AP Computer Science course is intended to be an introductory course in computer science. It is designed to provide students with a learning experience equivalent to that of a first semester college course. The AP Computer Science A course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and includes the study of data structures, design, and abstraction.			
Prerequisites:	<i>Permission of instructor.</i>			

284	Digital Filmmaking			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>2nd Trimester</i>
	This course will take students through the entire process of producing a film, from writing a screenplay to shooting and editing the footage. Students will practice with various tools including a professional high-definition camcorder, lighting and sound recording equipment, and a chromakey backdrop for creating special effects. They will also gain experience with software programs such as iMovie, Adobe Premiere and Final Cut. (This class can be repeated for credit and will satisfy Art credit for graduation.)			
Text:	<i>Substance, Structure, Style and The Principles of Screenwriting, McKee</i>			
Prerequisite:	<i>None.</i>			

285	Documentary Filmmaking			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st and/or 3rd Trimester</i>
	This course employs the storytelling tools and skills developed in Digital Filmmaking. Students will further develop their abilities as they produce a series of narrative short films, with an emphasis on documentary filmmaking. A larger individual project will require students to take a story, a topic of personal significance, from planning through completion. (This class can be repeated for credit and will satisfy Art credit for graduation.)			
Prerequisite:	<i>Digital Filmmaking</i>			

282	Advanced Topics in Computer Science			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st, 2nd, and/or 3rd Trimester (A, B, & C, respectively)</i>
	This project-based course allows a student or group of students to pursue advanced study in computer science. This may include preparation for the AP Computer Science exam, preparation for a competition such as First Tech Challenge or American Computer Science League or developing a project based on student interest and background. Students must work with a teacher mentor to develop a 10-week plan (3-5 hours of work per week) for each trimester of study before enrolling. This course will be for one, two, or three trimesters based on the project the student(s) are undertaking.			
Prerequisites:	<i>Applications of Technology or Introduction to Programming and permission of the instructor.</i>			

The Arts

The Department of the Arts believes that it is the creative spirit that makes us human. Through the creative process and its inherent challenges, students develop heightened sensory perceptions and expanded conceptual and analytical skills. Creative problem solving, paired with the focus and discipline the arts require, will broaden students so that whatever path in life they may choose, it will be approached with a spirit of openness and wonder.

The Arts Department offers four disciplines: theatre, music, dance and visual arts. It is our intention that through these offerings students will gain a better understanding of the world at large and will be better people for it.

Upper School graduation requirements include a minimum of two full credits in arts courses. The interdisciplinary Literary/Arts Magazine, Yearbook, Digital Filmmaking, Documentary Filmmaking and Newspaper courses may also be used to satisfy arts requirements (please refer to the course's description for details).

Middle School Arts Courses

Required:

- Sixth, Seventh, and Eighth Grade Music
- Sixth, Seventh, and Eighth Grade Art
- Eighth Grade Theatre

706	Sixth Grade Music			
	<i>Gr. 6</i>	<i>Required</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	Sixth Grade Music is a continued experience in the learning and application of knowledge about the elements of music. It covers basic music theory, composition, music reading, form, and music from the United States and abroad. Students demonstrate their understanding as listeners, performers, and creators.			

707	Seventh Grade Music			
	<i>Gr. 7</i>	<i>Required</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	In Seventh Grade Music, students will receive a broad view of Western European music history. Music from various time periods will be listened to, discussed, critiqued, and evaluated. Students will review basic music theory skills and continue on to basic chord progressions. Basic guitar techniques for melodies and chord progressions will enhance their listening skills and music theory skills.			

708	Eighth Grade Music			
	<i>Gr. 8</i>	<i>Required</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	In Eighth Grade Music, students will focus on the development of American genres. Music theory will be explored and applied to the various styles of music we discuss. Listening skills will be enhanced by rhythmic, melodic, and harmonic dictation. Students will apply these concepts to guitar performance as well.			

806	Sixth Grade Art			
	<i>Gr. 6</i>	<i>Required</i>	<i>½ Credit</i>	<i>Full Year</i>
	In this studio course, students work with a variety of art media in both two and three dimensions. Students will develop their compositional skills as they start with an idea, create an image, and then play with its elements as they focus on the expressive qualities of their work. They will also be introduced to a variety of art from around the world. Goals for the class are to increase students' knowledge of our artistic heritage, build students' skills and confidence with art materials, and increase students' ability to express themselves articulately in visual form.			

807	Seventh Grade Art			
	<i>Gr. 7</i>	<i>Required</i>	<i>½ Credit</i>	<i>Full Year</i>
	In this studio course, students explore the formal and expressive aspects of design. They work in a variety of media in both two and three dimensions as they further develop their skills, learn art terminology, and are introduced to works of famous artists and great art of the world. Media include wire, paper mache, clay, paper collage, printmaking, computer design, painting, and drawing.			

808	Eighth Grade Art			
	<i>Gr. 8</i>	<i>Required</i>	<i>½ Credit</i>	<i>Full Year</i>
	The focus of eighth grade art is in developing students' perceptual, technical, and problem solving skills as well as learning to talk about and find meaning in art. Students work with black and white media such as pencil, charcoal, and ink. Color and painting are explored as well as clay and other three-dimensional media. Famous artists and their work are presented throughout the year to illustrate concepts discussed in class.			

628	Introduction to Theatre			
	<i>Gr. 8</i>	<i>Required</i>	<i>½ Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	This course is offered to eighth grade students to stimulate their interest in exploring the world of theatre, through the eyes of the actor. Students perform acting pieces from a wide variety of works throughout theatre history. They are introduced to world theatre history and acting techniques. The class culminates with an evening performance of a collection of monologues and scenes. This class meets three periods per week.			

666	Sixth Grade Public Speaking			
	<i>Gr. 6</i>	<i>Required</i>	<i>½ Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	In this required one trimester course, students engage in writing and presenting speeches utilizing PowerPoint. Presentation skills and techniques are introduced and practiced, building confidence within each student.			

Electives:

In addition to the required arts courses, all Middle School students must participate in one arts elective each year. Sixth grade students must choose from Middle School Chorus, Middle School Band, or Middle School String Ensemble. In addition to these three courses, seventh and eighth grade students may choose from Animation Art, Basic Photography for Middle School, Multimedia, Dance, Express, Explore!, or Middle School Theatre Ensemble. These courses will be offered conditionally, depending on the number of student requests and the availability of staff. Middle School students may drop an elective course only within the first two weeks of that course.

629	Middle School Theatre Ensemble			
	<i>Gr. 7 & 8</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	In this year long course, students will engage in creating an original theatre piece. Through the use of acting exercises, devising and adaptation techniques and improvisations, students will write, perform and technically run and design an original play. The class will culminate with a performance for family and friends at the end of the school year. Previous theatre experience is not a requirement.			

620	Dance, Express, Explore!			
	<i>Gr. 7 & 8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	This class encourages expression through movement by introducing students to a variety of dance styles and movement improvisation techniques. Through dance, students will build self-confidence while improving posture, balance, rhythm, and coordination. Dancers of all levels are welcome.			

700	Middle School Chorus			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	Middle School Chorus is open to interested students without audition or prerequisite. The class is designed for students who have a developing interest in their voice and singing in a choir. Through carefully planned lessons students are exposed to the concepts of good singing, sight reading, music theory, singing in a foreign language, and working as a team. Music is chosen to expose the singers to the endless variety of styles and cultures represented by singing traditions found all over the world.			

	Middle School Ensemble (710 - Band) and (710S – Strings)			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	Middle school students who play musical instruments may join this ensemble, which meets twice a week plus sectionals. Students will develop musicianship through the discussion and rehearsal of the elements that create music, such as phrasing, balance, intonation, and more. This orchestral ensemble performs various styles of music in school programs and off campus as scheduling permits.			

809	Animation Art			
	<i>Gr. 7-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full year course</i>
	<p>Animation Art introduces students to basic types of stop-motion animation. We will begin the class by watching snippets from various animated movies and short films that employ different stop-motion animation techniques. Students will learn how to draw a storyboard, use the capture animation software istopmotion, work a digital camera, edit their films using Apple's iMovie, learn film terminology, compose original sound tracks using Garageband, add audio tracks, titles, and credits, and ultimately make their own original animated short films. As the year progresses students will be able to explore advanced techniques such as incorporating live action and special effects into their animations. In the 3rd trimester some students can begin to learn to create computer animations using Adobe Flash and Pencil.</p>			

811	Multimedia			
	<i>Gr. 7-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	<p>This course teaches students the skills of digital video, audio, and web design. Students learn the basics of design and apply them purposefully in presentations that combine a variety of media.</p>			

834	Basic Photography for Middle School			
	<i>Gr. 7-8</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	<p>In this class students will learn how the camera works, how to read and interpret light, and Photoshop basics. They will learn how to talk about images using the visual language of the principles and elements of design. Students will also be introduced to artworks created by master photographers. All students need a digital camera. Successful completion of this course allows students to proceed to Advanced Photography upon entry into Upper School.</p>			

Upper School Theatre Courses

The work in theatre has three goals:

- The development of stage-worthy skills through exercises in voice, movement, improvisation, and scene study.
- The analysis of selected plays.
- The performance of short plays, poetry, and other theatre pieces.

Additionally, theatre students are asked to see and evaluate a theatrical production during the term, locally or out of town when it is possible to arrange field trips.

606	Beginning Acting			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3rd Trimester</i>
	This one-trimester course offers an introduction to a variety of acting techniques, voice and speech techniques and script analysis work for the student actor. Students will perform classical, contemporary and original self-scripted monologues.			
Prerequisite:	<i>None.</i>			

611	Playing Shakespeare			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	In this year-long course, students will study Shakespeare in the only manner in which one can truly understand his works, by acting them. The Elizabethan era will be discovered in order to put the works of Shakespeare clearly within a historical context. Physical, vocal and speech training for the actor will be central to the work in class. For the 2013/14 school year the play will be <i>Richard III</i> . This course is open to 9-12 grade students and may be taken multiple times.			
Prerequisite:	<i>Auditions will be held in early May 2013</i>			

614	Director's Lab			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2nd Trimester</i>
	This class is designed to train young directors in the craft and process of theatre directing, by exploring directing concepts and techniques on paper and in space. Students will form directing concepts and develop communication and collaboration techniques. They will investigate the stage-to-audience relationship of the theatre by studying traditional stage formats such as proscenium, thrust or three-quarter stage, theatre in the round, etc. Directors will acquire a broader hands-on knowledge of dramatic forms and genres by directing scenes from realistic, classical, postmodern, and new plays.			
Prerequisite:	<i>None.</i>			

618	Advanced Acting			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1st Trimester</i>
	This one trimester course builds upon the acting techniques introduced in Beginning Acting. Students will perform classical, contemporary and original self-scripted scenes informed by Anne Bogart's Viewpoints and Richard Schechner's Rasa Boxes.			
Prerequisite:	<i>Beginning Acting, Playing Shakespeare or with the permission of the instructor.</i>			

621	Theatre Production			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1st and 2nd Trimester</i>
	Students that are selected for a major role or as the assistant director in an LCDS production may opt to earn art credit for their commitment and engagement in the production. The goal is to allow those students in LCDS productions more discretionary time in their schedules during the academic day by earning art credit for their part in an LCDS production. A student may choose this option for any/all LCDS productions in which he or she is selected to participate in at the major role or assistant director level.			
Prerequisite:	<i>Selection for a major role or as the assistant director in an LCDS production.</i>			

620	Applied Theatre			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1st Trimester (not offered in 2013-14)</i>
	Applied Theatre is the practice of taking the dramatic experience out of the traditional theatrical setting and extending the event to a new environment directed at a specific community. In this fall trimester course students will collaborate with St. Edward's Episcopal Church as actors and technical staff on a production of <i>Murder in the Cathedral</i> by T.S. Eliot. This course will be offered during the Y arts block and will sometimes include 1-2 evening rehearsals a week and/or Saturday morning rehearsals. The performance will be off campus at the end of October. Students will be concentrating on the historical background of the play, acting as dramaturges, as well as developing the skills necessary for communicating verse successfully to an audience. Technical design elements of the production will also be addressed in class.			
Prerequisite:	<i>This course is open to all Upper School students (9th-12th grade). There is no prerequisite for this course.</i>			

Upper School Dance Courses

The dance classes offer opportunities for students to explore creative expression through physical movement. Credit for a dance class may be used to fulfill part of the Upper School P.E. requirement for the year or as partial fulfillment of the arts requirement for graduation.

650	Fundamentals of Dance I			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1st or 2nd Trimester (A & B respectively)</i>
	<p>This course gives you an overview of dance styles, technique, and vocabulary. You will experience yoga (a great stress reducer), ballet, modern dance, improvisational movement, ballroom, and musical theater. We will emphasize posture, core strength, flexibility, and balance. Beginning and experienced dancers welcome. (Pass/Fail for PE credit or letter grade for Art credit.)</p>			
Prerequisite:	<i>None.</i>			

651	Fundamentals of Dance II			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1st or 2nd Trimester (A & B respectively)</i>
	<p>For students who have completed Dance I or have had comparable dance training outside of school, this course takes dance to the next level and introduces choreography and dance performance. A variety of dance styles are considered and all classes begin with a yoga and Pilates-based warm up. Students participate in informal studio showings and learn how to view and discuss dance. Students may take Dance II for one, two, or all three trimesters. (Pass/Fail for PE credit or letter grade for Art credit.)</p>			
Prerequisite:	<i>Fundamentals of Dance I or permission of the instructor</i>			

653	Cougar Dance			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3rd Trimester</i>
	<p>A performance based class for students interested in choreography and dance performance beyond the classroom. You will have the opportunity to work together as a Dance Ensemble, and will create choreography in a variety of styles with the guidance of the instructor and/or a guest choreographer. Each trimester culminates in a theatrical performance. (Pass/Fail for PE credit or letter grade for Art credit.)</p>			
Prerequisite:	<i>Permission of the instructor</i>			

654	Fit Moves			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3rd Trimester</i>
	<p>This course crosses fitness with dance. It is designed for students who wish to enhance their athletic ability, improve their fitness level, and prevent injury. Participation in this class is intended to heighten kinesthetic awareness by improving alignment and balance, strengthening core muscles, and increasing flexibility. Additional skills include learning to shift one's weight quickly and efficiently while remaining aware of one's physical space and those around you. (Similar to the skills needed on the soccer field or basketball court) Stress reduction and a stronger mind/body connection are other positive benefits.</p>			
Prerequisite:	<i>Open to all Upper School students. Male students are encouraged to participate!</i>			

Upper School Music Courses

The goal of music education is to improve the ability of the student to perceive music keenly, to react to it sensitively, to produce it artistically, to evaluate it intelligently, and to value it deeply. The music department strives to achieve this goal through activities which stress the fundamental skills of music while helping the students to experience the joy of music, thereby equipping them with musical competencies they can use for the rest of their lives.

704	Upper School Chorus			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Upper school Chorus is open to all interested students who have a desire to sing in a group setting. Topics covered include basic vocal production, sight reading, musicianship, as well as historical information about composers and style periods. The chorus will perform two concerts annually, but there are many other singing opportunities for interested singers. The Winter concert focuses on music from the holiday season incorporating music from a wide variety of faiths and cultures. The Spring concert consists of a variety of styles and genres. Competitions, community events, and county/district chorus are all additional musical outlets for the able and interested vocalist. <i>Meets 180 minutes a week.</i>			
Prerequisite:	<i>None.</i>			

712	Upper School Orchestra			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The upper school orchestra consists of woodwind, brass, keyboard, percussion, and string players who have achieved a reasonable level of musicianship on their instrument. The students perform two instrumental concerts per year. Interested students also have the opportunity to audition for county/district band or orchestra with the approval of the conductor. <i>Meets 180 minutes a week.</i>			
Prerequisite:	<i>Must play an orchestral instrument at a minimum proficiency level as determined by the conductor.</i>			

719	Upper School Jazz Ensemble			
	<i>Gr.10-12</i>	<i>Elective</i>	<i>1 credit</i>	<i>Full Year</i>
	With a strong emphasis on performance, the jazz ensemble represents LCDS both in school as well as in the public eye. Jazz history and contemporary context are the focus of this class. A positive attitude and strong musicianship is a must. One term paper will be due third trimester on a jazz artist of the student's choosing. <i>Meets 180 minutes per week.</i>			
Prerequisite:	<i>Permission of instructor</i>			

715	Music Theory			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>This is a beginning course in the fundamentals of music notation designed to develop basic music literacy, i.e., reading and writing music. The course consists of a study of notation, melody, harmony, rhythm, and musical terminology, including clefs and staff, notes, intervals, scales, modes, chords, keys and key signatures. The syllabus is designed to help students develop the ability to read music notation, write simple musical phrases, sing melodies and intervals on sight, and understand the basic structures in traditional western music. The course will be offered every other year (offered in 2013-2014). <i>This course is offered during the A-F block cycle</i></p>			
Prerequisite:	<i>None.</i>			

727	AP Music Theory			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year (not offered in 2013-14)</i>
	<p>AP Music Theory is a course introducing the motivated and talented music student to musicianship, theory, musical materials, and theoretical procedures. AP music theory is the second course in the music theory sequence. Students wishing to enroll in AP Music Theory should have successfully completed Music Theory, and/or have permission of the instructor to enroll in the class. AP Music Theory integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. The course asks students to think critically about the various ways that music may be interpreted, and analyzed. The student's fluency and ability to read and write standard musical notation is required for the successful completion of the course. It is also expected that the student has acquired at least basic performance skills in voice, and on one other instrument (preferably piano.) The course will be offered every other year (offered in 2012-2013). <i>This course is offered during the A-F block cycle</i></p>			
Prerequisite:	<i>715: Music Theory or permission of the instructor.</i>			
Texts:	<i>Theory Essentials, Volume I +II (with Audio CD) - An Integrated Approach to Harmony, Ear Training, and Keyboard Skills, 1st Edition ©2003, Connie E. Mayfield; Music for Ear Training, Michael Horvit</i>			

Upper School Visual Art Courses

Lancaster Country Day School's visual arts program offers a variety of studio courses. In both middle school and upper school, our focus is on the development of skills and arts appreciation as students advance to higher levels of analytical/creative thinking and conceptual processing. Because our visual arts classes are studio classes, students are expected to become increasingly independent and self-motivated. In addition to studio techniques and conceptual development, students are introduced to the language of the arts through critiques and the study of individual artists and art historical periods.

For upper school students to progress from entry-level courses to higher level art courses they must demonstrate a consistent and focused work ethic.

Art students regularly display their work throughout the school. Students are also regularly invited to show at area galleries and other venues and participate annually in the national Scholastic Arts Awards Show and the local Lancaster Young Artists Show. Professional artists are invited to do classroom demonstrations or multi-day residencies and to display their work in the school.

815	Basic Drawing			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/6 Credit</i>	<i>1st or 2nd Trimester (A & B respectively)</i>
	With an emphasis on black and white media, students will develop basic drawing and composition skills. Working from still life, figure, and landscape, students will learn to draw from life as well as develop design skills. This course is a prerequisite for all drawing, printmaking and painting courses. <i>Meets 90 minutes per week</i>			
Prerequisite:	<i>None.</i>			

819	Basic Ceramics			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/6 Credit</i>	<i>1st Trimester</i>
	Basic Ceramics is an introduction to working with clay, with an emphasis on the vessel form. Students will create complex vessels and surfaces using traditional hand-building techniques. In addition, you will learn decorating techniques, such as texturing, slip work and glazing, and will be introduced to the history and aesthetics of non-western pottery traditions. <i>Meets 90 minutes per week.</i>			
Prerequisite:	<i>None.</i>			

835	Basic Photography			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1st or 2nd Trimester (A & B respectively)</i>
	Basic technical, visual communication and aesthetic aspects of digital photography are introduced. Students learn to both read and interpret light. By studying works of master photographers, they learn how images can be used to observe, provoke or evoke. A visual language using the principles and elements of design becomes the basis for communicating with imagery. Students will learn about digital cameras, exposure, working with images in Photoshop, and printing. All students need a digital camera.			
Prerequisite:	<i>None.</i>			

844	Advanced Photography			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>2nd Trimester</i>
	Advanced Photography develops students' abilities to discern images that are worthy of attention, and by observation and practice, a foundation for creating a style. Critical and editing skills are honed. Students will learn advanced camera and Photoshop techniques, as well as aesthetics; they develop a portfolio and an artist's statement.			
Prerequisite:	<i>Basic Photography</i>			

846	Digital Imaging and Design			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st Trimester</i>
	This course develops visual relationships through the use of Photoshop and design. Students create original compositions through the manipulation and enhancement of their own photographs, drawings, and scanned images. Students learn to design for output. Ethics and media usage are explored. Materials are provided.			
Prerequisite:	<i>At least one trimester of photography is required</i>			

847	Alternative Processes in Photography			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3rd Trimester</i>
	This advanced photography and digital imaging class combines traditional photography techniques with digital imaging and design. Students will create digital negatives to produce prints using photosensitive chemistry. Digital processes will combine with a variety of mixed media to create original artwork.			
Prerequisite:	<i>Advanced Photography or Digital Imaging and Design</i>			

833	Advanced Drawing			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st or 2nd Trimester (A & B respectively)</i>
	Exploring a variety of mediums, students will further develop observational skills as well as expressive qualities. Projects will range from life drawing to exploring historical styles. The language of art criticism will come into greater use as work is group critiqued and artists are examined. This course is highly recommended for any student interested in portfolio development.			
Prerequisite:	<i>Basic Drawing</i>			

838	Painting			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st Trimester</i>
	A basic class in water-based media. Students will explore basic watercolor techniques as well as acrylic. Learning to see objects as pieces of color, students will transform still life and landscape. Composition and design will be emphasized. Art styles of the 19th and 20th centuries will be examined.			
Prerequisite:	<i>Basic Drawing</i>			

841	Intaglio Printmaking			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>2nd Trimester</i>
	Creating printing plates by scratching into a surface, students can create prints which are identical each time or varied. Conceptual and analytical skills are emphasized, as composition and drawing are the focus. Sketchbook required.			
Prerequisite:	<i>Basic Drawing</i>			

842	Relief Printmaking			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3rd Trimester</i>
	Combining the techniques of monotype and relief, students explore a variety of processes. Monotype allows for a great range of experimentation with color and design. Relief printmaking uses the process of building up surfaces to be inked and printed and adds more elements of control than does monotype.			
Prerequisite:	<i>Basic Drawing</i>			

840	Design			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3rd Trimester</i>
	This class will combine drawing, painting, collage, and construction techniques to explore a foundation in design. Both two-dimensional and three-dimensional design assignments will be explored. Beginning with graphic design students will also experiment with product design. Students will examine current and early design styles and the influence of culture and media on the visual.			
Prerequisite:	<i>Basic Drawing</i>			

868	Art History			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>Full Year</i>
	Art History is an Independent Study covering the history of Western Art as well as Non-Western focuses. This study is for serious students of the arts as demonstrated by their previous class participation. Students interested in the course need to see instructor for permission.			
Prerequisite:	<i>Permission of the instructor.</i>			

826	Intermediate Ceramics			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2nd or 3rd Trimester (B & C respectively)</i>
	Students will be introduced to the wheel and the various steps and techniques involved in centering and pulling up a form. Once the basic techniques and skills have been mastered, you will develop your own vocabulary of forms, concentrating on altering and/or embellishing the thrown pot.			
Prerequisite:	<i>Basic Ceramics (B or higher)</i>			

827	Advanced Ceramics			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2nd or 3rd Trimester (B & C respectively)</i>
	Students will work independently and individually to develop and define their own style of pottery making. Mark-making and altering the thrown pot will be the focus. You will also explore advanced methods of decoration and glaze development and will experience various firings including gas and wood-firing.			
Prerequisites:	<i>At least two trimesters of Intermediate Ceramics (B or higher) and permission of the instructor.</i>			

832	Modern Sculpture			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st Trimester</i>
	This is both a studio course and a lecture course in which we will explore the language, aesthetics, materials and techniques of three-dimensional art. Through lectures, class discussions, slide shows and readings, you will explore the history of contemporary sculpture and its aesthetic principles as they developed from Rodin thru the 60's land artists and on to artists such as Puryear, Serra and Twombly. In the studio portion of this class, you will work with a variety of materials and techniques to create sculptural forms.			
Prerequisite:	<i>None.</i>			

870	Literary/Arts Magazine			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>2nd Trimester</i>
	Students will select, edit and publish student artwork and literary pieces in the <i>Impressions</i> magazine. Students will be responsible for appealing to other students to submit their artistic and literary work, for choosing a publication style, and for mastering the techniques of layout and design. The <i>Impressions</i> magazine will be distributed at the end of the spring trimester as a part of a major celebration of student creativity. (This course can satisfy an arts requirement for graduation.)			
Prerequisite:	<i>None.</i>			

065	Yearbook Production			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>2/3 Credit</i>	<i>1st and 2nd Trimester</i>
	This course requires significant responsibility and dedication on the part of any student wishing to be an integral piece of the yearbook production puzzle. It meets four periods per week to create the LCDS Challenge. Jobs are parceled out according to experience and preference and include photographic work, layout work, and organizational work. Students will learn the use of an online publishing program, as well as skills in photo editing, story-telling, and business management. Class size is limited. (This course can satisfy an arts requirement for graduation.)			
Prerequisite:	<i>None.</i>			

067	Yearbook Design – Leadership			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3rd Trimester</i>
	This course will coincide with the Spring Supplement course, but will emphasize the leadership and organizational skills needed for the editorial staff of the yearbook. Since students in this course will select the cover design and theme for next year's book, those students who are interested in leadership opportunities are expected to enroll. Participants in this leadership course may be invited to participate in yearbook planning and training activities during the summer. (This course can satisfy an arts requirement for graduation)			
Prerequisite:	<i>Yearbook Production</i>			

066	Yearbook Production - Spring Supplement			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3rd Trimester</i>
	This course is intended for both new and experienced yearbook students. New students will work alongside the current staff to produce a spring supplement for the yearbook. They will be introduced to a wide range of journalistic skills: desktop publishing, photography, photo cropping and design, storytelling and business management. This is an ideal introductory course for students planning to take Yearbook Production the following year, but also provides an opportunity for current yearbook students to continue their work on the book. (This course can satisfy an arts requirement for graduation.)			
Prerequisite:	<i>None.</i>			

871	Upper School Newspaper			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year Arts credit</i>
	Students in this course will create and publish the monthly newspaper, <i>Fourth Estate</i> . Students will be responsible for all aspects related to the editorial (research, interviewing, writing, editing, etc.), design, layout, and art content of the award-winning publication. (This class can satisfy an Art credit for graduation)			
Prerequisite:	<i>None.</i>			

871A/871B/ 871C	Upper School Newspaper			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit per trimester</i>	<i>1st, 2nd, and/or 3rd Trimester</i>
	See 871 - Upper School Newspaper. These count as Arts credits.			
Prerequisite:	<i>None.</i>			

284	Digital Filmmaking			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>2nd Trimester - Arts credit</i>
	This course will take students through the entire process of producing a film, from writing a screenplay to shooting and editing the footage. Students will practice with various tools including a professional high-definition camcorder, lighting and sound recording equipment, and a chromakey backdrop for creating special effects. They will also gain experience with software programs such as iMovie, Adobe Premiere and Final Cut.			
Text:				
Prerequisite:	<i>Basic Drawing, Basic Ceramics, or Basic Photography</i>			

285	Documentary Filmmaking			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st and/or 3rd Trimesters (offered twice, one trimester each time)</i>
	This course employs the storytelling tools and skills developed in Digital Filmmaking. Students will further develop their abilities as they produce a series of narrative short films, with an emphasis on documentary filmmaking. A larger individual project will require students to take a story, a topic of personal significance, from planning through completion. (This class can be repeated for credit and will satisfy Art credit for graduation.)			
Text:	<i>None.</i>			
Prerequisite:	<i>Digital Filmmaking</i>			

Physical Education Courses

Physical Education is a carefully planned curriculum designed to fulfill the growth, development, and behavior needs of each student through the natural medium of physical activity and movement. Emphasis is placed on involvement and the opportunity for each student to build, cultivate, and maintain a strong, active mind and body through participation. We also recognize that students develop physically and emotionally through the participation of extracurricular sports teams.

The goals of the physical education program are:

- To provide a challenging, diverse curriculum designed to be progressive and sequential.
- To guide students to feelings of enjoyment, accomplishment, and success in performing to the best of their ability.
- To develop a foundation of basic team and individual sport skills.
- To acquire a general knowledge and understanding of the rules and strategies for a variety of games and sports.
- To instill in students the importance of exercise and fitness in a healthy lifestyle.

006/016	Physical Education – 6th Grade			
	<i>Gr. 6</i>	<i>Required</i>	<i>No Credit</i>	<i>Full Year</i>
007/017	Physical Education – 7th Grade			
	<i>Gr. 7</i>	<i>Required</i>	<i>No Credit</i>	<i>Full Year</i>
008/018	Physical Education – 8th Grade			
	<i>Gr. 8</i>	<i>Required</i>	<i>No Credit</i>	<i>Full Year</i>
	The focus of the middle school curriculum is team sports and cooperative play. Classes meet three times each week all three trimesters. Added emphasis is placed on developing habits of personal fitness.			

(1st number Boys – 2nd number Girls)

In Upper School two trimesters of P.E. and/or sports are required each year. The requirement can be fulfilled in a variety of ways: by participating in two sports, by participating in one sport and one class, or by taking two courses in P.E., Dance, Sports Medicine, Biking, Weight Training, After School Fitness Training, or a P. E. Exemption. (See also "Dance Courses" under "Department of the Arts.") Upper school Physical Education classes meet four periods each week. Students may elect to take Physical Education for more than the two required trimesters. All P.E. courses are taken on a pass/fail basis and do not factor into GPA calculations.

012	Physical Education – Upper School			
	<i>Gr. 9-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>½ Credit</i>	<i>1st or 2nd Trimester (A & B respectively)</i>
	Students may choose from a variety of activities including team and individual sports, which will develop into lifelong involvement in physical activity.			

013	Sports Medicine			
	<i>Gr. 9-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>½ Credit</i>	<i>1st or 2nd Trimester (A & B respectively)</i>
	This course is designed for students interested in medicine and allied health careers. Content areas of the course consist of basic anatomy and physiology, injury prevention, treatment, and rehabilitation. Students will gain practical knowledge of taping and therapeutic modalities, and will be eligible for American Red Cross certification in First Aid and Adult CPR. Students who have successfully completed this course in a previous trimester may choose to participate in an independent study as a student athletic trainer.			

014	After School Fitness Training			
	<i>Gr. 9-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>½ Credit</i>	<i>1st, 2nd, or 3rd Trimester (A, B, & C respectively)</i>
	Students will participate in lifelong physical activities. The options will change each trimester.			

015	Weight Training			
	<i>Gr. 9-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>½ Credit</i>	<i>1st, 2nd, or 3rd Trimester (A, B, & C respectively)</i>
	Weight Training is a combination of classroom and weight training activities. Students will take part in activities that will enhance cardiovascular fitness, muscular strength and endurance, flexibility and body composition. The benefits of exercise and its effect on the systems of the body will be introduced. The primary objectives of this course are to improve the health-related components of fitness and to enable the student to make intelligent decisions regarding fitness program design and application.			

019	Biking			
	<i>Gr. 9-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>½ Credit</i>	<i>3rd Trimester</i>
	This course will be a combination of activity and basic bicycle education. This class will help build students' level of fitness, and they will gain an understanding of how to safely operate a bicycle in a variety of situations (basic bike maintenance such as a safety check, fixing a flat tire and on-bike skills). Students will gain confidence in their riding skills and will have a greater knowledge of the rules of the road. We will also include such topics as fitness and exercise physiology and training for longer rides.			

028	Drug and Alcohol Awareness			
	<i>Gr. 9</i>	<i>Required</i>	<i>0 Credit</i>	<i>One Trimester</i>
	The primary goal of the Drug and Alcohol Awareness course is to provide students with the information they need in order for them to make informed decisions regarding the use of alcohol or other drugs. In addition to providing information on alcohol/drug use, session topics include informed decision making, problem solving, and positive ways of dealing with feelings, developing positive self-esteem, and effective communication skills. The course uses an interactive approach to instruction.			

Interdisciplinary Courses

Studying issues and texts from multiple perspectives enhances sophisticated thought, which is why Country Day supports interdisciplinary learning. While the middle school Computer, Health, and Theatre courses are required in their respective grade levels. The upper school interdisciplinary courses are electives that are offered for enrichment purposes, unless it is noted that the course fulfills a departmental requirement.

261	6th Grade Computer			
	<i>Gr. 6</i>	<i>Required</i>	<i>½ Credit</i>	<i>Full Year</i>
	The goal of the sixth grade computer program is to continue to develop the students' familiarity with technology in general and to give them a sense of mastery. Independent thinking and critical problem-solving skills are emphasized. Units include PowerPoint, internet safety, digital citizenship, Scratch programming, and LEGO Robotics.			

027	Health 7			
	<i>Gr. 7</i>	<i>Required</i>	<i>½ Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	Building upon the 6th grade study of the human body, this course addresses health with a concentrated focus on three body systems. Students take a close look at the digestive, reproductive and immune systems in their normal, healthy states. Alongside, they consider some of the more common conditions related to each system with particular attention to lifestyle choices. In the second half of the trimester we shift to the study of human sexuality and building healthy relationships. The male and female reproductive systems are presented and, from this platform, we discuss many topics in sexuality, as they relate to life choices. Our approach to sexuality education is comprehensive in nature with a very strong emphasis on abstinence as the best choice for young people.			

028	Health 8 - Health and Research			
	<i>Gr. 8</i>	<i>Required</i>	<i>½ Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	This combined Health and Information Literacy class presents valuable skills of the research process while studying selected health topics. Health topics include: normal brain function, the teen brain, substance abuse, addiction, and teen sexual behavior. Students explore why teens choose to wait to have sex, why some do not, how having sex too early can interfere with life goals and personal health. With role-play, students practice communication and refusal skills in peer-pressure situations. The research component of this course presents strategies for locating pertinent and reliable sources for research projects. Skills presented for successful research include: developing search strings using Boolean logic, navigating databases, using concept blocks to narrow research topics, evaluating scholarly verses popular journals, and familiarity with the Dewey Decimal System. MLA format and plagiarism are also addressed.			

029	Health 10			
	<i>Gr. 10</i>	<i>Required</i>	<i>No Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	Examines the intersection of sexuality and society, exploring the ways biology, passion, and culture inform sexual lives; includes study of gender and sexual diversity, gender role stereotypes, relationships, etc.			

	Study Skills (906 – Grade 6; 907 – Grade 7; 908 – Grade 8)			
	<i>Gr. 6-8</i>	<i>Elective</i>	<i>No Credit</i>	<i>Full Year</i>
	Middle School students who may need additional support with organizational and/or study skills may elect to take an extra period (or periods) of organizational support with a member of the LCDS Middle School faculty.			

065	Yearbook Production			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>2/3 Credit</i>	<i>1st and 2nd Trimester</i>
	This course requires significant responsibility and dedication on the part of any student wishing to be an integral piece of the yearbook production puzzle. It meets four periods per week to create the LCDS Challenge. Jobs are parceled out according to experience and preference and include photographic work, layout work, and organizational work. Students will learn the use of an online publishing program, as well as skills in photo editing, story-telling, and business management. Class size is limited. (This course can satisfy an arts requirement for graduation.)			
Prerequisite:	<i>None.</i>			

066	Yearbook Production - Spring Supplement			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/2 Credit</i>	<i>3rd Trimester</i>
	This course is intended for both new and experienced yearbook students. New students will work alongside the current staff to produce a spring supplement for the yearbook. They will be introduced to a wide range of journalistic skills: desktop publishing, photography, photo cropping and design, story-telling and business management. This is an ideal introductory course for students planning to take Yearbook Production the following year, but also provides an opportunity for current yearbook students to continue their work on the book. (This course can satisfy an arts requirement for graduation.)			
Prerequisite:	<i>None.</i>			

067	Yearbook Design - Leadership			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/2 Credit</i>	<i>3rd Trimester</i>
	This course will coincide with the Spring Supplement course, but will emphasize the leadership and organizational skills needed for the editorial staff of the yearbook. Since students in this course will select the cover design and theme for next year's book, those students who are interested in leadership opportunities are expected to enroll. (This course can satisfy an arts requirement for graduation.)			
Prerequisite:	<i>Yearbook Production</i>			

870	Literary/Arts Magazine			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2nd Trimester</i>
	Students will select, edit and publish student artwork and literary pieces in the <i>Impressions</i> magazine. Students will be responsible for appealing to other students to submit their artistic and literary work, for choosing a publication style, and for mastering the techniques of layout and design. The <i>Impressions</i> magazine will be distributed at the end of the spring trimester as a part of a major celebration of student creativity. (This course can satisfy an arts requirement for graduation.)			

427	Mock Trial Techniques			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2nd Trimester</i>
	Every year the Young Lawyers Division of the Pennsylvania Bar Association selects a contemporary legal issue as the focus of its competition. Students will learn to apply the appropriate legal reasoning to the facts of the case. They will also learn how to conduct themselves at a mock trial as witnesses, attorneys, or both through the study of the techniques of direct questioning and cross-examination of witnesses, and through the creation of formal speeches for the lawyers' opening and closing arguments.			
	The 2012 Pennsylvania Statewide High School Mock Trial Competition is a second trimester course. However, academic work will begin in first trimester and, if the team advances, competition will continue into third trimester. The assignments and mandatory class meetings will start at the end of October with lunch and after school meetings. Students will also be expected to complete assignments and be available to meet as a class during both the Thanksgiving and winter breaks. The PA Mock Trial Competition is competitive and demands commitment on the part of the students. Students will also be required to attend the PA luncheon during the 3 rd trimester.			

264	Technology Workshop			
	<i>Gr. 9</i>	<i>Required</i>	<i>½ Credit</i>	<i>1st and 2nd Trimester</i>
	This course meets once a week for the first two trimesters. During that time, ninth graders will practice with a variety of technology tools and skills, ranging from the creation and presentation of digital artifacts to online collaboration with peers and experts. Students will find immediate applications for these tools within their current academic work and throughout the remainder of their time in the Upper School.			
Text:	<i>None.</i>			

284	Digital Filmmaking			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>2nd Trimester - Arts credit</i>
	This course will take students through the entire process of producing a film, from writing a screenplay to shooting and editing the footage. Students will practice with various tools including a professional high-definition camcorder, lighting and sound recording equipment, and a chromakey backdrop for creating special effects. They will also gain experience with software programs such as iMovie, Adobe Premiere and Final Cut. (This class can be repeated for credit and will satisfy Art credit for graduation.)			
Text:	<i>Substance, Structure, Style and The Principles of Screenwriting, McKee</i>			

285	Documentary Filmmaking			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st and/or 3rd Trimesters (offered twice, one trimester each time)</i>
	This course employs the storytelling tools and skills developed in Digital Filmmaking. Students will further develop their abilities as they produce a series of narrative short films, with an emphasis on documentary filmmaking. A larger individual project will require students to take a story, a topic of personal significance, from planning through completion. (This class can be repeated for credit and will satisfy Art credit for graduation.)			
Text:	<i>None.</i>			
Prerequisite:	<i>Digital Filmmaking</i>			

282	Advanced Topics in Computer Science			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st, 2nd, and/or 3rd Trimester</i>
	This project-based course allows a student or group of students to pursue advanced study in computer science. This may include preparation for the AP Computer Science exam, preparation for a competition such as First Tech Challenge or American Computer Science League or developing a project based on student interest and background. Students must work with a teacher mentor to develop a 10-week plan (3-5 hours of work per week) for each trimester of study before enrolling. This course will be for one, two, or three trimesters based on the project the student(s) are undertaking. Permission of instructor is required.			
Text:	TBD			

871	Upper School Newspaper			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Credit</i>
	Students in this course will create and publish the monthly newspaper, <i>Fourth Estate</i> . Students will be responsible for all aspects related to the editorial (research, interviewing, writing, editing, etc.), design, layout, and art content of the award-winning publication. (This class can satisfy an Art credit for graduation)			
Prerequisite:	<i>None.</i>			

871A/871B/ 871C	Upper School Newspaper			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit per trimester</i>	<i>1st, 2nd, and/or 3rd Trimester</i>
	See 871 - Upper School Newspaper. These count as Arts credit.			
Prerequisite:	<i>None.</i>			