

**COUNTRY DAY SCHOOL
COSTA RICA**

A NORD ANGLIA EDUCATION SCHOOL

**Country Day School
High School
Course Catalog 2020-2021**

Introduction for students

The High School experience at Country Day School guides students to a fuller maturity as self-motivated learners, responsible individuals, and people who thrive on exploring new interests and learning new subjects. The High School Course catalog is designed to help students choose the correct path to achieving these goals. Ultimately, we aspire to assist students to choose courses which will guide them through high school to college, career and citizenship.

Please read through this course catalog carefully. In it you will encounter the rich, diverse selection of courses offered at Country Day High School. The courses are designed to guide students in their mastery of important academic content, and to broaden horizons, stimulate intellectual curiosity, and to inspire exploration into new areas of learning.

The Country Day School core curriculum provides a rich and varied selection of courses for students to pursue their interests. For example, a student's abilities and interests may lead some to enter classes focused on art or music, while others may focus more on courses in math, science, or the humanities.

Colleges and universities vary in their requirements for admissions. High school students should work closely with the college counselor, teachers and family to ensure they are taking the appropriate courses to be eligible for their preferred college. For selective universities, it is highly recommended to take four years of English, Math, Science, and Social Studies. CDS students are encouraged to become lifelong learners and their course selection should represent that dedication to learning.

The wisdom of balance holds true when it comes to choosing and fulfilling a successful academic year. Be certain to challenge yourself while also maintaining balance in your life. If you have any questions, please ask! We are here to help you meet your dreams and aspirations as you navigate through High School.

Best,

Mr. Menendez
High School Principal

New Courses for 2020-2021

We are excited to announce the addition of one new AP Course and the return of AP Comparative Governments for the 2020-2021 school year.

AP Capstone is the second of two courses that leads to earning an AP Diploma. AP Capstone uses the skills and understanding learned from AP Seminar and applies it to a college level research project.

AP Comparative Governments will return to the curriculum for the 2020-2021 school year replacing AP Human Geography.

Grading Policy

Grades at CDS are a measure of what students are able to do and know in a course. Grades are calculated based on summative assessments throughout the year. Formative assessments are there to help both students and teachers know what is needed to further grow one's knowledge and understanding of the material taught.

Learning behaviors are also important to develop here at CDS. The high school as with every house at CDS views approaches to learning behaviors as paramount to the learning experience. Students are given opportunities to grow in Collaboration, Responsibility, and Self-directedness in their courses. These approaches to learning and the rubric used to assess can be found in the 2020-2021 Family Handbook. The HS Approaches to Learning document can be accessed [here](#).

A student's GPA is calculated over a three-year period of grades 10-12. Only courses taken at Country Day School are calculated into the GPA. A student's GPA is also only based on the academic grade in the course. All online courses included on separate transcripts are from fully accredited providers. Due to the small number of students in our graduating classes and the multicultural and varied scholastic backgrounds of our population, we do not rank our students.

Grading System

	93-100 = 4.00	90-92 = 3.67
87-89 = 3.33	83-86 = 3.0	80-82 = 2.67
77-79 = 2.33	73-76 = 2.0	70-72 = 1.67
67-69 = 1.33	63-66 = 1.0	60-62 = 0.67

Graduation Requirements

In order to graduate from Country Day School, graduates must have a minimum of 24 credits over four years. Four credits in English, three credits in Social Studies, four credits in Math, four

credits in Science, three credits in Spanish, two credits in the Fine Arts, one PE credit, half credit in technology, and two credits in core electives.

**Courses marked with an asterisk are Advanced Placement courses that may be substituted for required courses with teacher and counselor approval.

English	4 credits	Required: English 9, English 10, U.S. Culture, Global Problems and Solutions **AP English Language, AP English Literature
Social Studies	3 credits	Required: World History I (.5 credit), Costa Rica Social Studies (.5 credit), World History II, U.S. History **AP World History, AP United States History Costa Rican diploma requirement: Bachi Social Studies 12
Mathematics	4 credits	Algebra 1, Geometry, Algebra 2 or Honors Algebra 2, Pre-Calculus or Honors Pre-Calculus, Applied Math **** **AP Calculus AB, AP Calculus BC, AP Statistics, Honors Linear Algebra Costa Rican diploma requirement: Bachi Math
Science	4 credits	Biology, Physics, Chemistry. ** AP Biology, AP Physics I, AP Chemistry, AP Environmental Science, Environmental Science
Spanish	3 credits	Spanish 1, Spanish 2, Spanish 3, Spanish 4, Spanish 5, Spanish 9, Spanish 10, Spanish 11, Baccalaureate Spanish 12, AP Spanish Language and Culture, AP Spanish Literature and Culture Costa Rican diploma requirement: Baccalaureate Spanish
Fine Arts	2 credits	Wind Ensemble, Strings Orchestra, Choir, Art Skills, Art 10, Pre-AP Art **AP Studio Art Students can replace Music 9 and HS Art 10 if they study Choir or Wind Ensemble
Technology	0.5 Credit	Grade 10 Tech and Design, Robotics and Engineering, and AP Computer Science Principles Required: Grade 10 Tech and Design
Physical Ed	1 Credit	Physical Education 9
Core Electives	2.5 credits	Two and a half additional credits required from any discipline
TOTAL credits required to graduate = 24 credits 2019 and beyond		

**** Note: Students must complete one course above Algebra 2.

****Students who enter high school having already completed Algebra 1 or beyond, must also complete four years of high school math.

Honors Courses

CDS offers honors level courses in certain courses in math. Beginning in 2019, students in English courses have the option to choose an honors distinction. This honors distinction is offered to all students at the beginning of the year. The distinction is based on a high level independent study of literature culminating in a final project.

It is expected that these courses will provide the foundation to continue to AP courses in the respective disciplines. These courses are rigorous. A student enrolling in these courses should expect to progress through the course at a quicker pace in order to engage with more areas of learning while also gaining more depth on certain topics.

Students in Honors level courses should expect to complete more homework and reading outside of class. In order to be eligible for an Honors level course, the following qualifications are considered by the counselors and department: MAP scores, grades, teacher recommendations(s) and/or written work.

Due to the added rigor of an Honors class an additional .5 weighting is added to the course GPA.

Advanced Placement® (AP) Courses

**Please note that there is a fee for each AP exam.*

CDS participates in the Advanced Placement (AP) Program sponsored by the College Board in the United States. These AP courses are equivalent to first-year college courses and are intended for students who possess proven ability, interest and motivation to handle the extra workload and study requirements. The decision to take an AP course should not be taken lightly. Students considering AP courses should seek advice from parents, the course teacher, current students enrolled in the particular AP course of interest and their counselor.

Students enrolled in any AP classes are expected to complete the corresponding College Board external exam in May. These exams are scored on a 1-5 scale. Depending on the university, a successful AP result can lead to: a college or university awarding credit; exemption from courses; or, advanced standing. Students should research individual universities to understand their policies in rewarding AP credit.

When considering AP courses, students must carefully consider the extra time commitment these courses entail. By definition, AP courses are very demanding and require extensive homework and self-directed study. This means that students will be expected to complete summer work and complete additional work during the holidays, including the December break. Therefore, a strong degree of motivation, organization and time management skills are critical.

When calculating GPA, AP courses are given an additional 1.0 weighting.

Costa Rican Baccalaureate Program

The Costa Rican Baccalaureate Program enables students to receive a Baccalaureate Degree (Bachiller en Educación Media) recognized by MEP, in addition to the United States High School Diploma. In order to complete the program students must take set courses throughout high school, as well as take the MEP FARO exams in Math, Science, and Spanish beginning in May of the students' junior year. Students have three opportunities to take the FARO exam during the last two years of High School, with the third opportunity being in May of senior year. The Costa Rican Ministry of Public Education considers students' grades along with the exam scores before the degree is awarded. Each course in the program is based on the Costa Rican Ministry of Public Education (*Ministerio de Educación Pública—MEP*) curriculum.

Students must take our native Spanish courses beginning in grade 9 as well as “Estudios Sociales de CR” and “Educación Cívica”. There are additional review courses offered during students Senior year that are strongly encouraged to prepare them for the examinations, see the [Interdisciplinary Studies](#) section for more detail.

Ninth Grade Course Requirements

Students in the ninth grade are required to take seven credits including English 9, World History I with Costa Rican Social Studies, Biology, a mathematics course, Physical Education with Music, Spanish. The seventh credit can be a fine arts class and/or a technology class such as robotics.

English 9	1.0 Full-year
World History I	.5 semester
Costa Rican Social Studies	.5 semester
Biology	1.0 Full-year
Mathematics	1.0 Full-year
Spanish	1.0 Full-year
Physical Education	1.0 Full-year
Art 9, Robotics and Engineering	1.0 Full-year
Wind Ensemble, Strings, or Choir	1.0 Full-year

Tenth Grade Requirements

Students in tenth grade are required to take six credits including: English 10 or Honors English 10, a Mathematics course, Physics, World History II or AP World History, Spanish, Required Technology and Design course and 1.5 Electives with one being a fine art.

English 10	1.0 Full-year
World History II or AP World History	1.0 Full-year
Physics	1.0 Full-year
Mathematics. Based on previous course.	1.0 Full-year
Spanish	1.0 Full-year
Technology and Design & Econ or Lifetime Sports	0.5 +0.5 Semester
Art 10, Wind Ensemble, Strings, Choir, Yearbook Robotics and Engineering	1.0 Full-year

Eleventh Grade Requirements/Options

Students in eleventh grade begin to have more course options available to them; however, note that grade 11 is often considered to be the most difficult year in high school as students transition to more rigorous courses that prepare them for college and beyond.

Eleventh grade students are required to take seven credits, with three exceptions:

1. Students with 2 or more AP classes* may take an independent study hall period;
2. Students with an AP science and lab will have a study hall for ½ the lab time;
3. Students who believe that their schedule is particularly difficult may petition to the principal and college counselor to have a study hall – this will only be approved in consultation with parents. In such cases, the Study Hall be structured i.e. working with a counselor or resource teacher.

Students choose from a selection of upper level English courses, a mathematics course determined by prior studies, chemistry, Spanish and US History.

*AP Economics counts as 2 AP classes since there is a Micro and Macro exam.

US Culture or AP English Language & Composition	1.0 Full-year
Mathematics	1.0 Full-year

Chemistry	1.0 Full-year
US History or AP US History	1.0 Full-year
Spanish	1.0 Full-year
2 Core Electives	1.0 Full-year + 1.0 Full-Year

Twelfth Grade Requirements/Options

In their senior year, students continue to have multiple options for courses and are able to continue to explore areas of interest as they prepare to enter college. Twelfth grade students are strongly advised to take a minimum of six credits. They must choose an upper level English course that they have not previously taken, as well as a mathematics course. They must complete any of the required courses they have not yet taken. US Culture is required unless a student takes AP English Language in 11th grade and AP English Literature in the 12th grade.

Please note that Seniors in the Costa Rican Baccalaureate Program are required to take *Estudios Sociales y Cívica de Costa Rica*, as well as take the MEP review courses during the elective or Study Hall periods.

If the student desires to earn the Costa Rica Diploma, he/she has to take the FARO exams in Science, Spanish and Mathematics plus the course of *Estudios Sociales y Cívica de Costa Rica*. In order to receive the Costa Rican diploma, students must pass the FARO exams in addition to passing *Estudios Sociales y Cívica de Costa Rica* with a score of 70 or above.

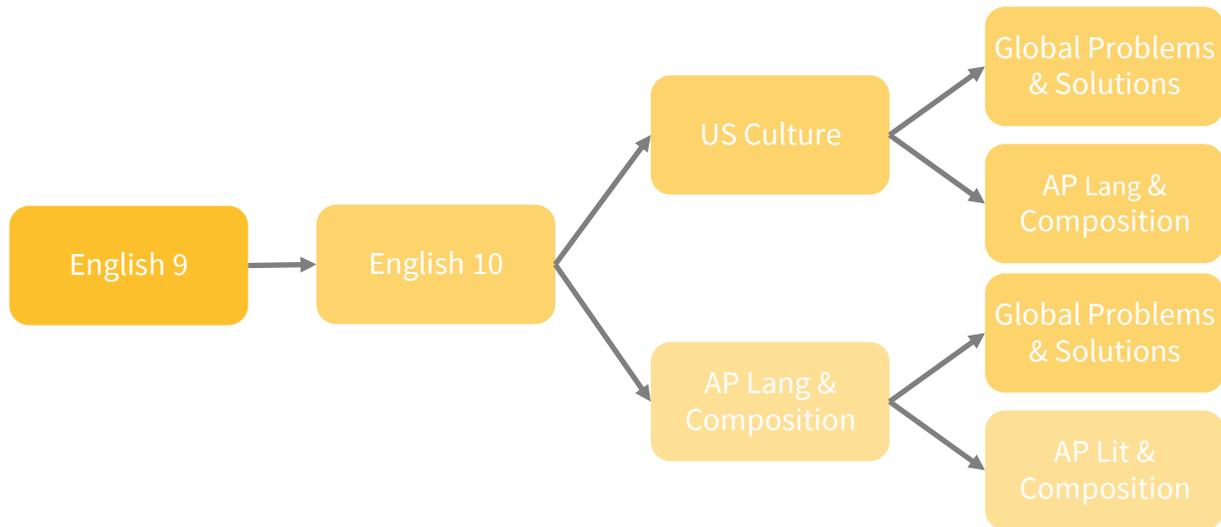
Global Problems and Solutions AP Literature or AP Language and Composition	1.0 Full-year
Mathematics	1.0 Full-year
Science	1.0 Full-year
Core Elective Social Studies Recommended	1.0 Full-year
Two Core Electives	1 + 1 Full-year

Course Descriptions by Department

English

High School English Course Sequence

Potential High School English Pathways



English 9: Journeys

Prerequisite: Successful completion of grade 8

Credit: 1.0

English 9 will provide students with a thematically oriented introduction to critical reading, analytical writing, debate, and the fundamentals of effective public speaking all through the lens of evaluating literary and non-literary sources dealing with ‘the journey.’ Students will grapple broad, conceptual Essential Questions throughout the year that will help guide their study of texts from myriad genres including but not limited to: epic poems, poetry, novels, novellas, journalism, essays, short stories, and film. The course will focus on the cultivation of students’ critical thinking and communication skills, using the readings as a vector through which to hone students’ oral and written communication skills.

English 10: Culture and Identity

Prerequisite: Successful completion of English 9

Credit: 1.0

In English 10, students examine diverse cultures, namely how culture influences the emergence of identity. As in English 9, units are thematic. History, literature, and current events will be the lenses through which students explore concepts like colonialism, nationalism, and social justice. Core skill foci for this course will be the evaluation and dissection of primary and secondary sources and the synthesis of these competing perspectives into students’ own original arguments.

United States Cultural Studies:

Prerequisite: Successful completion of English 10

Credit: 1.0

United States Cultural Studies takes an interdisciplinary approach to the study of United States culture. Close reading and analysis of American literature, history, music, film, journalism, art, and current events form the basis for our discourse. Through these lenses, we will examine ever-changing realities of what it means to be 'American' in the sense of being both 'United Statesian' as well as an American living in a globalizing world. Unit themes may include: American identity, immigration/migration, diversity/equity/inclusion, the American Dream, and the U.S. as a global superpower.

Global Problems and Solutions:

Prerequisite: Successful completion of US Lit or AP Language.

Credit: 1.0

Students will investigate global issues through myriad lenses (literature, poetry, journalism, essays, and scholarly sources) and employ the design thinking process to generate potential solutions. In addition to bolstering students' reading, writing, speaking, and critical thinking, this class aims to cultivate curiosity, collaboration, and student leadership. Thusly, assessments involve problem and project-based learning and require teamwork, reflexivity, and independence. Potential topics explored include: environmental issues, human rights, equal access to education, global poverty, and geopolitics.

AP English Language and Composition:

Prerequisite: Successful completion of Honors English 10 and teacher recommendation.

Credit: 1.0

This is a comparative rhetoric course that closely examines literary and non-literary texts. Students study essays that are classified according to both theme and organizational pattern. The writing process is used to produce work that is thoughtful and purposeful. The conventions of written English are reviewed and practiced when necessary. The language of rhetoric and literature is taught and practiced on a regular basis. Attention is focused on the AP Language Examination and students periodically write mock examinations.

AP English Literature and Composition:

Prerequisite: Successful completion of US Lit or AP Language, and teacher recommendation

Credit: 1.0

AP English Literature and Composition is offered to students who demonstrate language skills capable of performing at an advanced level as well as a strong desire to study literature. Course study includes more extensive reading, a more in-depth analysis of selected literary passages, and more concentration on timed essay writing. Student commitment to improvement and interest in literary studies should be strong and genuine. According to College Board, students will develop a wide-ranging vocabulary, a variety of sentence structures, a logical organization, an effective use of rhetoric, including controlling tone, maintaining a consistent voice.

Yearbook

Prerequisite: Successful completion of Grade 9 English and teacher recommendation

Credit: 1.0

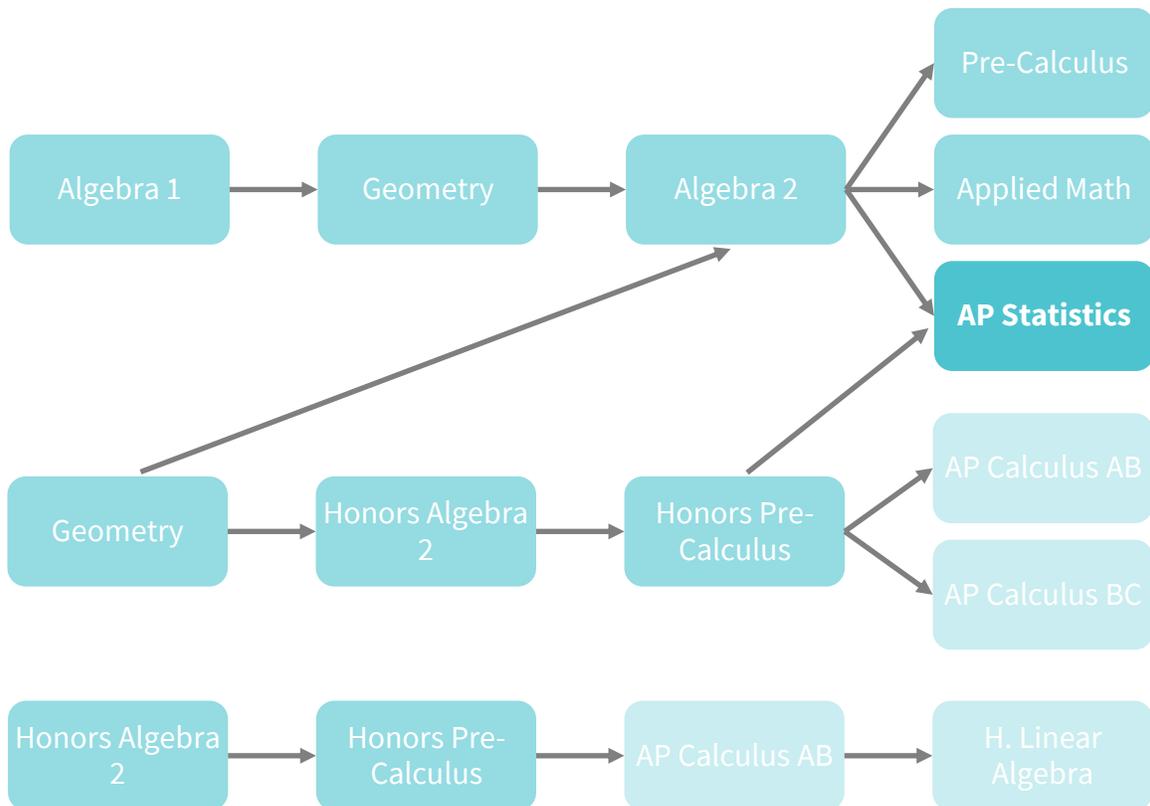
In this course students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copywriting, editing and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills in this class! Participants gain useful, real world skills in time marketing, teamwork, and design principles. Students will also work on the weekly HS Highlights newsletter that goes out to the community

Enrolment in Yearbook is limited to 15 students.

Mathematics

High School Mathematics Course Sequence

Potential High School Mathematics Pathways



- The math curriculum at CDS is challenging and rigorous. Success in the math pathway leads to AP courses which provide an excellent foundation for college and career readiness.

- Students will need a graphing calculator, particularly in Algebra 2 and above - a Texas Instruments TI 84 plus (or equivalent) is recommended.
- Occasionally, students may want to accelerate their math placement, for example move from Algebra 1 to Algebra 2 (skipping Geometry). In order to do so, students must demonstrate proficiency in the prerequisite course by scoring 90% or above on a placement test in August and receive a favorable recommendation from the previous teacher.

Algebra 1

Prerequisite: Successful completion of grade 8 math

Credit: 1.0

In this course students will deepen their understanding of mathematics learned in the middle school. The critical areas of the content include: relationships between quantities and reasoning with equations; linear and exponential relationships; expressions and equations, and quadratic functions and modeling. Specific topics will include solving equations and systems of equations, exploration of linear and quadratic functions, investigation of linear, quadratic, and systems of inequalities, graphing linear and quadratic functions and inequalities, and applications of factoring. The Mathematical Practice Standards from the U.S Common Core State Standard apply throughout the course to promote higher order thinking skills; this course follows the Traditional Pathway in the Common Core State Standards.

Geometry

Prerequisite: Successful completion of Algebra 1

Credit: 1.0

In this course students will deepen and expand on their understanding of mathematics developed in Algebra 1. The critical areas of the content include: developing logic through proofs, congruency, triangle, quadrilateral, and circle properties, similarity, right triangles and trigonometry, and volume. Additionally, students will use different technological materials and manipulatives to discover and explain much of the course content. The Mathematical Practice Standards from the U.S Common Core State Standard apply throughout the course to promote higher order thinking skills; this course follows the Traditional Pathway in the Common Core State Standards.

Algebra 2

Prerequisite: Successful completion of Geometry

Credit: 1.0

Functions we will be studying include: linear, absolute value, inequality, quadratic, polynomial, rational expression, exponential and logarithmic; we also introduce non-right triangle trigonometry. Other concepts include: irrational and complex numbers, variation, sequences and series, and PSAT practice. Some topics in semester 1 will have been covered in a previous math course. In Algebra 2, we build on this knowledge and create a deeper

understanding of the mathematical concepts. All notes and assignments will be posted on google classroom

Honors Algebra 2

Prerequisite: Successful completion of Geometry with a grade of >90%, >80th percentile on PSAT and MAP scores, and teacher recommendation

Credit: 1.0

This is a very challenging course of functions and algebra. Functions we will be studying include: linear, absolute value, inequality, quadratic, polynomial, rational expression, exponential and logarithmic; we also introduce non-right triangle trigonometry. Other concepts include: irrational and complex numbers, variation, sequences and series, and PSAT practice. Due to the fast-paced nature of the course, it is essential that students grasp new concepts quickly, have strong problem-solving skills, and be able to work independently. Some topics in semester 1 will have been covered in a previous math course. In Algebra 2, we build on this knowledge and create a deeper understanding of the mathematical concepts. All notes and assignments will be posted on google classroom

Pre-calculus

Prerequisite: Successful completion of IM 3

Credit: 1.0

Pre-calculus is a challenging course of advanced algebra. Topics of study include in-depth analyses and extensions of content introduced in Algebra 2 (polynomial, rational, exponential, and logarithmic functions), as well as new material such as triangle trigonometry, trigonometric graphs and identities, vectors, statistics, and probability. Emphasis in this course will be placed on using technology such as graphing calculators and computer applications, as well as preparing students for Calculus. Students are expected to have strong algebra skills and mature study habits to be successful in this course.

Honors Pre-calculus

Prerequisite: Successful completion of Honors IM 3 and teacher recommendation. Students without Honors IM3 must complete an entrance exam

Credit: 1.0

Honors Pre-calculus is a demanding course of advanced algebra and trigonometry. Topics of study include in-depth analyses and extensions of content introduced in IM3 (polynomial, rational, exponential, and logarithmic functions), as well as new material such as conic sections, sequences and series, triangle trigonometry, trigonometric graphs and identities, probability, and statistics. Polar and parametric functions are also introduced. Emphasis in this course is placed on understanding multiple representations of functions to prepare students for AP Calculus AB and AP Calculus BC. Students are expected to have strong basic math and algebra skills and mature study habits to be successful in this course.

AP Calculus AB

Prerequisite: Successful completion of Honors Pre-Calc and teacher recommendation

Students coming from regular pre-Calculus must complete an admissions exam to demonstrate mastery of honors pre-calculus standards

Credit: 1.0

AP Calculus AB is a demanding AP course, primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. A full course description can be found on the College Board website. A prerequisite for the course is a strong foundation in algebra, geometry, trigonometry and analytic geometry. Students must have a sound understanding of the properties, algebra, graphs and language of functions (including functions that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined). Success in the course will require focused effort in the classroom and the self-study discipline to reinforce learning through homework review of material and problem-solving practice.

AP Calculus BC

Prerequisite: Successful completion of AP Calculus AB and teacher recommendation

Credit: 1.0

AP Calculus BC is an extension of AP Calculus AB. All AP Calculus AB topics are covered and require a similar depth of understanding. Additional topics, unique to Calculus BC, include: Parametric, polar and vector functions, improper integrals, logistic differential equations, polynomial approximations and series. This is a very demanding AP course, primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. A full course description can be found on the [College Board website](#). A prerequisite for the course is a strong foundation in algebra, geometry, trigonometry, analytic geometry and calculus. Students must have a sound understanding of the properties, algebra, graphs and language of functions, of limits and of differential and integral calculus. Success in the course will require focused effort in the classroom and the self-study discipline to reinforce learning through homework review of material and problem-solving practice.

AP Statistics

Prerequisite: Successful completion of Algebra 2 and teacher recommendation

Credit: 1.0

AP Statistics is a non-calculus-based course where students study 4 main areas of statistics in preparation for the AP exam in May: exploring data, planning and conducting a study, anticipating patterns, and statistical inference. Emphasis is placed on practical applications wherever possible as well as exam tips and techniques to ensure success come exam time. The vast majority of all assessments comprise questions from College Board exam papers. A TI-84

calculator (or equivalent) is **absolutely essential** for instruction, assessment and the AP exam. All course content and assignments will be posted on google classroom. An optional online course is available at www.edx.org but there is no heavy textbook to carry around!

Honors Linear Algebra

Prerequisite: Currently enrolled in the AP Calculus BC course, or completed BC. Teacher recommendation required.

Credit: 1.0

Linear algebra is the basis for understanding the underlying structure for solving a myriad of problems in the real world, from chemistry and physics, to economics and computer science. In this course we will focus first on matrices and related topics such as linear transformations, linear spaces, determinants, eigenvalues and eigenvectors. Then we can focus on other topics such as inner products, dynamical systems, and ordinary and partial differential equations.

This course will follow a seminar format, where the focus will be on building interesting mathematical discussions around challenging mathematical problems within the classroom, with an emphasis on discussion and discovery of results instead of memorizing facts or formulas.

Applied Math

Prerequisite: Successful completion of Algebra 2 or above

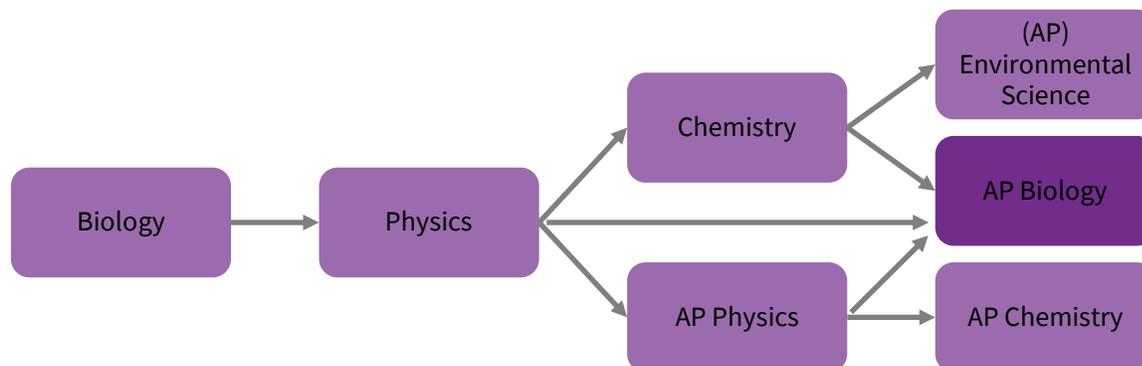
Credit: 1.0

In Applied Math, we will solidify the mathematics that have been studied throughout high school and focus on skills that will be necessary for math placement exams in college/university. Toward the end of the course, we will explore basic, but interesting applications of math in the real world. There will be no textbook. Some of the topics we work through include: linear functions with modelling, absolute value functions, rational functions, quadratic functions, polynomial functions, domain and range, composition of functions, inverse functions, and function notation.

Science

High School Science Course Sequence

Potential High School Science Pathways



Biology

Prerequisite: Successful completion of grade 8 science

Credit: 1.0

Biology is designed to introduce students to the basics of biology and experimental design. It covers a variety of topics based on Next Generation Science Standards (NGSS), with a main focus on 1) *Structure and Function*, 2) *Inheritance and Variation of Traits*, 3) *Matter and Energy in Organisms and Ecosystems*, 4) *Interdependent Relationships in Ecosystems*, and 5) *Natural Selection and Evolution*. Students will participate in a variety of hands-on inquiry activities, including laboratory work and projects that will build on their science skills while exploring the natural world around them.

Current events and issues about the topics covered will be discussed and explored using scientific methodologies to better prepare students to evaluate information with relation to their own personal domain and opinions. These biological concepts will be promoted in a safe and caring environment. This course will be taught in such a manner to help all students develop sound questioning skills to become critical scientific thinkers and natural questioners of facts and information, rather than mere consumers of knowledge, clarify misconceptions, and broaden and encourage personal growth.

Physics

Prerequisite: Successful completion of Biology

Credit: 1.0

This is a course in introductory physics. Students are exposed to the basic principles, concepts, methods, and facts underlying the physical sciences. Fundamental topics such as measurement, classical mechanics, the atomic nature of matter, energy transfer and transformations, the nature of force and the four fundamental forces, electricity and

magnetism, work and simple machines, thermodynamics, wave theory, and the dual nature of light are treated. The scientific method used in investigation is examined and is used in a series of laboratory analyses designed to illustrate and clarify complex conceptual material. Students are given the opportunity to understand the physical laws that govern the behavior of the world around them. They learn to give explanations to the phenomena that they have witnessed in their daily lives and that make up part of their common experience. They also learn about that part of scientific theory that deals with phenomena outside of human experience and that therefore requires a completely different kind of understanding - such as the properties of objects moving near the speed of light.

Chemistry

Prerequisite: Successful completion of Physics or Honors Physics

Credit: 1.0

Chemistry is the study of matter, its properties, and how those properties are a result of the atomic structure. Everything in our environment, including ourselves, is composed of matter; making chemistry relevant to the natural world. This course emphasizes the principal concepts of atomic theory and structure, writing chemical formulas, balancing equations, periodic properties, bonding, the mole concept, properties of gases, stoichiometry, thermochemistry, and if time permits acid-base reactions. Laboratory experiments provide the applications and further development of the principles introduced. Scientific writing is emphasized with laboratory activities and laboratory reports designed to mimic college level expectations.

AP Biology and Lab

Prerequisite: Successful completion of biology and chemistry and teacher recommendation. Students may enter the course if they are simultaneously enrolled in Chemistry and have the recommendation of the teacher.

Credit: 1.5

This year-long study of biology is an introductory biology course equivalent to a first year college course. The course is structured around the enduring understandings within four big ideas in biology, and will provide a basis for students to develop a deep conceptual understanding as well as opportunities to integrate biological knowledge and science practices through inquiry-based activities and laboratory investigations. To excel in this course, students must hone their knowledge and analytical thinking to the point of acquiring a high level of confidence in the precision and application of their learning. In addition, examination technique plays a significant part in the success of students on the AP examination; therefore, the development of pertinent skills is nurtured and emphasized throughout the course.

AP Physics 1 and Lab

Prerequisite: Successful completion of biology, honors physics and currently enrolled in Precalculus or above.

Credit: 1.5

The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits. Students who take this course are interested in deepening and expanding their knowledge of the way in which the physical world operates. They may also wish to achieve credit for a first-year college physics course and thereby accelerate their science goals as undergraduates. Students are challenged to apply their understanding of new concepts through the solution of word problems, the analysis of advanced computer simulations of physical phenomena, and the execution of weekly lab work.

AP Chemistry and Lab

Prerequisite: Successful completion of Biology, Physics, Chemistry and currently enrolled in Precalculus or above.

Credit: 1.5

The curriculum for AP Chemistry is designed by the College Board to follow a one-year course in high school chemistry. The course focuses on six big ideas, covering topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The course also emphasizes inquiry-based learning and the development of science practices and skills. To do well at the AP level in this subject requires consistent effort, strong analytical thinking, the ability to grasp concepts quickly, and fluency in arithmetical problem-solving consistent with success in upper level math courses.

AP Environmental Science

Prerequisite: Successful completion of Biology and Chemistry.

Credit: 1.0

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. In addition to this, students will be able to identify and analyze environmental problems both natural and human-made. This will give students the ability to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study, including geology, biology, environmental studies, environmental science, chemistry, and geography

Environmental Science

Prerequisite: Successful completion of Biology and Chemistry.

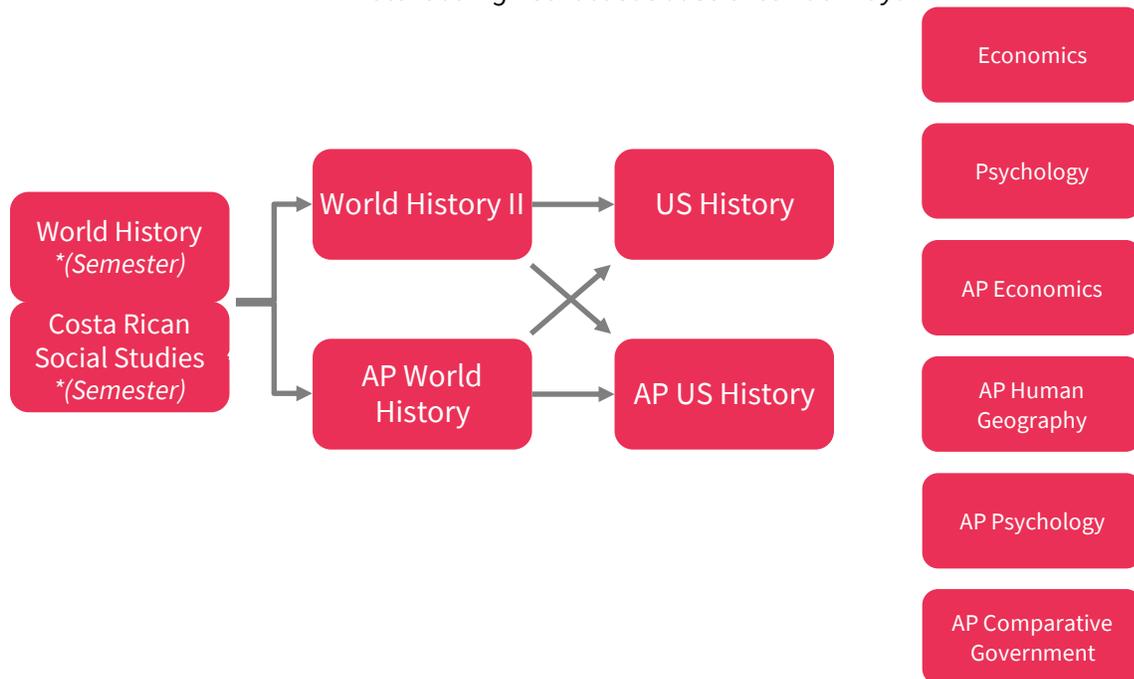
Credit: 1.0

Environmental Science is a year-long course designed to show thematic connections between a variety of science disciplines including biology, chemistry, and physics. It gives students a coherent and realistic picture of the applications of scientific concepts as they manifest in our environment. This course uses a wide range of classroom methods, including lectures, class discussions, group work, individual work, labs, field studies, student written and oral projects, and active student participation. Students are expected to participate in, and complete all aspects of required work to the best of their ability. Tests and quizzes will be given regularly throughout the year, with a comprehensive final exam the conclusion of the semester. Student achievement will be evaluated in a holistic manner, taking into account all aspects performance. The aim of this course to increase students' knowledge of the environmental challenges of today, while continuing to cultivate scientific critical thinking skills.

Social Sciences

High School Social Sciences Course Sequence

Potential High School Social Science Pathways



**Options for 11/12th grade Social Studies credit*

World History I

Prerequisite: Successful completion of grade 8 social studies

Credit: .5

This is a semester long course that will build on previously learned material and cover civilizations in the Americas, Europe and the Middle East up to c.1500. The curricular themes to be developed center around the acronym SPICE (social, political, institutional, cultural and economics). These themes will be interwoven with important content knowledge to form the essential learnings for the course. The skills that are needed to develop critical reading and analysis through primary documents will be a focus of the course. By putting time periods and empires into perspective the individual will gain insight and understanding on the rise, success, and fall of civilizations. This course develops critical thinking skills and engages the students with various perspectives and achievements.

Costa Rican History

Prerequisite: Successful completion of grade 8 social studies

Credit: .5

This course analyzes the most important historical processes that Costa Rica experienced throughout time with a focus on geography as the factor that has most influenced Costa Rica's development. Topics center on the first settlers of this land, the Indigenous groups before the Conquest, the impact of the arrival of Spaniards, the Colonial life, the Independence, coffee and banana activities, the contemporary reality, the construction of the Costa Rica as a nation and current issues affecting Costa Rica today. All of these topics are developed with social, cultural and economic perspective to give the student a general approach to understand the historical roots that explain Costa Rican society.

World History II

Prerequisite: Successful completion of grade 9 social studies

Credit: 1.0

Students apply their deeper understanding of social studies concepts on a global scale in Modern World History. The context in Grade 10 is the time period from the Age of Revolutions to the present with an emphasis on major historical events of the 20th century. Students are exposed to a global perspective of the world and will develop a greater understanding of the evolution of globalization. More specifically, students will study the development and integration of cultures, interactions between humans and the environment, creation, expansion, and interaction of economics, political, and social systems. Skills to prepare students for a rapidly changing world include research and writing, speaking and critical analysis or historical events. Nationalism, globalization, racism, inequality, and the role of women will be ongoing themes throughout the course.

AP World History

Prerequisite: Successful completion of grade 9 social studies and teacher recommendation

Credit: 1.0

The Advanced Placement World History curriculum has been thoughtfully designed to promote a comprehensive understanding of the cultural developments for most world regions and more specifically the interactions of societies over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students will be expected to demonstrate an understanding and mastery of primary documents, comparative questions and the essence of historical change over time. We will use themes throughout the course to identify the broad patterns and processes that explain change and continuity over time.

US History

Prerequisite: Successful completion of World History II

Credit: 1.0

US History is a survey course designed to cover the periods from the nation as it was being created through to the present day. There is a focus on the contradictions and struggles that men and women underwent as they shaped this new nation, in a new ideology, for a new uncharted future. We look into a plethora of questions such as: How did the phrase 'all men are created equal' cause the greatest conflict for numerous groups desperate for equality? Why is capitalism the economic policy of the U.S.? Is the U.S. really a democracy? The course spirals the involvement the U.S. plays throughout the world as we examine the flaws and highlights. The program prepares students, through the development and practice of critical thinking and writing skills, to be successful at the college level while offering activities throughout the year that give pause for reflection on what life was like and the direction the U.S. is currently heading.

AP US History

Prerequisite: Successful completion of grade 10 social studies and teacher recommendation

Credit: 1.0

AP US History is a college-level survey course designed to provide students with a solid foundation for understanding and analyzing American history, from Pre-Columbus to the present day. We will be questioning the course founding fathers set the new nation on by examining their written works, the contradictions of men and women, and the creation of a U.S. identity. This is a fast paced course highlighting the struggles in development and independence that have shaped US history. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and analytical thinking skills, essay writing, and on interpretation of primary and secondary sources.

Economics

Prerequisite: Successful completion of World History II or above

Credit: 0.5 Credit

The goal of this Economics course is for the student to demonstrate an understanding of basic economic concepts. Students become familiar with the economic system of the United States and how it operates. They also explore the roles of various components of the American economic system. Students examine their roles as consumer, worker, investor and voting citizen. Topics of discussion include the Stock Market, comparative economic systems, and the impact of political and social decisions on the economy.

AP Comparative Government (Not offered in 2019-2020, offered every other year)

Prerequisite: Successful completion of grade 10 social studies and teacher recommendation

Credit: 1.0

This course is the equivalent to an introductory college course, and it focuses on the important themes and concepts in comparative government. Students will engage in reviewing, understanding, and applying information from specific case studies. They will include studies from United Kingdom, the European Union, Russia, the People's Republic of China, Mexico, Iran, and Nigeria. Cross-country comparisons will be made throughout the semester.

AP Economics (this course prepares students for both the AP Micro and AP Macroeconomics exams).

Prerequisite: Successful completion of grade 10 social studies and teacher recommendation

Credit: 1.0

The purpose of this course is to give students the knowledge and confidence to apply economic ways of thinking to their own decisions; to prepare them for more advanced courses in economics; and to enable them to succeed on the AP Microeconomics and Macroeconomics Exams. In the first semester, students will study Microeconomics: how product and factor markets work, how firms and consumers make decisions, how prices and quantities of goods are determined, and how competitive market mechanisms provide for economic efficiency. In the second semester, students will take a large-scale approach to the economy. Students will study the triple macroeconomic goals moderating the business cycle, maintaining price stability, and fomenting economic growth and understand how classical and Keynesian economic schools differ in their approaches to achieving these ends. Economic aggregates like national output, the price level, and unemployment are considered as is the Theory of Aggregate Demand, and its implications for the role government fiscal and monetary policies have to play in promoting macroeconomic stability. Finally, the impact of foreign trade, exchange rates, the balance of payments, and trade deficits on monetary policies, interest rates, and economic growth will be evaluated.

AP Human Geography (Offered for 2019-2020, rotates with AP Comp Gov.)

Prerequisite: Successful completion of grade 10 social studies and teacher recommendation

Credit: 1.0

The purpose of the Advanced Placement course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. Advanced Placement Human Geography students will develop critical reading and analytical skills in order to ask critical geographic questions and connect geography to other disciplines

AP Psychology

Prerequisite: Successful completion of grade 10 social studies and teacher recommendation

Credit: 1.0

Psychology is the scientific study of mental behaviour and processes. This course provides broad-sweeping coverage of many fascinating areas of psychology. A retentive memory, strong critical thinking skills, and a mature and consistent approach to learning are essential attributes for success. While classified as a Social Science, students considering this course should be aware that at least 20% of the course material is neurobiology. In addition, a sound appreciation of the scientific process and the ability to critically evaluate the design and results of experimental research are essential.

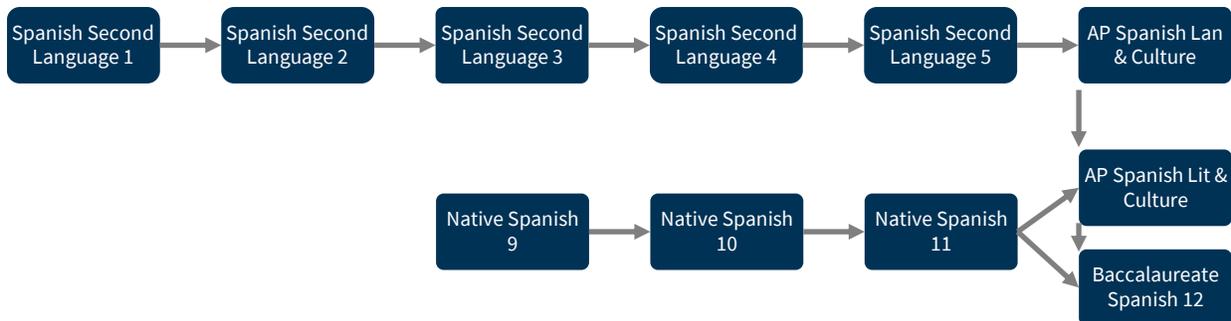
Spanish

High School World Languages Course Sequences

Spanish levels for students are determined by the placement test and by the Spanish teacher's recommendation *ONLY*.

All Spanish placement tests will be applied and revised by a HS Spanish Teacher *ONLY*.

Potential High School Spanish Language Pathways



Spanish 1:

Prerequisite: None

Credit: 1.0

Spanish 1 aims to introduce students to the Spanish language and its culture. The course stresses language acquisition through the development of communicative skills, with heavy emphasis placed on interpersonal speaking. Speaking, listening, reading, and writing are all addressed in this course. Grammar is introduced as needed to help students understand the structure of the language. By the end of this course, students should be able to carry on basic conversations, follow more complex conversations, read simple texts, and write short compositions about themselves and aspects of their life. The main topics of study are school, family and friends, free time activities, food, clothing, as well as basic phrases to facilitate communication in the target language in class.

Spanish 2:

Prerequisite: Successful completion of Spanish 1

Credit: 1.0

Spanish 2 continues to develop students' language to the intermediate low proficiency level while further exposing students to the Spanish language and its culture. The course stresses language acquisition through the development of communicative skills, with heavy emphasis placed on interpersonal speaking and expanded experiences in listening, reading, and writing. At the intermediate low proficiency level, students are able to use practiced vocabulary from a wide range of familiar themes and topics, show consistent control of present time frame and practiced structures, and begin to use past and future time frames. By the end of this course, students should be able to ask a variety of questions to continue conversations and extend

their own responses with a range of details or description. Cultural comparisons and traditions are explored throughout the year. The main topics of study are everyday life, taking care of myself, celebrations, at the mall, city and rural life, vacation and travel.

Spanish 3:

Prerequisite: Successful completion of Spanish 2

Credit: 1.0

Spanish 3 and 4 reinforces the proficiency-oriented approach, which focuses on communicative competence and performance at the intermediate mid-level. The use of acquired structures and vocabulary is intensified and the creative process of language is emphasized, preparing the student to converse in Spanish in present, past, and future tense and get in and out of daily situations without complication. Students at this proficiency level use a range of vocabulary from familiar themes, can speak to topics of personal interest, and recognize and use some culturally appropriate expressions and gestures in everyday interactions.

Spanish 4 and Spanish 5:

Prerequisite: Successful completion of Spanish 3

Credit: 1.0

In Spanish 4 and 5, previous structures will be reviewed, and new structures will be learned in order to improve students' proficiency. Students will be able to express themselves more easily in conversational and formal Spanish. Listening skills will be enhanced and students will further develop the ability to understand native speakers at normal speeds. Students will be expected to read materials outside the course book and a variety of articles from Spanish press and literary texts will be made available to them. The course will help students prepare for the AP Spanish Language and Culture Course.

Spanish 9

Prerequisite: Successful completion of previous grade

Credit: 1.0

Students speak, understand, read, write, and comprehend Spanish and display academic achievement comparable to native Spanish-speaking peers. Students increase their knowledge and skills in Literature and Grammar. They will be able to express ideas in correct Spanish, adequate for the circumstances and with a rich vocabulary. Throughout the course, students will summarize, analyze, compare and debate several texts of contemporary Costa Rican authors through an analytical and creative reading of texts from the curriculum. The students will develop the capacity to write in a comprehensible and logical manner, and to employ the correct use of grammatical and writing rules. Students at this level will be preparing to take the Bachillerato exams, from MEP -Costa Rican Ministry of Public Education, in order to obtain the "Bachiller en Educación Media" diploma.

Spanish 10

Prerequisite: Successful completion of previous grade

Credit: 1.0

Students performing at this level of Spanish language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students demonstrate advanced knowledge and skills in Literature and Grammar. They will express ideas in grammatically correct Spanish, adequate for the circumstances and with a rich vocabulary. Throughout the course, students will demonstrate an ability to summarize, analyze, compare and debate several texts of the classic authors through an analytical and creative reading of the texts proposed. The students will develop the capacity to write in a comprehensible and logical manner that demonstrates a high degree of proficiency in writing, reading, listening, speaking and listening. Students at this level will prepare for the the Bachillerato exams, from the MEP in order to obtain the “Bachiller en Educación Media” diploma.

Spanish 11

Prerequisite: Successful completion of previous grade

Credit: 1.0

Students performing at this level of Spanish language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students demonstrate advanced knowledge and skills in Literature and Grammar. They must be able to express ideas in Spanish adequate for the circumstances and with a rich vocabulary. Throughout the course, students summarize, analyze, compare and debate several texts of the XVI and XXI century authors through an analytical and creative reading of the texts. The students will develop the capacity to write in a comprehensible and logical manner, and to write and present in a manner that demonstrates mastery of written and verbal skills. Students at this level will be preparing to take the Bachillerato exams, from MEP -Costa Rican Ministry of Public Education, in order to obtain the “Bachiller en Educación Media” diploma, recognized by MEP.

AP Spanish Language and Culture

Prerequisite: Successful completion of Spanish 5 and/or teacher recommendation.

Spanish native speakers are no allowed to take the course, but they can take the AP test.

Credit: 1.0

AP Spanish Language and Culture seeks to develop integrated language skills that will prepare the student for the AP exam in May. A student will need to acquire the knowledge and skills required in a college or university advanced Spanish course in order to succeed in this course and on the AP exam. The goal of this course is to develop to a maximum extent the listening, speaking, writing and reading skills of the student. This will involve listening to radio broadcasts (news reports or lectures), reading newspaper and magazines articles, short stories and other forms of literature, writing essays and giving oral presentations based on written and oral prompts. This course is for the student with a fairly strong command of Spanish linguistic

skills, communicative ability and a willingness to work hard. Thematic units covered include: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics.

Native Spanish speakers who are currently enrolled in Spanish 11 may take this examination in May. It is imperative to enroll by the deadline so the correct number of AP exams can be ordered.

AP Spanish Literature and Culture

Prerequisite: Successful completion of grade 11 Spanish and teacher recommendation

Credit: 1.0

From the College Board website: The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism).

Baccalaureate Spanish Literature, Grammar & Composition

Prerequisite: Spanish 11 or AP Spanish Language, Seniors pursuing the MEP

Credit: 1.0

This is a one- year review course, taught in 12th grade, exclusively to senior students taking the Bachillerato exams at the end of 12th grade. Its curriculum is based on the Costa Rican Ministry of Public Education program (*Ministerio de Educación Pública—MEP*). It reviews the literature and grammar content taught in Spanish 10, Spanish 11 and content of the new Program in order to better prepare the students for the Spanish Bachillerato exam. Does not count towards GPA

Fine Arts

Art 10

Prerequisite: None

Credit: 1.0

During the grade 10 year students will experiment with many different techniques and materials to develop an approach to art expression and visual culture. Also, the course involves the analysis and comprehension of the connection between history and artistic expression. The end goal is to perceive better, enjoy and respect the surrounding world, pursue beauty (as balance and harmony between all elements in an object, nature and all living beings, observation and discussion of the meaning of beauty in different cultures). The course will emphasize sketching and helping the students to improve their drawing skills.

Pre-AP Art:

Prerequisite: Successful completion of HS Art 10 and teacher recommendation

Credit: 1.0

Based on the suggested Advanced Placement guidelines from the national College Board Association, Pre-AP Art engages students in direct observation, application of design elements and principles, and the development of a body of work that is based on student choice and that demonstrates skills. Given all the information about the AP Art Studio Portfolio, the students will reflect and decide whether, in addition to their other school commitments, they feel able the following year to take on the workload of preparing a good quality Portfolio at an AP level. Also, any student who is required to present a portfolio for their college applications may take this course.

AP Studio Art:

Prerequisite: Successful completion of Pre-AP Art and teacher recommendation

Credit: 1.0

Advanced Placement Studio Art is a rigorous college-level course in the visual arts, which requires the production of an extensive and excellent portfolio of 25-29 different pieces. As such, there is an expectation that a great deal of artwork and assignments are being completed outside of class. Students should plan on spending approximately 2 hours working on art assignments at home for each hour spent in class--an average of 6-9 hours per week. AP Studio Art is divided into three different categories: AP Studio Art Drawing, AP Studio Art 2D (It includes Photography), and AP Studio Art 3D. Each student will choose one of the areas to make a Portfolio.

Physical Education**Physical Education 9**

Prerequisite: None

Credit: 1.0

This course has been designed to progressively give the students the opportunity to learn and to use exercise and sports activities to attain overall fitness level and to encourage a lifetime of fitness. Moreover, throughout the course, students will develop various athletic skills and reach personal goals that can guide them through their lives. Students will complete the Presidential National Fitness test as part of the course.

Technology**Design and Applied Technology**

Grade 10 Requirement

Credit: 0.5

Design and Applied Technology focuses on the integration of technology and design. This course is intended to look at the design production in the real world. Models are created and

constructed using hands-on experience through the principles of STEAM. Students will program, design and build objects or mechanisms that use microcontrollers and digital technology. They will also learn orthographic projection using 3D modeling software (TinkerCad) and basic programming with Scratch, HTML and CSS. Students will work independently and collaboratively to research, sketch and engineer solutions to authentic problems based on MIT Challenges. Design thinking process will be introduced as a problem-solving approach to each project.

Robotics and Introduction to Engineering

Prerequisite: None

Credit: 1.0

In Robotics and Intro to Engineering, students will collaborate with classmates to create robots that will be used in various competitive scenarios. Students will be given introductions to the VEX Robotics Design Systems and RobotC programming while learning key STEM principles that capture the excitement and engagement of competitive robotics. Students will learn problem solving, planning, teamwork and design thinking strategies.

AP Computer Science Principles

Prerequisite: Teacher Approval

Credit: 1.0

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem-solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Resource Center

Level I Services

Grades 9–12 Full Year

Credit: none

(Referral Process Required)

Level I Services is not a course in a student's schedule; however, the student is provided with access to a Resource teacher as required. It is a support system that occurs without replacing or disrupting any of a student's curricular classes. Level I focuses on the fundamental skills necessary for success in high school and postsecondary studies by providing identified students with regular access to the a high school Resource teacher who serves as a mentor and guide throughout a semester or school year. By taking advantage of enrichment time and other opportunities, the student and the Resource teacher collaborate in creating strategies that improve the student's organization, creative and critical thinking skills, writing skills, mathematical reasoning, and study habits. If the student needs accommodations in her/his curricular subjects, the Resource teacher collaborates with the subject-area teachers in

providing necessary support. In order to access this support, a student needs to a Student Learner Profile on record with the school.

Level II Services

Grades 9–12 Full Year

Credit: none

Referral Process Required

This course focuses on the fundamental skills necessary for success in high school and postsecondary studies by providing identified students a **full class period** with the High School Resource teacher. By meeting regularly, either individually or as a small group in a classroom setting, students and the Resource teacher collaborate in creating strategies to improve the student's organization, creative and critical thinking skills, writing skills, mathematical reasoning, and study habits. Class time is filled with un-graded activities designed to strengthen a student's greatest academic needs, guided opportunities for reflection and goal-setting. If the student needs accommodations in her/his curricular subjects, the support teacher collaborates with the subject-area teachers in providing those. In order to access this support, a student needs to have a Student Learner Profile on record with the school.

***Students with accommodations who require support for PSAT, SAT, ACT or AP exams must provide the documentation necessary to initiate the request from CollegeBoard and/or ACT. This process often takes several weeks; therefore, students are strongly encouraged to initiate any required testing as soon as possible. Please see a guidance counselor for more information on external testing services. College Board often requires that an IEP be updated after the grade 9 year.

Study Block

Prerequisite: Grade 11 students with two or more AP classes, or any senior.

Credit: no credit

Study block is an unstructured block of time allocated so that students may complete school related tasks which may include, but are not limited to, completing assignments, meeting with teachers, meeting with project or study groups, etc. Students will move to appropriate designated spaces on campus where they may complete tasks as required. Students will be responsible for ensuring time is used efficiently and in accordance with school expectations.

FARO Courses

Estudio Sociales y Educación Cívica:

Prerequisite: Spanish 11 or AP Spanish Language, Seniors pursuing the MEP

Credit: 1.0

The Social Studies curriculum is based on the program from the Ministry of Public Education (Ministerio de Educación Pública—MEP). Students will review and study the 10th and 11th grade curriculum in the first semester. Topics covered include history, geopolitics, social and human geography of the world and Costa Rica. The civics aspect of the course covers the economic development and current environmental, social, and political issues of Costa Rica

today during the second semester. Topics covered include forms of government around the world; the Costa Rican form of government, political system, aspects of ethical, economic and social labor, and the democratic perspectives of Costa Rica in a globalized society.

FARO Spanish Literature, Grammar & Composition:

Prerequisite: Spanish 11 or AP Spanish Language, Seniors pursuing the MEP

Credit: 1.0

This is a one-semester review course, taught in 12th grade, during the Spring semester, exclusively to senior students taking the Bachillerato exams at the end of 12th grade. Its curriculum is based on the Costa Rican Ministry of Public Education program (*Ministerio de Educación Pública—MEP*). It reviews the literature and grammar content taught in Spanish 10 and Spanish 11, in order to better prepare the students for the Spanish Bachillerato exam. Does not count towards GPA

FARO Mathematics:

Prerequisite: IM 3 or above, Seniors pursuing the MEP

Credit: 1.0

This is a one-semester review course, taught in 12th grade, in the Fall semester, exclusively to senior students taking the Bachillerato exams at the end of 12th grade. Its curriculum is based on the Costa Rican Ministry of Public Education Mathematics program for 10th and 11th grade. It reviews the topics in Algebra, Geometry, Trigonometry, Logarithms and Exponential Functions. This course is taught in Spanish, its main objective is to better prepare the senior students for the Math Bachillerato exam. Does not count towards GPA

AP Diploma Requirements

CDS is proud to offer the AP Diploma to its students beginning in 2020-2021. Students who have enrolled in at least 5 AP courses including AP Seminar and AP Research (AP Capstone Courses) are eligible to receive the College Board's recognition of an AP Diploma. Students must pass their AP exams with a score of 3 or higher in order to receive the diploma.

Below are the course descriptions for the AP Seminar and AP Research courses:

Students who choose to take AP Seminar must take AP Research the following year as these are connected courses.

AP Seminar

Prerequisite: Teacher Approval and successful completion of English with an 85% or higher

Credit: 1.0

According to College Board, "AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing

artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.”

AP Seminar is the first requirement in achieving the AP Diploma.

AP Research

Prerequisite: Successful completion of AP Seminar.

AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student’s choosing. To accommodate the wide range of student topics, typical college course equivalents include introductory research or general elective courses. AP Research builds on what students learn in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students will design, plan, and conduct a year-long research based investigation to address a research question.