



LANCASTER  
COUNTRY DAY  
SCHOOL

***2018-2019***

***US GRADUATION REQUIREMENTS,  
ADD/DROP POLICY AND US COURSE  
DESCRIPTIONS***

***PLEASE USE FOR US SCHEDULING PURPOSES***

***\*PLEASE NOTE THAT THIS DRAFT INCLUDES THE CHANGES TO PE REQUIREMENTS AND CLASS OF 2022 GRADUATION REQUIREMENTS***

**GRADUATION REQUIREMENTS**

**INDEPENDENT STUDIES**

**UPPER SCHOOL DROP/ADD POLICY**

**MS/US HOMEWORK POLICY**

**REGISTRATION AND SCHEDULING**

**HOMEWORK OVER VACATION**

**DEPARTMENTAL COURSE DESCRIPTIONS**

English  
Language  
History  
Mathematics  
Science  
Arts  
Computer Science  
Physical Education

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**GRADUATION REQUIREMENTS: Revisions will apply to students in the Class of 2022 and beyond. Graduation requirements for the classes of 2019, 2020, and 2021 can be found immediately following. The exception will be that the new requirements for PE credits will apply to all classes currently in the Upper School.**

Students in the Class of 2022 and beyond must take a minimum of 26 credits over four years in Upper School. 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.

**English:** Four full-year courses. This would include World Civilizations I, World Civilizations II, and either American Literature or AP English Language and Composition, and a senior elective.

**History:** Three full-year courses to include World Civ. I, World Civ. II, and US History or AP US History.

**Language:** Completion of the third level of one foreign language.

**Mathematics:** Three full-year courses in Upper School. The course of study must include Algebra I(\*), Geometry or Honors Geometry(\*), and Algebra II or Honors Algebra II(\*) plus one more credit in mathematics.

**Science:** Three full-year laboratory courses to include Biology, Chemistry or Honors Chemistry, and Physics I or AP Physics I.

**Arts:** Two credits in grades 9-12(\*\*).

**Physical Education:** 2.5 credits in grades 9-12. Team sports will receive 0.5 credits per full season of participation; courses designated as PE will receive 0.33 credits. Approved Alternative PE options will receive 0.33 credits (\*\*).

Remaining credits would be student choice in conjunction with the course planning process

\*May be taken in Middle School.

\*\*Students who enroll at LCDS after 9th grade would have a modified requirement in both arts and PE.

10th: 2 credits in PE, 1 and  $\frac{2}{3}$  credit in arts

11th: 1 credit in PE and 1 credit in arts

12th:  $\frac{1}{2}$  credit in PE,  $\frac{1}{3}$  credit in arts

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

### **GRADUATION REQUIREMENTS for Classes 2019, 2020, and 2021**

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. For the Class of 2018, this would include World Civilizations I, World Civilizations II, and either American Literature OR AP English Literature and Composition or AP English Language and Composition. For the Class of 2019 and beyond, this would include World Civilizations I, World Civilizations II, and either American Literature or AP English Language and Composition.

**Language:** Completion of the third level of one foreign language.

**History:** Three full-year courses to include World Civ. I, World Civ. II, and US History or AP US History.

**Mathematics:** Three full-year courses in Upper School. The course of study must include Algebra I(\*), Geometry or Honors Geometry(\*), and Algebra II or Honors Algebra II(\*) plus one more credit in mathematics.

**Science:** Three full-year laboratory courses to include Biology, Chemistry or Honors Chemistry, and Physics I or AP Physics I.

**Arts:** Two credits in grades 9-12(\*\*).

**Physical Education:** 2.5 credits in grades 9-12. Team sports will receive 0.5 credits per full season of participation; courses designated as PE will receive 0.33 credits. Approved Alternative PE options will receive 0.33 credits (\*\*).

\*May be taken in Middle School.

\*\*Students who enroll at LCDS after 9th grade would have a modified requirement in both arts and PE.

10th: 2 credits in PE, 1 and  $\frac{2}{3}$  credit in arts

11th: 1 credit in PE and 1 credit in arts

12th:  $\frac{1}{2}$  credit in PE,  $\frac{2}{3}$  credit in arts

### Independent Studies

The Independent Study (I.S.) option is designed for those Upper School students who wish to pursue more advanced and/or exploratory work with an LCDS faculty member. Independent Study application forms are available in the Upper School office. As a guiding rule I.S. applications must be received in early February of the year prior to the proposed activity so that the I.S. application can be reviewed by the Academic Committee prior to course registration in March. This deadline allows the student applying for an I.S. to know if that course will be available at the time of course registration. An I.S. is not intended to replace an existing course or to resolve a scheduling conflict. Upper School students interested in an I.S. should speak with the proposed I.S. faculty mentor about the specifics of the application process well in advance of the due date for submission of the I.S. application.

### **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
September 7th, 2018 (2 weeks/8 class meetings)	Drop any non full-year course	No notation for dropped course	None
	Add one-trimester, two-trimester, or full-year course	New course appears on transcript	Full Credit
September 20th, 2018 (4-weeks/16 class meetings)	Drop full-year course only.	No notation for dropped course	None
	Change between regular level and an honors or AP level of the same course.	Only the new course appears on transcript. Grade calculated on the basis of work done in new course.	Full Credit
Start of the fifth week of school year until the end of T1	Change from honors or AP-level to regular level of the same course	Only the new course will appear on transcript. If this switch happens before the four-week mark, T1 grade calculation will be based on the new course only; if this switch happens after the four-week mark, grade calculation will be determined by the US Administration in conjunction with the sending and receiving teachers'	Full Credit

		input.	
	One-trimester courses and two-trimester courses (starting in T2) may be added or dropped during the two-weeks/8 class meetings Drop/Add period in second and third trimester as in the first trimester with no notation on the transcript.		
After start of second trimester			
	Full-year long courses dropped before the end of second trimester	Student would receive an indication of WP or WF based on grade at time of withdrawal.	No credit will be awarded 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 trimester, with the exception of students with a foreign language exemption. (PE does not count towards this total).			
Only in exceptional circumstances will a medical withdrawal WM be considered. The awarding of course credit will be offered at the discretion of the US Administration.			

### MS/US 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 courses can have 60-90 minutes of homework per day. This might vary depending on each learner's reading speed, focus, and organization.

### 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 Counseling 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.

### HOMEWORK OVER VACATION

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

# English Courses

The mission of the English department is to help our students cultivate empathy and develop critical thinking skills through engagement with texts of increasing complexity. We believe that literature can enrich our students' lives by helping them see that they are part of a larger web of human cultures--past, present, and future; we also believe that firm command of language is necessary for them to be able to participate in their many communities. We endeavor to promote lifelong learning, a love of language, and self-awareness in our students while giving them the tools for effective communication, including reading, writing, speaking, and listening.

Our objectives are for students to:

- Read carefully and critically with attention to conventions of genre, to intratextual patterns, and to intertextual, personal, historical, and cultural connections
- Utilize the writing process to develop compelling rhetorical strategies and styles for a variety of writing projects within literary studies
- Voice ideas with clarity and confidence and refine those ideas through active and respectful interchange with others
- Apply grammar, mechanics, and usage rules effectively in a variety of modes of communication.

<b>111</b>	<b>World Civilizations I</b>			
	<i>Gr. 9</i>	<i>Required</i>	<i>2 Credits – English &amp; History</i>	<i>Full Year</i>
	<p>Through an interdisciplinary lens, this humanities course explores the evolution of civilizations from the ancient world to the Middle Ages. Integrating the study of political, social, geographical, and intellectual history with the study of literature, art, music, and philosophy, the course focuses on central questions of the human experience. Using a combination of Harkness discussion, small group work, individual writing, and creative projects, students examine foundational concepts from among the following regions of the pre-1450 world: China, India, the Ancient Near East, Greece, Rome, Medieval Europe, Africa, and the Americas. World Civilizations I fosters an awareness of the connections between and among the various forms of human expression. Within this interdisciplinary context, this course develops students' skills in literary and historical analysis, expository and reflective writing, research, and discussion.</p> <p>Readings may include: <i>A Short History of Myth</i>, Armstrong; <i>Gilgamesh</i>; excerpts from the Bible; excerpts from the <i>Bhagavad Gita</i>; <i>Dhammapada</i>; <i>Analects</i>, Confucius; <i>Tao Te Ching</i>; <i>The Odyssey</i>, Homer; <i>Oedipus Tyrannus</i>, Sophocles; <i>The Aeneid</i>, Virgil; excerpts from the Qu'ran; <i>Inferno</i>, Dante; <i>Dark Child</i>, Laye; <i>Siddhartha</i>, Hesse; other primary and secondary source documents.</p>			
<i>Prerequisite:</i>	<i>None</i>			

<b>109</b>	<b>World Civilizations II</b>			
	<i>Gr. 10</i>	<i>Required</i>	<i>2 Credits – English &amp; History</i>	<i>Full Year</i>
	<p>In this course, students consider what it means to be "modern" and examine the historical processes and ideas/ideologies that set modernity in motion. Because of the special role Europeans played in creating the modern world, the first trimester focuses on the development of modern Europe. By placing European development in a global and comparative context, the second trimester explores <i>how</i> and <i>why</i> Westerners came to dominate so much of the globe and examines the often</p>			

	<p>devastating consequences of European imperialism. The third trimester focuses on critiques and challenges to Western supremacy that emerged during the twentieth century. Like World Civ I, the course takes an interdisciplinary approach to the material, integrating political, social, and intellectual history with literature, art, and music. The course will also continue to develop students' skills in literary and historical analysis, expository and reflective writing, and research.</p> <p>Readings include: Shakespeare, <i>Romeo &amp; Juliet</i> and <i>Macbeth</i>; Machiavelli, <i>The Prince</i>; Tang, <i>The Peony Pavilion</i>; Garcia Marquez, <i>Of Love &amp; Other Demons</i>; Coetzee, <i>Waiting for the Barbarians</i>; Shelley, <i>Frankenstein</i>; Brontë, <i>Jane Eyre</i>; Tolstoy, <i>The Death of Ivan Ilych</i>; Kafka, <i>The Metamorphosis</i>; Camus, <i>The Stranger</i>; Yu, <i>To Live</i>.</p>
<b>Prerequisite:</b>	<i>World Civilizations I</i>

<b>105</b>	<b>American Literature</b>			
	<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> <p>Readings may include: Kurt Vonnegut, <i>Slaughterhouse-Five</i>; Mark Twain, <i>The Adventures of Huckleberry Finn</i>; Ernest Hemingway, <i>The Sun Also Rises</i>; Ralph Ellison, <i>Invisible Man</i>; Jeffrey Eugenides, <i>Middlesex</i>; Frederick Douglass, <i>Narrative of the Life of Frederick Douglass</i>; Kate Chopin, <i>The Awakening</i>; James Baldwin, <i>Go Tell It on the Mountain</i>; John Steinbeck, <i>The Grapes of Wrath</i>; F. Scott Fitzgerald, <i>The Great Gatsby</i>; Toni Morrison, <i>Song of Solomon</i>; Maxine Hong Kingston, <i>The Woman Warrior</i>; selected poetry, short fiction, plays, and non-fiction from <i>The Norton Anthology of American Literature Shorter Eighth Edition, Volume 2: 1856 - Present</i>.</p>			
<b>Prerequisite:</b>	<i>World Civilizations II</i>			

<b>107</b>	<b>AP English Literature and Composition</b>			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>This course prepares students for the Advanced Placement English Literature and Composition exam through careful study of complex texts, which will include a wide range of representative works, primarily from the British tradition, as needed to prepare for the AP Exam. As students read and discuss literary works, they learn to place texts within their historical and cultural contexts, polish techniques of critical appreciation, and are trained to write college-level textual analysis.</p> <p>Potential readings include <i>How to Read Literature Like a Professor</i>, Foster; <i>Hamlet</i>, <i>Othello</i>, and <i>King Lear</i>, Shakespeare; <i>Heart of Darkness</i>, Conrad; <i>Canterbury Tales</i>, Chaucer; <i>Waiting for Godot</i>, Beckett; <i>The Sound and the Fury</i>, Faulkner; <i>Pride and Prejudice</i>, Austen; <i>Crime and Punishment</i>, Dostoevsky; or other similar texts. Poetry and additional plays will supplement the listed readings.</p>			
<b>Prerequisites:</b>	<i>B+ or above in American Literature or AP English Language and Composition and permission of the sending instructor.</i>			

<b>120J</b>	<b>AP English Language and Composition</b>			
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	<i>Gr. 11</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This version of AP Language and Composition, designed to directly follow World Civ II, prepares students for the Advanced Placement English Language and Composition exam through careful study of complex texts, including a wide range of representative American literature. Students will explore a variety of nonfiction genres, paying particular attention to audience, purpose, and rhetorical strategies. Students will also write for a variety of purposes and will develop a better understanding of their own writing process. Readings will focus on American literature and cultural history. Likely texts include <i>Conversations in American Literature: Language, Rhetoric, Culture</i> , along with works by Mark Twain, Frederick Douglass, Sherman Alexie, Sandra Cisneros, and Toni Morrison.			
<b>Prerequisites:</b>	<i>B+ or above in World Civilizations II and permission of the World Civilizations II instructor.</i>			

<b>150</b>	<b>Contemporary Literature</b>			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	In Contemporary Literature, students will examine texts—especially those published since 1945—from a wide range of genres, including fiction, poetry, literary non-fiction, drama, and film. More specifically, students will explore trends in contemporary literature—fiction, in particular—and trace the evolution of these trends through a survey of subgenres, such as horror, science fiction, and fantasy. While students will continue to refine their critical reading and discussion skills, emphasis will be placed on academic writing and composition. In addition, as students work toward polishing their skills in critical essay writing in preparation for college, they will have the opportunity to experiment with creative writing and digital filmmaking. In brief, this course will give students both familiarity with the landscape of contemporary literature and the opportunity to further develop their writing and speaking skills.			
	Possible texts: Dave Eggers’s <i>The Circle</i> , Michel Faber’s <i>Under the Skin</i> , John Gardner’s <i>Grendel</i> , Ninni Holmqvist’s <i>The Unit</i> , Tim O’Brien’s <i>The Things They Carried</i> , Emily St. John Mandel’s <i>Station Eleven</i> , Bernard Pomerance’s <i>The Elephant Man</i> , John Patrick Shanley’s <i>Doubt: A Parable</i> , Donna Tartt’s <i>The Secret History</i> , and selected short stories by Brian Aldiss, Jorge Luis Borges, Ray Bradbury, Ted Chiang, Roald Dahl, Rosario Ferré, Neil Gaiman, Shirley Jackson, Stephen King, Gabriel García Márquez, Richard Matheson, Daphne du Maurier, Joyce Carol Oates, and Flannery O’Connor.			
<b>Prerequisite:</b>	<i>American Literature or AP English Literature and Composition</i>			

<b>150CW</b>	<b>Contemporary Literature Through Creative Writing</b>			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This year-long English elective includes elements of reading and writing fiction, poetry, and creative nonfiction as art. The year will focus on the reading and history of contemporary short fiction, poetry, and nonfiction, as well as participating in the Upper School literary journal editing process. Students should expect to write daily, read the works of accomplished writers, and participate in the critiques of one another’s writing in workshop format. This course focuses on the technical and creative aspects of writing. Students will read published writers to find inspiration and models for their own stories, poems, and creative non-fiction to better understand the history, craft, and requirements of each genre. Students will revise their work frequently, and the year will culminate in a final portfolio of written creative work from each genre. As part of the course, students will also discuss and edit work for the Upper School literary journal.			

	<p>Students who enjoy reading and writing should consider taking this course. Students will be encouraged to think of themselves as writers, as the class will focus on the students' use of the writing process, the development of their writing voices, and learning how to critically read and think like a writer in response to published literature and peer writing.</p> <p>Note that students should expect to attend readings and lectures during F&amp;M's Emerging Writers Festival in April 2018 as well as their regularly scheduled reading series.</p> <p>Likely texts include: <i>Writing Fiction: A Guide to Narrative Craft</i>, Burroway; <i>The Writing Life</i>, Dillard; <i>You Can't Make This Stuff Up</i>, Gutkind; <i>Touchstone Anthology of Contemporary Creative Nonfiction</i>, Williford and Martone; <i>A Poetry Handbook</i>, Oliver; and <i>The Best American Poetry (2016)</i></p>
<i>Prerequisite:</i>	<i>American Literature or AP English Language and Composition</i>

<b>870C</b>	<b>Literary/Arts Magazine</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3rd Trimester</i>
	For full description, see listing under Arts Department.			

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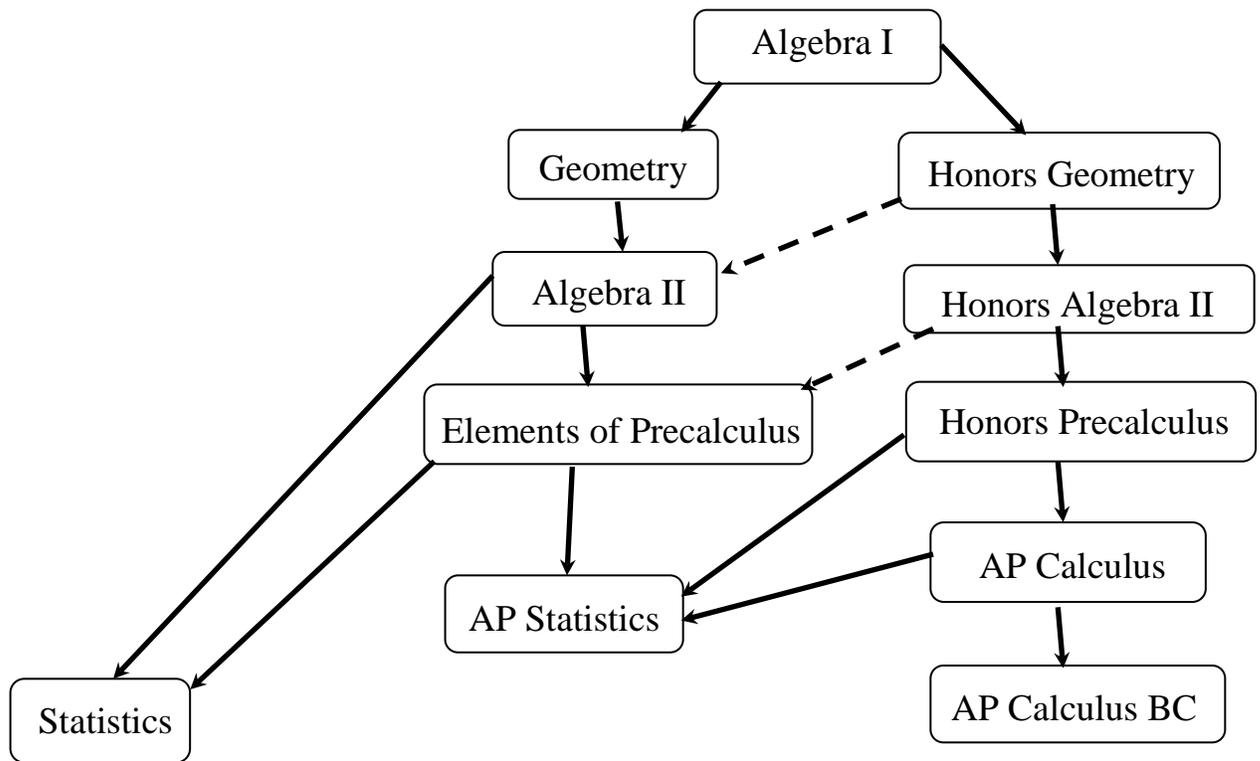
# Mathematics Courses

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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. Moving into the honors sequence is possible with outstanding performance as well as permission from the instructor and department chairperson.



<b>211</b>	<b>Algebra I</b>			
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>Taught from a technological approach using our interactive eBook and TI 83/84 calculators, this year-long course is the foundation of all mathematics courses. Students will analyze data as it relates to the real world. Concepts and skills to be mastered involve arithmetic operations and algebraic skills with linear equations, inequalities, and systems of equations. Our lessons on proportions, coordinate graphs, polynomials, and quadratic equations will be covered with applications to real-life problems.</p>			

<b>220</b>	<b>Geometry</b>			
	<i>Gr. 9-10</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>Geometry is a study of deductive reasoning and relationships among figures. By discovering the many theorems and postulates of Geometry, students will improve their spatial reasoning and logic. 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 introduced.</p>			
<i>Prerequisite:</i>	<i>Algebra I</i>			

<b>229</b>	<b>Honors Geometry</b>			
	<i>Gr. 8-10</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>By discovering the many theorems and postulates of Geometry, students will improve their spatial reasoning and logic. The course includes an in-depth analysis of plane, solid, and coordinate geometry including triangle congruence and similarity, properties of parallel lines, right triangle trigonometry, area, and volume of solids/prisms. Emphasis is placed on developing critical thinking skills as they relate to both abstract mathematical concepts as well as real world problems. Proofs by deductive reasoning are a significant component of the course work.</p>			
<i>Prerequisites:</i>	<i>A grade of B+ or higher in Algebra I, or permission of the Algebra I instructor.</i>			

<b>223</b>	<b>Algebra II</b>			
	<i>Gr. 10-11</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>Students will build upon their understanding of variable quantities. The course will move beyond linear relationships, to include quadratics, polynomials, inequalities, and exponential functions. Functions will be investigated from numeric, algebraic and graphic perspectives. Students will develop more advanced algebraic skills. A TI-83 or 84 graphing calculator is required.</p>			
<i>Prerequisites:</i>	<i>Algebra I and most students will have completed Geometry</i>			

<b>224</b>	<b>Honors Algebra II</b>			
	<i>Gr. 9-11</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>The primary goal of this course is to learn how to solve and graph most of the basic functions needed in a students' mathematical career. They will continue learning about lines, absolute values, and quadratics and begin exploring exponential, log, and root functions. Students will also learn basic modeling and problem solving techniques that will be further developed in <i>Precalculus</i>. A TI-83 or 84 is required.</p>			
<i>Prerequisites:</i>	<i>B or higher in Honors Geometry.</i>			

<b>241</b>	<b>Statistics</b>			
	<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 take an opportunity to look at the poor use of statistics everywhere: magazines, newspapers, polls, TV, and even research papers as we develop the skills to be a good statistician. We will study and complete experiments to understand statistical concepts, explore statistical principles, and apply statistical techniques. A TI-83 or 84 calculator is required. This course may not be followed by AP Statistics.			
<i>Prerequisite:</i>	<i>Algebra II or Honors Algebra II</i>			

<b>286</b>	<b>Elements of Precalculus</b>			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Elements of Precalculus 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 Honors Precalculus.			
<i>Prerequisite:</i>	<i>Algebra II or Honors Algebra II</i>			

<b>287</b>	<b>Honors Precalculus</b>			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course extends the concepts learned in Honors Algebra II with an applications based curriculum. We will develop data analysis techniques as well as advanced algebraic techniques to model data and solve word problems. The graphing calculator is integrated into the course as a tool and a means of investigating functions. In the later part of the year the students are introduced to trigonometric functions, which provide a tool to solve many real life problems involving angles and periodic motion. A TI-83 or 84 is required.			
<i>Prerequisite:</i>	<i>Grade of B or higher in Honors Algebra II.</i>			

<b>226</b>	<b>AP Calculus AB</b>			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Calculus is the study of change and of the infinitely small. Students will learn how the concept of infinity allows us to calculate change and accumulation. This course follows the Advanced Placement course description published by the College Board, covering limits, derivatives and integrals. The course is typically considered equivalent to a college <i>Calculus I</i> course. 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.			
<i>Prerequisite:</i>	<i>Grade of B or higher in Honors Precalculus.</i>			

<b>227</b>	<b>AP Calculus BC</b>			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Students will continue to explore the concept of infinity as it applies to series. This course follows the Advanced Placement course description provided by the College Board, covering limits, derivatives, integrals, parametric, polar and vector functions, and series. The course is typically considered equivalent to a college Calculus II course. 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.			
<i>Prerequisite:</i>	<i>Grade of B or higher in AP Calculus AB or a score of 3 or higher on the AP Calculus AB test, or permission of the AP Calculus BC instructor.</i>			

<b>244</b>	<b>AP Statistics</b>			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This year long course is the equivalent of one college semester course of Statistics, culminating with the AP Statistics Exam in May. Major areas of concentration are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. We will explore how it is possible to be misled and how to spot statistical abuse. We will also look at graphical and numerical techniques to study patterns and departures from patterns, collect data to be incorporated into our studies of a well-developed plan, and explore making valid conjectures. Statistical inferences will be a main focus as we study what guides us with our selection of appropriate models and. Student must have a TI-83 or 84 calculator to take the course.			
<i>Prerequisites:</i>	<i>Grade of B- or higher in Honors Precalculus or Grade of B+ or higher in Elements of Precalculus.</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
<b><i>Biology (303)</i></b>	<b><i>Honors Chemistry (316)</i></b> or <b><i>Chemistry (315)</i></b>	<b><i>AP Physics I (323)</i></b> or <b><i>Physics I (322)</i></b> AP Biology (305) AP Chemistry (317) Environmental Science (308) (offered in 2018-19) Science of Hawaii (390) (offered in 2019-20) Forensics (384) Psychology (T1) (309); Developmental Psychology (T2) (327); Psychopathology (T3) (311C) Organic, Polymer, and Biochemistry (319) Independent Study Courses as Requested	

If a student meets prerequisites and scheduling permits, she/he may take more than one science course for a trimester(s) or year.

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

<b>303</b>	<b>Biology</b>
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	<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, critical data analysis, and scientific presentation. Course content includes ecology, cell anatomy and physiology, cellular reproduction, genetics, pattern and process of evolution, diversity of life, and animal physiology.			
<i>Prerequisite:</i>	<i>None</i>			

<b>315</b>	<b>Chemistry</b>			
	<i>Gr. 10-12</i>	<i>Chemistry or Honors Chemistry Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course 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, thermochemistry and solutions. This course is designed for students who do not plan to pursue a science major at the college level.			
<i>Prerequisites:</i>	<i>303 Biology and 211 Algebra I</i>			

<b>316</b>	<b>Honors Chemistry</b>			
	<i>Gr. 9-12</i>	<i>Chemistry or Honors Chemistry Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Honors Chemistry 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, thermochemistry, acids and bases, electrochemistry, and kinetics. Honors Chemistry is the preparatory course for AP Chemistry. Freshmen may select this course if they meet the math prerequisite, but only in addition to the required Biology course.			
<i>Prerequisites:</i>	<i>303 Biology and 229 Honors Geometry with a final grade of B or higher in each of those courses.</i>			

Students who would like to accelerate their science courses by taking Biology and Honors Chemistry simultaneously in the 9<sup>th</sup> grade must first demonstrate strong scientific reasoning and math reasoning skills in the 8<sup>th</sup> 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 7<sup>th</sup> or 8<sup>th</sup> grade that qualifies for entry into, and the student participates in, a regional science fair competition.
- b) The student must earn a final grade of A- or better in 8<sup>th</sup> grade Earth science.
- c) The student must have completed Honors Geometry (or a more advanced course) in the 8<sup>th</sup> grade with a final grade of A- or better. This is to ensure a solid understanding of mathematics which is necessary to be successful in Honors Chemistry. The student must take Honors Algebra II as a prerequisite or corequisite course for Honors Chemistry.
- d) The student must finish the 8<sup>th</sup> grade year with an overall GPA of 3.00 or better

<b>322</b>	<b>Physics I</b>			
	<i>Gr. 9-12</i>	<i>Physics I or AP Physics I required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>This course is a study of the central concepts and applications of physics with emphasis on phenomena that are part of our everyday lives. In every topic area we will begin with an emphasis on the proper use of the language of physics. We will extend the opportunities for learning into math-based problem solving that has both a basic competence requirement and opportunities for students to stretch themselves. Completion of the course with a B average or higher will allow further study in AP Physics I. Students should be comfortable with algebra, although it is not used extensively. Topics addressed include motion, forces and energy, fluids, waves and sound, optics, electricity and magnetism. Students will use a wide variety of inquiry-based activities to develop their skills as problem solvers and creative thinkers.</p>			
<i>Prerequisites</i> :	<i>Successful completion of a first-year chemistry course (315 Chemistry, or 316 Honors Chemistry) and an Algebra II course (224 Honors Algebra II or 223 Algebra II).</i>			

<b>323</b>	<b>AP Physics I</b>			
	<i>Gr. 11-12</i>	<i>Physics I or AP Physics I required – AP Physics I can be taken as a first-year physics course if prerequisites are met</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>AP Physics I is a college-level, algebra-based physics course. It is designed to be equivalent to a first semester of introductory college physics. This full-year survey course includes college-level classical mechanics, wave motion and sound, electrostatics and DC circuits. This program has been developed to meet the demonstrated need for increased experiential practice and inquiry-based exercises in the development of authentic, scientific thinking in high school students. This translates as more time devoted to lab work and less on covering content. Homework will require 60 to 90 minutes per night. AP Physics I meets for one academic block for lecture and one 90 minute elective block for lab. This course follows the curriculum of the College Board. Successful completion of the course and the culminating AP Physics I test may qualify the student for college credit.</p>			
<i>Prerequisites</i> :	<i>B+ or better in 316 Honors Chemistry and either an A- or better in 224 Honors Algebra II or a B or better in 287 Honors Precalculus. (Students may also take 323 AP Physics I as a second-year physics course if they earned a B or better in 322 Physics I.)</i>			

Students who would like to accelerate their science courses by taking Honors Chemistry and a physics course simultaneously in the 10<sup>th</sup> grade must first demonstrate strong scientific reasoning and math reasoning skills in the 9<sup>th</sup> grade. This will be accomplished by satisfying all of the following criteria:

- a) The student must earn a final grade of A- or better in Biology.
- b) The student must qualify for enrollment in Honors Precalculus (or a more advanced math course) in 10<sup>th</sup> grade.

- c) The student must finish the 9<sup>th</sup> grade year with an overall GPA of 3.00 or better.
- d) The student must complete an independent summer work assignment on dimensional analysis and significant figures – topics which are typically taught in Honors Chemistry and are considered a prerequisite for physics.

<b>305</b>	<b>AP Biology</b>			
	<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. This survey course will range from form and function in cells and molecules to ecological systems. It will address patterns and processes of physiology and evolution. Students will use diverse lab tools and techniques. Material will be presented in a manner similar to that used in a first-year college course. AP Biology meets for one academic block for lecture and one 90 minute elective block for lab. Homework will require 60 to 90 minutes per night. This course follows the curriculum of the College Board. Successful completion of the course and the culminating AP Biology test may qualify the student for college credit.			
<i>Prerequisites:</i>	<i>303 Biology and 316 Honors Chemistry (B+ or higher final grade in each course), or permission of the AP Biology instructor.</i>			

<b>317</b>	<b>AP Chemistry</b>			
	<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 90 minute elective block for lab. This course follows the curriculum of the College Board. Successful completion of the course and the culminating AP Chemistry test may qualify the student for college credit.			
<i>Prerequisites :</i>	<i>316 Honors Chemistry (B+ or higher) and 224 Honors Algebra II (B or higher) or permission of the instructor.</i>			

<b>308</b>	<b>Environmental Science</b>			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year (offered in 2018-19)</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. This course is offered every other year.			
<i>Prerequisites :</i>	<i>303 Biology and a first-year chemistry course (315 Chemistry or 316 Honors Chemistry)</i>			

<b>390</b>	<b>Science of Hawaii</b>			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year (offered 2019-20)</i>
	<p>This course will use the Big Island of Hawaii as a laboratory for geological and biological systems. Students will see how these systems work together to form numerous climate zones and ecosystems on the island. Concepts of geology, meteorology, oceanography and marine biology will be at the core of the course. We will examine how plate tectonics has built the Hawaiian islands from the ocean floor, how organisms interact with each other within aquatic and terrestrial ecosystems, how ecosystems are being impacted by humans, and the conservation efforts that exist to preserve these ecosystems. Organism and rock identification will be a requirement of the course, which will become especially useful during our field studies in Hawaii. The year will culminate with the completion of a project based on data collected during spring break. A trip to the Hawaiian Islands over spring break is the culminating activity of the course.</p>			
<i>Prerequisites:</i>	<i>303 Biology and a first-year chemistry course (315 Chemistry or 316 Honors Chemistry). Final grade of B- or higher in each course or permission of the instructor</i>			

<b>384</b>	<b>Forensics</b>			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full year</i>
	<p>This course is designed to offer students an opportunity to apply their knowledge of biology and chemistry while using current scientific methods to collect, document, preserve, examine and interpret physical evidence. Through inquiry based hands on activities, case studies and current events we will explore trace evidence such as blood, fibers and fingerprints while honing our investigative skills.</p>			
<i>Prerequisites:</i>	<i>303 Biology and a first-year chemistry course (315 Chemistry or 316 Honors Chemistry) (B- or higher in each course) or permission of the Forensics instructor.</i>			

<b>309A</b>	<b>Psychology</b>			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1<sup>st</sup> Trimester</i>
	<p>Psychology is a one trimester course designed to provide students with an overview of psychology as a study of human behavior and mental processes. Information and skills learned in this class will help students better understand both themselves and others around them. Students enrolled in the class will both gain an appreciation for psychology and be able to apply psychological theories learned in class to better understand events occurring in their own lives. Students will learn to think critically and logically as well as develop effective study and time management strategies supported by current research in neuroscience.</p>			
<i>Prerequisites:</i>	<i>303 Biology and a first-year chemistry course (315 Chemistry or 316 Honors Chemistry) (C or higher in each course) or permission of the Psychology instructor.</i>			

<b>327B</b>	<b>Developmental Psychology</b>			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2<sup>nd</sup> Trimester</i>
	<p>Developmental Psychology provides an introduction to the study of human growth and development. Emphasis is on the physical, cognitive, and psychosocial aspects of development from infancy through death. Students will participate in lab experiments and observations to further understand the differences between each life stage.</p>			

<i>Prerequisites:</i>	<i>303 Biology and a first-year Chemistry course (315 Chemistry or 316 Honors Chemistry) (C or higher in each course) or permission of the Developmental Psychology instructor.</i>
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<b>311C</b>	<b>Psychopathology and Assessment</b>			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3<sup>rd</sup> Trimester</i>
	This course provides an examination of the various psychological disorders as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques.			
<i>Prerequisites:</i>	<i>Psychology 309A.</i>			

<b>319</b>	<b>Organic, Polymer &amp; Biochemistry</b>			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course serves as an introduction to the vast fields of organic and biochemistry. In this course we look at the chemistry of various classes of organic compounds (alkanes, alkenes, alcohols, aldehydes, ketones, carboxylic acids, esters, amines and amides) and then apply that chemistry to the study of biologically important compounds. The course includes a study of instrumental methods of analysis (GC, MS, IR, NMR). This is a non-laboratory, independent study course. As such, it is not recommended that this course be taken as a stand-alone science class. It is an excellent complement to a laboratory-based science class			
<i>Prerequisites:</i>	<i>317 AP Chemistry with a final grade of B- or higher and permission of Organic Chemistry instructor.</i>			

Students are encouraged to explore their own science interests through Independent Study courses. Here are some examples of how students have used IS courses in the past:

- Advanced science coursework (organic chemistry; calculus-based mechanics and electricity and magnetism physics courses)
- Science fair projects
- Preparation for the Chemistry Olympiad or other competitions

Students must work with a current upper school science teacher to develop an independent study proposal. Specifics of the requirements for an independent study are found in the independent study application, which can be obtained from the Upper School office. Permission of the instructor is required.

# 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.

<b>111</b>	<b>World Civilizations I</b>			
	<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.			

<b>109</b>	<b>World Civilizations II</b>			
	<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.			

<b>405</b>	<b>United States History</b>			
	<i>Grade 11 or 12</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p><i>Topics in U.S. History</i> is a reading rich, writing intensive course in which students closely examine essential components of the story of the United States. Units include Colonial Life, Rebellion against Great Britain and the formation of our representative democracy, a close reading of the Constitution, the Jacksonian Era, Slavery, the Civil War, Westward Expansion, Immigration, Women’s Suffrage, the World Wars and the Great Depression, the Cold War, the Civil Rights Movement, and current events. While our textbook provides a broad overview of any given topic, students' critical thinking is mostly informed through engaging with primary documents. Other resources include documentaries and films, such as <i>Amazing Grace</i>, <i>Lincoln</i>, and <i>Iron-Jawed Angels</i>. Students read for understanding; they write to articulate meaning and significance. There are multiple opportunities throughout the year to practice research skills, public speaking skills, and group efforts.</p>			
<i>Prerequisite:</i>	<i>World Civilizations II</i>			

<b>406</b>	<b>AP United States History</b>			
	<i>Grade 11 or 12</i>	<i>Elective (may</i>	<i>1 Credit</i>	<i>Full Year</i>

		<i>replace US History)</i>		
	This intensive and fast-paced course follows the revised outline of the Advanced Placement United States History course for 2014-15, 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.			
<i>Prerequisite:</i>	<i>B+ or higher final grade in World Civilizations II</i>			

<b>444</b>	<b>AP Human Geography</b>			
	<i>Grade 11 or 12</i>			
	Advanced Placement Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alterations of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.			
<i>Prerequisite:</i>	<i>none</i>			

<b>413</b>	<b>International Model United Nations</b>			
	<i>Gr. 11 or 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course offers intensive study in world political situations and an overview of U.N. procedure.. 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 an international Model United Nations with students from around the world.			
<i>Prerequisite:</i>	<i>Students must go through the application process to elect this course. Please see the MUN teacher in the spring to get additional details about this process. Course size is limited and will offer priority to students in Grade 12 but will be opened to those in Grade 11 if not at full capacity. The course may only be taken once, but students who participate in Grade 11 can opt to participate in the conference in Grade 12 if space allows.</i>			

<b>410</b>	<b>Twentieth Century</b>			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Providing a chronological examination of major conflicts in the 20th century, this course explores topics such as imperialism, World War I, Communism, World War II, and counterculture movements. <i>Twentieth Century</i> uses literature and philosophical texts alongside primary sources to illuminate thematic content. By emphasizing a multi-national perspective on global movements, it allows for advanced analysis during both written and technologically-based projects. Additionally, throughout the course students are invited to question the morality of global events while recognizing their own vulnerability and strengths to withstand similar challenges in their future.			
<i>Prerequisite:</i>	<i>US History or AP US History</i>			

<b>431</b>	<b>Social Venturing: Analysis, Action, and Change</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>

	Learn and use basic micro and macro economic literacy and other social science approaches to analyze complex societal challenges, and use business and entrepreneurship principles to innovate solutions for them. Confront and better understand global problems such as inequality, health, human rights, and sustainability with an optimistic, solution-centered response. Practice essential lifelong skills such as collaboration, information literacy, problem solving, and effective communication.
<i>Prerequisite:</i>	<i>None. Generally open to all Upper School students, with preference by seniority.</i>

# Language Courses

The language curriculum aims to give students a foundation in both classical and modern languages by offering courses in Latin, Chinese, French and Spanish. The study of Spanish begins in preschool with non-credit introductory courses. In order to graduate, students are required to complete Level III of one language. Interested, motivated students are urged to pursue language study beyond the requirement, and they may even choose to study more than one language in depth. The department offers optional travel opportunities to enhance the curriculum and to immerse students in the language and culture studied.

The Language department aims to promote a lifelong enjoyment and learning of world languages in our students and to develop linguistic proficiency that enables effective communication in a target language. We strive to prepare our students to become global citizens in a multilingual society and to help them better understand the world in which we live.

The goals of the Language Department are based on the 5Cs of the American Council on the Teaching of Foreign Languages.

- **Communication:** develop skills in listening, speaking, reading, and writing in order to communicate effectively in a target language
- **Cultures:** gain insight into the social practices, products, and perspectives of a culture through the study of cultural contexts in which the language occurs
- **Connections:** develop critical thinking skills and enhance students' understanding of other disciplines through the study and use of a target language
- **Comparisons:** develop insights into languages and cultures by comparing their own to a target language and culture
- **Community:** use the target language authentically to interact and collaborate in the classroom, community, and beyond

<b>511</b>	<b>French I</b>			<i>Not offered in 2018-19</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.)			
<i>Prerequisite:</i>	<i>None</i>			

<b>512</b>	<b>French II</b>
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	<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. CDs and DVDs 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.			
<i>Prerequisite:</i>	<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>			

<b>513</b>	<b>French III</b>			
	<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.			
<i>Prerequisite:</i>	<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>			

<b>514</b>	<b>French IV</b>			
	<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.			
<i>Prerequisite:</i>	<i>B or above in French III or permission of the instructor.</i>			

<b>516</b>	<b>AP French Language and Culture</b>			
	<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 reviewing grammar, discussing a selection of literary texts by various French-speaking writers, and writing expository passages. This course also provides practice for the SAT French subject test.			
<i>Prerequisite:</i>	<i>B+ or above in French IV or permission of the instructor.</i>			

<b>531</b>	<b>Latin I</b>			
	<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 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. (The <i>Latin I</i> course is often studied concurrently with <i>World Civilizations I</i> , as <i>Latin I</i> enhances one's appreciation and understanding of the classical components of the <i>World Civilizations I</i> curriculum.)			
<i>Prerequisite:</i>	<i>None</i>			

<b>532</b>	<b>Latin II</b>			
	<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.			
<i>Prerequisite:</i>	<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>			

<b>533</b>	<b>Latin III</b>			
	<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.			
<i>Prerequisite:</i>	<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>			

<b>534</b>	<b>Latin IV</b>			
	<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.			
<i>Prerequisite:</i>	<i>B or above in Latin III or permission of the instructor.</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

<b>551</b>	<b>Spanish I</b>			
	<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.)			
<i>Prerequisite:</i>	<i>None</i>			

<b>552</b>	<b>Spanish II</b>			
	<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.			
<i>Prerequisite:</i>	<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>			

<b>553</b>	<b>Spanish III</b>			
	<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.			
<i>Prerequisite:</i>	<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>			

<b>554</b>	<b>Spanish IV</b>			
	<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.			

<b>Prerequisite:</b>	<i>B or above in Spanish III or in Spanish Civilization and Culture.</i>
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<b>555</b>	<b>AP Spanish Language and Culture</b>			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The 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.			
<b>Prerequisite:</b>	<i>B+ or above in Spanish IV or permission of the instructor.</i>			

<b>557</b>	<b>Spanish Civilization and Culture</b>			Offered in 2018-19 and 2020-21
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</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 <sup>th</sup> 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 (next offered in 2018-19). Course size is limited.			
<b>Prerequisite:</b>	<i>B+ or above in Spanish III; B or above in Spanish IV.</i>			

Students may join the **Spanish Civilization and Culture** course after completion of Spanish III with a B+ average or higher and/or the completion of Spanish IV. Students may take the Spanish Civilization and Culture course along with Spanish IV or AP Spanish Language and Culture during an academic year.

<b>575</b>	<b>Chinese I</b>			
	<i>Gr. 8-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Chinese I is an introductory course that focuses on the fundamentals of Mandarin Chinese - speaking, listening, reading, and writing. 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. Chinese classics recitation is introduced in this course.			
<b>Prerequisite:</b>	<i>None</i>			

<b>576</b>	<b>Chinese II</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	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. 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.
<i>Prerequisite:</i>	<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>

<b>577</b>	<b>Chinese III</b>			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	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. Chinese Proficiency Test (HSK) format will be introduced in class.			
<i>Prerequisite:</i>	<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>			

<b>578</b>	<b>Chinese IV</b>			Not offered in 2018-19
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	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. Chinese Proficiency Test (HSK) material will be studied in this course.			
<i>Prerequisite:</i>	<i>B or above in Chinese III or permission of the instructor.</i>			

<b>579</b>	<b>Chinese V</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Chinese V is Advanced Chinese. At this level of study students are provided with varied opportunities to further develop their communication abilities both in oral and written Chinese in a culturally appropriate manner. Cultural content is blended with language learning. This course is delivered entirely in Chinese.			
<i>Prerequisite:</i>	<i>B or above in Chinese IV or permission of the instructor.</i>			

<b>581</b>	<b>AP Chinese Language and Culture</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	AP Chinese Language and Culture is intended for qualified students who are interested in completing studies comparable in content and difficulty to a second-year of a college Chinese course. This course is designed to provide students with varied opportunities to refine and further develop their abilities in both oral and formal written communication. Students, typically in their			

	fifth year of Chinese language study (or with equivalent experience), will gain a deeper understanding and appreciation of the Chinese language and culture through this course. This course will be delivered entirely in Chinese, and the students are required to speak in Chinese throughout the course.
<i>Prerequisite:</i>	<i>B+ or above in Chinese V or permission of the instructor.</i>

<b>580</b>	<b>Reading and Writing Academic English</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The ESL course at Lancaster Country Day School (LCDS) is a full-year language course designed for international students in their first year at LCDS. 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 Civilizations, 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.			
<i>Prerequisite:</i>	<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.

<b>263AB</b>	<b>Robotics: FIRST Tech Challenge</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>2/3 Credit</i>	<i>1<sup>st</sup> and 2<sup>nd</sup> Trimester (both trimesters required)</i>
	In this course students will design and build a competition robot. They will program and configure their robot hardware to achieve goal-oriented tasks such as obstacle avoidance and remote control. This course may be repeated for credit. Students must take both trimesters of this course to participate, <i>as preparing for the competition requires building a team dynamic. Therefore, students who register must commit to completing a two-trimester commitment with the expectation of some out-of-school work to complete projects/requirements for the competition.</i> Attending all tournaments as well as Sunday meetings are mandatory during the competition season. This course does not count for an Arts credit.			
<i>Prerequisite:</i>	<i>None</i>			

<b>263C</b>	<b>Robotics: FIRST Tech Challenge</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3<sup>rd</sup> Trimester</i>
	Those who take First Tech Challenge during the third trimester will work on creating smaller robots using Arduino microcontrollers or Tetrax parts with the Android based controllers. This course does not count for an Arts credit.			
<i>Prerequisite:</i>	<i>263AB Robotics: FIRST Tech Challenge</i>			

<b>290A or 290B</b>	<b>3D Design and Printing</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1<sup>st</sup> or 2<sup>nd</sup> Trimester</i>
	Students will learn the basics of how to design 3D objects using the computer-aided design software <i>Tinkercad</i> , <i>BlocksCAD</i> , and <i>123D Design</i> . Students will learn the basic tools and features of each software program as they complete in-class exercises. (This course counts as an Arts credit for graduation.) This course cannot be repeated for credit.			
<i>Prerequisite or Corequisite:</i>	<i>Basic Ceramics or Design</i>			

<b>291C</b>	<b>Advanced 3D Design and Printing</b>			
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	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3<sup>rd</sup> Trimester</i>
	Building upon the software skills developed during 290 3D Design and Printing, students will explore form and function as they create 3D objects to solve real-world design problems. Students will be expected to keep a sketchbook of ideas. This course can satisfy an Arts credit for graduation and may be repeated for credit.			
<i>Prerequisite or Corequisite:</i>	<i>290 3D Design and Printing</i>			

<b>267</b>	<b>AP Computer Science A</b>			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year (Not offered in 2018-19)</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.			
<i>Prerequisite:</i>	<i>Permission of instructor</i>			

<b>280</b>	<b>Computer Science A</b>			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This online 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 computer science course. The 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. Note: students will cover the majority of the material covered in the AP Computer Science course. With additional outside preparation, a student may elect to take the AP test.			
<i>Prerequisite:</i>	<i>Permission of Mrs. Gabriel or Ms. Munson</i>			

<b>293C</b>	<b>Introduction to Information Technology</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>Offered in an A-F academic block T3</i>
	In this course, students will learn about server virtualization, networking protocols, storage area networks, cloud technologies, and other information technology concepts, including RAID, DHCP and DNS. While some of the provided content will be delivered electronically through text and video, most of the work will be project based and hands-on. Students will have an opportunity to set up operating systems in a virtual environment, gain an understanding of directory services, and learn how to choose server hardware for mock companies.			
<i>Prerequisites:</i>	<i>None</i>			

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# Arts Courses

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The Department of the Arts believes that it is through the creative spirit and its inherent challenges that students develop heightened sensory perceptions and expanded conceptual and analytical skills. Creative problem solving, paired with the focus and discipline the arts require, are precisely the skills that future employers will require.

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 stronger people for it.

Upper School graduation requirements include a minimum of two full credits in arts courses. The interdisciplinary Literary/Arts Magazine, Yearbook, 3D Design and Printing, and Design for Publication courses may be used to satisfy Arts graduation requirements. Please refer to each course's description for details.

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## Upper School Theatre Courses

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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.

<b>606B</b>	<b>Beginning Acting</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>(Not offered in 2018-19)</i>
	This one-semester course offers an introduction to a variety of acting techniques, voice and speech techniques and script analysis work for the student actor. Students will learn the art of performing a monologue from the beginning of the rehearsal process, to getting it to a final performance level. Students will also be introduced to the International Phonetic Alphabet that will be used in the Advanced Acting Class.			
<i>Prerequisite:</i>	<i>None.</i>			

<b>611</b>	<b>Playing Shakespeare</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Yearlong - X Block</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. This course is open to 9-12 grade students and may be taken multiple times.			
<i>Prerequisite:</i>	<i>None.</i>			

<b>614C</b>	<b>Director's Lab</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>(Not offered in 2018-19)</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 applying it to the stage. By learning directing concepts and developing communication and collaboration techniques, the students will investigate the stage-to-audience relationship of the theatre, study traditional stage formats such as proscenium, thrust or three-quarter stage, theatre in the round, etc., and create prompt books for each project. Directors will acquire a broader hands-on knowledge of dramatic forms and genres by directing scenes from realistic, classical, postmodern, and new plays. The students will have a final showcase of their work at the end of the trimester.			
<i>Prerequisite:</i>	<i>None</i>			

<b>618</b>	<b>Advanced Acting</b>			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2nd Trimester-Y block</i>
	This one-trimester course builds upon the acting techniques introduced in Beginning Acting. Along with new techniques, the students will use their previous knowledge of the International Phonetic Alphabet to study three accents during the course of the trimester. Students will perform classical monologues using the three different accents.			
<i>Prerequisite:</i>	<i>Beginning Acting, Playing Shakespeare or with the permission of the instructor.</i>			

<b>622A</b>	<b>Debate</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1<sup>st</sup> Trimester - Y Block</i>
	This course provides instruction in: the fundamentals of argument, problem-solving, advocacy-oriented research, organization of facts, and speaking skills. Students will enhance their leadership skills, critical thinking and analysis as well as their ability to think effectively on their feet. The students will debate in the Standard/Oxford debate format. This course may be repeated for credit. The Debate course counts as an Arts credit.			
<i>Prerequisite:</i>	<i>None</i>			

<b>623C</b>	<b>Public Speaking</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3<sup>rd</sup> Trimester - Y Block</i>
	This performance-based course provides instruction in the fundamentals of formal and informal oral communication and public speaking. This includes techniques of: group discussion, effective listening, audience analysis, manuscript, extemporaneous and impromptu speaking, memorization, demonstration and storytelling. This course may be repeated for credit. The Public Speaking course counts as an Arts credit.			
<i>Prerequisite:</i>	<i>None</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.

<b>650A/650A-PE</b>	<b>Fundamentals of Dance / Fundamentals of Dance – PE</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1<sup>st</sup> Trimester - Y Block</i>
	This course gives you an overview of dance styles, technique, and vocabulary. You will experience ballet, modern dance, improvisational movement, tap, hip-hop, ballroom, and musical theatre. We will emphasize posture, core strength, flexibility, and balance. Beginning and experienced dancers, both male and female, are welcome. (Note: 650 counts as an Arts credit with a letter grade. 650-PE is a Pass/Fail course that counts for PE credit, not Arts credit.) This course is highly recommended for students who are considering taking Tap Dance, Hip-Hop Dance, or Cougar Dance in the future.			
<i>Prerequisite:</i>	<i>None</i>			

<b>653/653-PE</b>	<b>Cougar Dance / Cougar Dance – PE</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3<sup>rd</sup> trimester - Y Block</i>
	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 offers various performance opportunities. (Note: 653 counts as an Arts credit with a letter grade. 653-PE is a Pass/Fail course that counts for PE credit, not Arts credit.)			
<i>Prerequisite:</i>	<i>Highly recommended: The Middle School Dance elective or Fundamentals of Dance</i>			

<b>654B/654B- PE</b>	<b>Fit Moves / Fit Moves - PE</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2<sup>nd</sup> Trimester - Y Block</i>
	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 (great for cross-training). Stress reduction and a stronger mind/body connection are other positive benefits. (Note: 654 counts as an Arts credit with a letter grade. 654-PE is a Pass/Fail course that counts for PE credit, not Arts credit.)			
<i>Prerequisite:</i>	<i>Open to all Upper School students. Male students are encouraged to participate!</i>			

<b>656A/656A-PE</b>	<b>Breathe / Breathe - PE</b>			
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	Gr. 9-12	Elective	½ Credit	1 <sup>st</sup> Trimester (offered after school in the Dance Studio on Wed. and Thurs., 3:15 – 4:45 P.M.)
	This course will help you relieve stress and release tension in your body. Through yoga, breathing techniques, moving and relaxation meditations, massage techniques and guided movement improvisation, you will learn the value of being present, compassionate, and mindful in a world where we are all constantly “plugged-in.” (Note: 656 counts as an Arts credit with a letter grade. 656-PE is a Pass/Fail course that counts for PE credit, not Arts credit.)			
Prerequisite:	Open to all Upper School students. Male students are encouraged to participate!			

<b>657B/657B-PE</b>	<b>Hip-Hop Dance / Hip-Hop Dance - PE</b>			
	Gr. 9-12	Elective	½ Credit	2 <sup>nd</sup> Trimester (offered after school in the Dance Studio on Wed. and Thurs., 3:15 – 4:45 P.M.)
	This class introduces students to the fundamentals of hip hop dance. Isolated movements, rhythms and musicality will all be incorporated in this upbeat class. Classes will begin with warm-up and stretching and then progress to across-the-floor movements and choreography combinations. Students are encouraged to bring their individual style and personality to the class! (Note: 657A counts as an Arts credit with a letter grade. 657A-PE is a Pass/Fail course that counts for PE credit, not Arts credit.)			
Prerequisite:	none			

<b>658C/658C-PE</b>	<b>Tap Dance / Tap Dance - PE</b>			
	Gr. 9-12	Elective	½ Credit	(Not offered 2018-19)
	This introductory tap dance class allows students to develop rhythms and learn a variety of tap styles from rhythmic tap to musical theatre. Exercises done in class focus on musicality, coordination, and proper tap technique. Students will learn basic steps and combinations, while learning how tap dance progressed through history. All students will need to purchase black oxford style tap shoes. Please contact teacher with questions. (Note: 658C counts as an Arts credit with a letter grade. 658C-PE is a Pass/Fail course that counts for PE credit, not Arts credit.)			
Prerequisite:	Highly recommended: The Middle School Dance elective or Fundamentals of Dance. Students must purchase tap shoes.			

<b>659C/659C-PE</b>	<b>The Art of Acro Dance / The Art of Acro Dance - PE</b>			
	Gr. 9-12	Elective	½ Credit	3 <sup>rd</sup> Trimester (offered after school in the Dance Studio on Wed. and Thurs., 3:15 – 4:45 P.M.)
	Learn the basics or enhance your skills with fundamental acrobatic and tumbling techniques and modern dance floorwork. This course will help increase flexibility, improve balance, and strengthen muscles while working toward individual goals set by each student.			
Prerequisite:	none			

## 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.

<b>704</b>	<b>Upper School Chorus</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year - X Block</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 per week.</i>			
<i>Prerequisite:</i>	<i>None</i>			

<b>712</b>	<b>Upper School Orchestra</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year - Y Block</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 per week.</i>			
<i>Prerequisite:</i>	<i>Must play an orchestral instrument at a minimum proficiency level as determined by the conductor.</i>			

<b>719</b>	<b>Upper School Jazz Ensemble</b>			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 credit</i>	<i>Full Year - X Block</i>
	With a strong emphasis on performance, the jazz ensemble represents LCDS both in school as well as in the public eye. Group communication, improvisation, and jazz theory are the focus of this class. Students will learn the feel and language of jazz through the investigation of historically significant jazz recordings. A positive attitude and strong musicianship is a must. Performances are graded and account for a significant portion of the final grade. <i>Meets 180 minutes per week.</i>			
<i>Prerequisite:</i>	<i>By audition or permission of instructor.</i>			

<b>721</b>	<b>Upper School Jazz Troupe</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 credit</i>	<i>Full Year - X Block (runs based on student enrollment numbers and experience)</i>
	<p>The US Jazz Troupe is for students who want to learn more about Jazz and have minimal Jazz experience. This class introduces students to jazz performance. A wide variety of background information including history, theory, form and interpretation will be explored. Students will learn basic concepts of improvisation, such as rhythmic development, incorporation of motivic ideas, and phrasing, and will leave the class with a better understanding of the style and structure of jazz music. This class will be a performance based class without any set concerts. It will be at the director's discretion whether or not to perform live. Students who complete this class can move on to the US Jazz band if they choose. This class will prepare students for participation in the US Jazz Band. Meets 180 minutes per week.</p>			
<i>Prerequisite:</i>	<i>Permission of instructor</i>			

<b>715</b>	<b>Music Theory</b>			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year - not offered in 2018-19</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.</p>			
<i>Prerequisite:</i>	<i>None.</i>			

<b>727</b>	<b>AP Music Theory</b>			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year - in A-F academic blocks</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.</p>			
<i>Prerequisite:</i>	<i>715: Music Theory or permission of the instructor.</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.

<b>813</b>	<b>World Arts I</b>			
	<i>Gr. 9</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>(Not offered in 2018-19)</i>
	Taken concurrently with World Civilizations I (scheduling permitting), World Arts I offers a deeper investigation of topics pertaining to the arts and their role in the cultures, civilizations, and texts covered in the World Civilizations I curriculum. There will be a studio component to this class where students will learn first-hand about ancient techniques or be inspired to create their own works in response to material covered in current topics of study. Note: A World Civilizations I student who chooses to take a sixth core academic credit will not be able to schedule World Arts I. World Arts I counts towards Arts graduation credits.			
<i>Corequisite:</i>	<i>World Civilizations I</i>			

<b>812</b>	<b>Arts and Culture</b>			
	<i>Gr. 9</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>T1 or T2, meets in an A-F Academic Block</i>
	Arts and Culture is an entry-level course that explores the visual arts and their role in cultures and civilizations. Predominantly a studio course, lessons in art history and appreciation will also be woven throughout art-making challenges. Artwork from other cultures will provide a framework or inspiration for student-made artwork using a variety of materials and processes such as: drawing, painting, printmaking, and sculpture. This course fulfills the prerequisite for Painting and Printmaking.			
<i>Prerequisite:</i>	<i>none</i>			

<b>815A</b>	<b>Basic Drawing</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>T1 - Y Block and T3 - in an A-F academic block</i>
	With an emphasis on black and white media, students will develop basic drawing and composition skills. Working from observation, 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. This course meets one day per week, for 90 minutes.			
<i>Prerequisite:</i>	<i>None</i>			

<b>819A</b>	<b>Basic Ceramics</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1<sup>st</sup> Trimester - X Block or Y Block</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 pottery. This course meets one day per week, for 90 minutes.			
<i>Prerequisite:</i>	<i>None</i>			

<b>835A or 835C</b>	<b>Basic Photography</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1<sup>st</sup> or 3<sup>rd</sup> Trimester (A &amp; C respectively) - X Block</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.			
<i>Prerequisite:</i>	<i>None</i>			

<b>844B</b>	<b>Advanced Photography</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2<sup>nd</sup> Trimester - X Block</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.			
<i>Prerequisite:</i>	<i>Basic Photography</i>			

<b>846A</b>	<b>Digital Imaging and Design</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1<sup>st</sup> Trimester - Y Block</i>
	Digital imaging teaches students to create in a more conceptual, meaningful way. Working with ideas to find a personal voice, students use Photoshop to create original compositions through the manipulation and enhancement of their own photographs. Students collaborate on location using props and costumes. Ethics and media usage are explored.			
<i>Prerequisite:</i>	<i>Basic Photography</i>			

<b>876B</b>	<b>Digital Darkroom</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2<sup>nd</sup> Trimester - Y Block</i>
	This advanced photography class combines some traditional photography darkroom techniques with digital photography. 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.			
<i>Prerequisite:</i>	<i>Advanced Photography or Digital Imaging and Design</i>			

<b>877A, 877B, 877C</b>	<b>Journalism: Design and Publication</b>			
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	<i>Gr. 9-12</i>	<i>Elective</i>	$\frac{1}{2}$ Credit	<i>1st, 2nd or 3rd Trimester - Y Block</i>
	This class is an exploration into journalistic writing and designing for the Upper School reoccurring publication, <i>Fourth Estate</i> . Students will be asked to write news articles based on their own ideas and/or research. They will use Adobe InDesign to create effective visual communications materials using typography, text, photography, and illustration. This course can vary depending on staff size and experience and deadlines will need to be met. The course counts as an Arts credit.			
<i>Prerequisite:</i>	<i>None.</i>			

<b>878B or 878C</b>	<b>Journalism: Design and Publication Practicum</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	$\frac{1}{3}$ Credit	<i>(Not offered in 2018-19)</i>
	This continuation of the Trimester 1 <i>Journalism: Design and Publication</i> course centers on the application of skills learned in Trimester 1, with students taking the lead on design, writing, and editorial decisions. Special attention will be paid to students' selection of typography, page layout, photo direction and manipulation, and the development of infographics. In this practicum course, students will be expected to "dig in" more deeply to article topics. This course counts as an Arts credit.			
<i>Prerequisite:</i>	<i>Journalism: Design and Publication</i>			

<b>833B</b>	<b>Advanced Drawing</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	$\frac{1}{2}$ Credit	<i>2<sup>nd</sup> Trimester - Y Block</i>
	Exploring a variety of mediums, students will further develop observational skills and technical skills learned in Basic Drawing, as they expand their use of expressive qualities in their work. Projects will focus on drawing from observation, and subjects will increase in complexity from those in Basic Drawing. 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.			
<i>Prerequisite:</i>	<i>Basic Drawing</i>			

<b>838B and 838C</b>	<b>Painting</b>			
	<i>Gr. 10-12</i>	<i>Elective</i>	$\frac{1}{2}$ Credit	<i>2<sup>nd</sup> Trimester - X Block (838B)</i> <i>3<sup>rd</sup> Trimester - Y Block (838C)</i>
	A basic class in water-based media. The course emphasis will alternate between acrylics one year and watercolors the next year. For the 2017-18 school year, the emphasis will be on acrylic techniques. Students will work from observation, as they learn to see objects as compilations of patches of color, and translate them using the unique properties of acrylics. Composition and design will be emphasized. Art styles of the 19th and 20th centuries will be examined.			
<i>Prerequisite:</i>	<i>Basic Drawing, Arts and Culture, or Design</i>			

<b>830B</b>	<b>Non-Traditional Drawing</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	$\frac{1}{2}$ Credit	<i>2<sup>nd</sup> Trimester (Not offered in 2018-19)</i>
	Exploring a variety of media, students will engage in non-traditional approaches to drawing. Projects will center heavily on abstract and nonobjective subjects. Materials will often involve mixed media and unconventional techniques. Students will engage in individual and collaborative drawings, creativity-			

	building exercises, and will ultimately leave with a broader definition of what drawing can be.
<i>Prerequisite:</i>	<i>Basic Drawing</i>

<b>843A</b>	<b>Printmaking</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1<sup>st</sup> Trimester - X Block</i>
	Combining the techniques of intaglio and relief, students explore a variety of processes to create prints which are identical each time or varied. Intaglio printmaking involves creating printing plates by scratching into a surface. Relief printmaking uses the process of building up surfaces to be inked and printed. These processes each lend themselves to a great range of experimentation with color and design.			
<i>Prerequisite:</i>	<i>Basic Drawing, Arts and Culture, or Design</i>			

<b>840C</b>	<b>Design</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3<sup>rd</sup> Trimester - X Block</i>
	Design is an instrument for making our ideas tangible. This course will provide students a working understanding of the design principles that are key to skillful and effective visual communication. Using drawing, painting, collage, and construction techniques, students will engage in exercises that improve visual and manual dexterity. Problem-solving, craftsmanship, analytical thinking, and effective use of the language of art will be emphasized as students are encouraged to think beyond the familiar.			
<i>Prerequisite:</i>	<i>None.</i>			

<b>868</b>	<b>Art History</b>			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>1<sup>st</sup> and 2<sup>nd</sup> Trimester (90 minutes per week) – meets during clubs and lunches unless an academic block is mutually available.</i>
	In this succinct survey of art history, students will study visual art throughout the ages, and its contextual and historical relevance within a culture. The language of art will be emphasized to demystify art history and make the discussion of art more accessible by helping students to develop a vocabulary and conceptual framework for analyzing, forming judgments, and discussing works of art.			
<i>Prerequisite:</i>	<i>A grade of “B” or higher in 3 or more Visual Arts studio courses (2D and/or 3D)</i>			

<b>826B1, 826B</b>	<b>Intermediate Ceramics</b>			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>2<sup>nd</sup> Trimester X Block = 826B1</i> <i>2<sup>nd</sup> Trimester Y Block = 826B2</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, students will develop your own vocabulary of forms, concentrating on altering and/or embellishing the thrown pot by adding feet, lids, handles and so on.			
<i>Prerequisite:</i>	<i>Basic Ceramics (B or higher)</i>			

<b>827A</b>	<b>Advanced Ceramics</b>			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3rd Trimester - Y Block</i>
	Students will work at honing their skills on the potter’s wheel. Mark-making and altering the thrown			

	pot will be the focus. Students will also explore advanced methods of decoration and glaze development.
<i>Prerequisite:</i>	<i>Two trimesters of Intermediate Ceramics (B or higher) and permission of the instructor.</i>

<b>832C</b>	<b>Sculpture</b>			
	<i>Gr. 10-12 (or permission of instructor)</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3<sup>rd</sup> Trimester - X Block</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, students will explore the history of sculpture and its aesthetic principles. In the studio portion of this class, students will work with a variety of materials and techniques to create sculptural forms.			
<i>Prerequisite:</i>	<i>Basic Ceramics or Basic Drawing or Design</i>			

<b>870C</b>	<b>Literary/Arts Magazine</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3<sup>rd</sup> Trimester - Y Block</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 counts as an Arts requirement for graduation.)			
<i>Prerequisite:</i>	<i>None</i>			

<b>065AB</b>	<b>Yearbook Production</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>2/3 Credit</i>	<i>1<sup>st</sup> and 2<sup>nd</sup> Trimester - X Block</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. Students will be expected to take initiative with photo-taking, interviewing, and gathering all the information needed to complete their pages. Class size is limited. (This course can satisfy an Arts requirement for graduation.)			
<i>Prerequisite:</i>	<i>None</i>			

<b>066C</b>	<b>Yearbook Production - Spring Supplement</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3<sup>rd</sup> Trimester - X Block</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. Students will be expected to take initiative with photo-taking, interviewing, and gathering all the information needed to complete their pages. (This course			

	can satisfy an arts requirement for graduation.)
<i>Prerequisite:</i>	<i>None</i>

<b>067C</b>	<b>Yearbook Design – Leadership</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i>	<i>3<sup>rd</sup> Trimester - X Block</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)			
<i>Prerequisite:</i>	<i>Yearbook Production</i>			

<b>290A or 290B</b>	<b>3D Design and Printing</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1<sup>st</sup> or 2<sup>nd</sup> Trimester - Y block</i>
	Students will learn the basics of how to design 3D objects using the computer-aided design software <i>Tinkercad</i> , <i>BlocksCAD</i> , and <i>123D Design</i> . Students will learn the basic tools and features of each software program as they complete in-class exercises. (This course counts as an Arts credit for graduation.) This course cannot be repeated for credit.			
<i>Prerequisite or Corequisite:</i>	<i>Basic Ceramics or Design</i>			

<b>291C</b>	<b>Advanced 3D Design and Printing</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3<sup>rd</sup> Trimester - Y Block</i>
	Building upon the software skills developed during 290 3D Design and Printing, students will explore form and function as they create 3D objects to solve real-world design problems. Students will be expected to keep a sketchbook of ideas. This course can satisfy an Arts credit for graduation and may be repeated for credit.			
<i>Prerequisite or Corequisite:</i>	<i>290 3D Design and Printing</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.

In Upper School 2.5 credits of P.E. and/or sports are required over 4 years. The requirement can be fulfilled with a combination of sports, PE classes, or Dance classes which can be taken for PE credit (see "Upper School Dance Courses" under "Arts Department" for more information). Upper School P.E. classes meet four periods each week. Students may elect to take more than the requirement, but only 2.5 credits will be awarded toward overall graduation credits. All P.E. classes are taken on a pass/fail basis and do not factor into GPA calculations.

<b>012A or 012B</b>	<b>Fit and Fast</b>			
	<i>Gr. 9-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>½ Credit</i>	<i>1<sup>st</sup> Trimester - 012A - Y Block 2<sup>nd</sup> Trimester - 012B - X Block</i>
Students will have classes in the New Fitness Center, having use of all equipment to tune up and tone their bodies. Get ripped, get fit.				

<b>013A or 013B</b>	<b>Sports Medicine</b>			
	<i>Gr. 9-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>½ Credit</i>	<i>1<sup>st</sup> or 2<sup>nd</sup> Trimester (A or B respectively) - X Block</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.				

<b>014A or 014B or 014C</b>	<b>After School Fitness Training</b>			
	<i>Gr. 10-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>½ Credit</i>	<i>1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> Trimester (A, B, or C respectively)</i>

<p><i>After School Fitness Training (ASF)</i> is primarily designed for juniors and seniors, but may be taken by students in grades 10-12. Students will participate in lifelong physical activities. Students earning PE credit via AFS are required to attend three periods per week for the duration of the trimester. To introduce students to lifetime fitness and/or team building opportunities, students in grade 9 will meet PE requirements by choosing from Physical Education courses (including dance and sports medicine classes) or a team sport. If the student has a schedule conflict with the latter option that cannot be resolved, the student may apply for a waiver to take ASF (or PE ALT). Also, a grade 9 student who is taking six core academic credits may appeal to take ASF if the student would otherwise have no study halls.</p> <p>In trimester 2, most of the After School Fitness curriculum activities are indoors and therefore second trimester course enrollment is restricted to twelve students.</p>
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<b>015A or 015B or 015C</b>	<b>Weight Training</b>			
	<i>Gr. 9-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>1/3 Credit</i>	<i>1<sup>st</sup> Trimester - 015A - X Block 2<sup>nd</sup> Trimester - 015B - Y Block 3<sup>rd</sup> Trimester - 015C - X Block</i>
<p>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.</p>				

<b>019C</b>	<b>Biking</b>			
	<i>Gr. 9-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>1/3 Credit</i>	<i>3<sup>rd</sup> Trimester - Y Block</i>
<p>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.</p>				

<b>PEALT</b>	<b>Alternative P.E. Credit</b>			
	<i>Gr. 10-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>1/3 Credit</i>	<i>1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> Trimester</i>
<p>Alternative PE Credit (PE ALT) is aimed at students in grades 10-12 who perform or train outside of school in one activity, such as a sports team, a dance company, equestrian club, etc. Alternative PE Credit is not awarded for an activity during the season when LCDS offers that activity as a team sport. The student must maintain a minimum of five (5) hours per week of physical activity.</p> <p>The student interested in this option for the next school year must complete an Alternative P.E. Credit application (forms available in the US office) at the time of course registration in March. Evaluation of the application is made by the P.E. Department Chair, Athletic Director, and the Assistant Head of Upper School. Students will be asked to maintain a training log and submit this log signed by the coach/supervisor</p>				

twice each trimester.

To introduce students to lifetime fitness and/or team building opportunities, students in grade 9 will meet PE requirements by choosing from Physical Education courses (including dance and Sportsmedicine classes) or a team sport. If the grade 9 student has documented history of a high-level extracurricular physical fitness endeavor under the direct supervision of a qualified coach (*e.g.* high-level figure skating, competitive club swimming, personalized dance training, etc.) the grade 9 student may appeal to the Athletic Director to use PE ALT to meet his or her PE requirement.

# 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.

<b>028</b>	<b>Drug and Alcohol Awareness</b>			
	<i>Gr. 9</i>	<i>Required</i>	<i>1/6 Credit</i>	<i>3<sup>rd</sup> Trimester - scheduled by US Office during a free academic period or lunch</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. This course is graded as Pass/Fail.			

<b>029</b>	<b>Health 10</b>			
	<i>Gr. 10</i>	<i>Required</i>	<i>1/6 Credit</i>	<i>1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> Trimester – scheduled by US Office during a free period or lunch</i>
	This course examines the intersection of sexuality and society, exploring the ways internal and external pressures (biology, passion, culture, media, etc.) inform sexual lives. Discussion topics include gender and sexual diversity, gender role stereotypes, teen pregnancy, contraception, sexually transmitted infections, relationships, and finding good sources of accurate information regarding sexuality. This course is graded as Pass/Fail.			

<b>065</b>	<b>Yearbook Production</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>2/3 Credit</i>	<i>1<sup>st</sup> and 2<sup>nd</sup> Trimester (both trimesters required) - X Block</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.)			
<i>Prerequisite:</i>	<i>None.</i>			

<b>066C</b>	<b>Yearbook Production - Spring Supplement</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3<sup>rd</sup> Trimester - X Block</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.)
<b>Prerequisite:</b>	<i>None.</i>

<b>067C</b>	<b>Yearbook Design – Leadership</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3<sup>rd</sup> Trimester - X Block</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.)			
<b>Prerequisite:</b>	<i>Yearbook Production</i>			

<b>870C</b>	<b>Literary/Arts Magazine</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3<sup>rd</sup> Trimester - Y Block</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.)			

<b>427B</b>	<b>Mock Trial Techniques</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>2<sup>nd</sup> Trimester - Y Block</i>
	<p>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.</p> <p>The 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 may also attend the Lancaster Law Day luncheon during the 3<sup>rd</sup> trimester.</p> <p>This course does not count for an Arts credit.</p>			
<b>Prerequisite:</b>	<i>None</i>			

<b>263AB</b>	<b>Robotics: FIRST Tech Challenge</b>			
	<i>Gr. 9-12</i>			
	In this course students will design and build a competition robot. They will program and configure their robot hardware to achieve goal-oriented tasks such as obstacle avoidance and remote control. This course may be repeated for credit. Students must take both trimesters of this course to participate, <i>as preparing for the competition requires building a team dynamic. Therefore, students who register must commit to completing a two-trimester commitment with the expectation of some out-of-school work to complete projects/requirements for the competition.</i> Attending all tournaments as well as Sunday meetings are mandatory during the competition season. This course does not count for an Arts credit.			
<i>Prerequisite:</i>	<i>None</i>			

<b>263C</b>	<b>Robotics: FIRST Tech Challenge</b>			
	<i>Gr. 9-12</i>			
	Those who take First Tech Challenge during the third trimester will work on creating smaller robots using Arduino microcontrollers or Tetrax parts with the Android based controllers. This course does not count for an Arts credit.			
<i>Prerequisite:</i>	<i>263AB Robotics: FIRST Tech Challenge</i>			

<b>290A or 290B</b>	<b>3D Design and Printing</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1<sup>st</sup> or 2<sup>nd</sup> Trimester - Y Block</i>
	Students will learn the basics of how to design 3D objects using the computer-aided design software <i>Tinkercad, BlocksCAD, and 123D Design</i> . Students will learn the basic tools and features of each software program as they complete in-class exercises. (This course counts as an Arts credit for graduation.) This course cannot be repeated for credit.			
<i>Prereq. or Corequisite:</i>	<i>Basic Ceramics or Design</i>			

<b>291C</b>	<b>Advanced 3D Design and Printing</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3<sup>rd</sup> Trimester - Y Block</i>
	Building upon the software skills developed during 290 3D Design and Printing, students will explore form and function as they create 3D objects to solve real-world design problems. Students will be expected to keep a sketchbook of ideas. This course can satisfy an Arts credit for graduation and may be repeated for credit.			
<i>Prerequisite or Corequisite:</i>	<i>290 3D Design and Printing</i>			

<b>877A, 877B, 877C</b>	<b>Journalism: Design and Publication</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st, 2nd and 3rd Trimester - Y Block</i>
	This class is an exploration into journalistic writing and designing for the Upper School recurring publication, <i>Fourth Estate</i> . Students will be asked to write news articles based on their own ideas			

	and/or research. They will use Adobe InDesign to create effective visual communications materials using typography, text, photography, and illustration. This course can vary depending on staff size and experience and deadlines will need to be met. The course counts as an Arts credit.
<i>Prerequisite:</i>	<i>None</i>

<b>878B or 878C</b>	<b>Journalism: Design and Publication Practicum</b>			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>(Not offered in 2018-19)</i>
	This continuation of the Trimester 1 <i>Journalism: Design and Publication</i> course centers on the application of skills learned in Trimester 1, with students taking the lead on design, writing, and editorial decisions. Special attention will be paid to students' selection of typography, page layout, photo direction and manipulation, and the development of infographics. In this practicum course, students will be expected to "dig in" more deeply to article topics. This course counts as an Arts credit.			
<i>Prerequisite:</i>	<i>Journalism: Design and Publication Practicum</i>			

## Upper School 2018-2019 Trimester Electives

Non-PE Electives on this page count as an Arts credit unless noted otherwise with an asterisk\*

	Trimester 1	Trimester 2	Trimester 3
<b>X Block  M / TH</b>	----- Playing Shakespeare (611) -----		
	Printmaking (843A)	Painting (838B)	Design (840C)
	Basic Photo (835A)	Advanced Photography (844B)	Basic Photo (835C)
	Basic Ceramics (819A)	Intermediate Ceramics (826B)	Sculpture (832C)
	----- Jazz Ensemble (719) -----		
	----- Jazz Troupe (721) (if Jazz Ensemble fills) -----		
	----- Chorus (704) -----		
	Weight Training (015A)	PE: Fit and Fast (012B)	Weight Training (015C)
	*Sports Medicine (013A)	*Sports Medicine (013B)	
	----- Yearbook Production (065) -----		Yearbook-Spr. Suppl. (066C)
		Yearbook-Leadership (067C)	
	*Robotics: FIRST Tech Challenge (263AB)	*Robotics: FIRST Tech (263C)	
<b>Y Block  W / F</b>	Debate (622A)	Advanced Acting (618B)	Public Speaking (623C)
	Basic Drawing (815A)	Advanced Drawing (833B)	Painting (838C)
	Digital Imaging and Design (846A)	Digital Darkroom (876C)	Literary/Arts Magazine (870C)
	Basic Ceramics (819A)	Intermediate Ceramics (826B)	Advanced Ceramics (827C)
	----- Orchestra (712) -----		
	Fundamentals of Dance (650A/650A-PE)	Fit Moves (654B or 654B-PE)	Cougar Dance (653C/653C-PE)
	PE: Fit and Fast (012A)	Weight Training (015B)	Biking (019C)
	3D Design and Printing (290A)	3D Design and Printing (290B)	Adv. 3D Design and Printing (291C)
	Journalism: Design and Publication (877A)	Journalism: Design and Publication (877B)	Journalism: Design and Publication (877C)
		*Mock Trial (427)	

\*Does not count as an Arts credit.

\*\*Course meets after school on Wednesdays and Thursdays from 3:15 - 4:45. Students may select another X Block course in addition to these after school offerings.

### Academic Rotation Electives

These courses will be scheduled in non-elective blocks based on student and faculty availability.

The science and computer science courses on this page do NOT count towards Arts credits, but the Visual Art, Art History, and Music courses DO count towards Arts credits.

Subject	Trimester 1	Trimester 2	Trimester 3
<b>Science</b>	Environmental Science (308)		
	Forensics (384)		
	Psychology (309A)	Developmental Psychology (327B)	Psychopathology (311C)
<b>Comp. Sci.</b>	----- Computer Science A (280) -----		
			Introduction to Information Technology (293C)
<b>Visual Art In Academic Blocks</b>	Art and Culture (812A) (strongly recommended for World Civ I students taking 5 academic courses)	Art and Culture (812B) (strongly recommended for World Civ I students taking 5 academic courses)	Basic Drawing (815C)
<b>Art History</b>	----- Art History (868AB) -----		

	(meets during clubs and lunches unless a mutually-free academic block is available)	
<b>Music</b>	----- AP Music Theory (727) (during an academic block) -----	

**After-School Course Options**

These courses will be scheduled after school based on student interest and staffing considerations. Breathe, Hip-Hop Dance and the Art of Acro can count for either PE or Arts credits, while After School Fitness Training (ASF) can only count for PE credit.

Trimester 1	Trimester 2	Trimester 3
After School Fitness Training (014A)	After School Fitness Training (014B)	After School Fitness Training (014C)
Breathe (656A/656A-PE) Wed and Thurs, 3:15 - 4:45	Hip-Hop Dance (657B/657B-PE) Wed and Thurs, 3:15 - 4:45	Art of Acro (659C/659C-PE) Wed and Thurs, 3:15 - 4:45