

**COUNTRY DAY SCHOOL  
COSTA RICA**

A NORD ANGLIA EDUCATION SCHOOL

**Country Day School  
High School  
Course Catalog 2018-2019**

## **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 a 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 their 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.

,  
High School Principal

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## **CDS Mission and Beliefs**

### **Mission**

Country Day School, a U.S. -accredited college preparatory school serving an international community, inspires a passion for learning and provides children with the skills, values, and courage to become responsible leaders in their communities and the world.

### **Beliefs**

At Country Day School we believe that:

- Everyone does learn, albeit at different rates and in different ways.
- Educating children is the shared responsibility of the school, student, family, and the broader community.
- A safe environment supports curiosity, risk-taking, the sharing of ideas and sense of belonging.
- Students learn most effectively when provided opportunities for exploration, critical thinking, collaboration, and problem solving within authentic situations.
- Achieving personal and academic excellence requires perseverance, courage, dedication, and striving for high standards.
- Effective leadership is derived out of passion, purpose, collaboration and service to community.
- Deliberate development of character and attitude is an essential part of our school's culture and curriculum.
- Positive decision-making enhances emotional, mental, physical and social health and well being.
- Professional learning occurs through dedicated time, collaboration, training, reflection, evaluation and best practices.
- A learning community is strengthened by diversity and a willingness to improve.

## Profile of Our Graduates

Our Country Day School students demonstrate a **strong academic foundation** in the following areas:

- Thinking and communicating mathematically and scientifically
- Knowledge and inquiry processes that allow informed decision-making for the public good as citizens of an interdependent world
- Coherent oral and written expression in both English and Spanish, including listening and speaking
- Responsible, safe, and effective use of technology for education and personal satisfaction
- Literacy in the areas of print and electronic media
- Organizational skills, study habits and effective time management
- Analytical and critical reading of a wide range of texts

Our Country Day School students are able to utilize the following **thinking skills**:

- Specific elements of critical thinking such as discerning purpose, asking questions, challenging assumptions, and recognizing implications and point of view
- Problem solving which includes defining a problem, considering solutions, and making right decisions, both independently and as a team member
- Innovative thinking that allows creative ideas to become reality
- Curiosity as demonstrated by a desire to explore, generates questions, and seeks answers
- Self-awareness as shown through reflection and understanding about own learning styles, behavior, personality, and perspectives

Our Country Day School students are able to **actively and meaningfully contribute** in various communities by:

- Working both independently and collaboratively
- Actively building community locally nationally, and globally
- Courageously showing empathy and compassion to others
- Demonstrating respect for people of different backgrounds, including ethnicity, learning differences, country of origin, race, nationality, sexual orientation, gender, or beliefs
- Respecting and caring for our planet through active stewardship

Our Country Day School students exhibit the following **personal qualities**:

- Integrity through adherence to moral and ethical principles
- Accountability by accepting responsibility for his or her own actions
- Leadership as shown through self-discipline, communication and organizational skills, and initiative
- Adaptability as shown through adjustment to new environments, challenges, and conditions

- Commitment to wellness as shown through making good choices that enhance emotional and physical health

## Honor Code

The High School's Honor Code at Country Day School is based on the community's belief that personal and academic integrity are as important as academic achievement.

Adherence to our Honor Code creates a community of trust among students and faculty by establishing principles for everyone to follow. The CDS student demonstrates academic integrity by being responsible and honest about his or her own work. Our Honor Code defines cheating as claiming work by another person or source as his/her own.

At the beginning of each school year, during the first High School assembly every High School student will take the following pledge and sign our Honor Code *Actas* Book:

*On my honor, I pledge my academic integrity, honesty, respect, and sportsmanship to the Country Day School community, and I will encourage others to do the same. As a member of this community, I will not lie, cheat or steal.*

## Grading Policy

GPA is calculated over a three-year period of grades 10-12. Only courses taken at Country Day School are calculated into the GPA. 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

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

## Graduation Requirements

In order to graduate from Country Day School, graduates must have a minimum of 23 credits over four years. Four credits in English, three credits in social studies, four credits in math, three credits in science, three credits in a world language, two credits in the fine arts, one PE credit, and four 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.

<b>English</b>	<b>4 credits</b>	Required: English 9, English 10 or Honors English 10, U.S. Literature, British Literature **AP English Language, AP English Literature
<b>Social Studies</b>	<b>3 credits</b>	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 <b>Costa Rican diploma requirement: Baccalaureate Soc Studies12</b>
<b>Mathematics</b>	<b>4 credits</b>	Integrated Math I, Integrated Math II, Integrated Math III or Honors Integrated Math III, Pre-Calculus or Honors Pre-Calculus, Applied Math **** **AP Calculus AB, AP Calculus BC, AP Statistics, Honors Linear Algebra <b>Costa Rican diploma requirement: Baccalaureate math</b>
<b>Science</b>	<b>3 credits</b>	Biology, Physics, Chemistry. ** AP Biology, AP Physics Part I, AP Chemistry.
<b>Languages</b>	<b>3 credits</b>	Spanish 1, Spanish 2, Spanish 3, Spanish 4, Spanish 5, Spanish 9, Spanish 10, Spanish 11, Baccalaureate Spanish 12, AP Spanish Language, AP Spanish Literature <b>Costa Rican diploma requirement: Baccalaureate Spanish</b>
<b>Fine Arts</b>	<b>2 credits</b>	Music 9, HS Art 10 **AP Studio Art Students can replace Music 9 and HS Art 10 if they study Choir or Wind Ensemble
<b>Physical Ed</b>	<b>1 Credit</b>	Physical Education 9
<b>Core Electives</b>	<b>3 credits</b>	Three additional credits required from any discipline
<b>TOTAL credits required to graduate = 22 credits for 2018 graduates 24 credits 2019 and beyond</b>		

\*\*\*\* Note: Students must complete Pre-Calculus by their senior year. AP Statistics is not a substitute for pre-calculus.

\*\*\*\*Students who enter high school having already completed Integrated Math or beyond, must also complete four high school math credits.

## **Honors Courses**

CDS offers honors level courses in certain courses in English and math. 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 Bacalaureate Program

The Costa Rican Bacalaureate Program enables students to receive a Bacalaureate 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 Bachillerato Examinations in June of their 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 de CR”. 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 one of Band or Choir, or two ½ credits composed of Life Skills and Music 9.

<b>English 9</b>	<b>1.0 Full-year</b>
<b>World History I</b>	<b>.5 semester</b>
<b>Costa Rican Social Studies</b>	<b>.5 semester</b>
<b>Biology</b>	<b>1.0 Full-year</b>
<b>Mathematics</b>	<b>1.0 Full-year</b>
<b>World Language</b>	<b>1.0 Full-year</b>
<b>Physical Education</b>	<b>1.0 Full-year</b>
<b>Life Skills / Music 9</b>	<b>.5 semester + .5 semester</b>
<b>Band or Choir</b> instead of Life Skills / Music 9	<b>1.0 Full-year</b>

## Tenth Grade Requirements

Students in tenth grade are required to take six credits including: English 10 or Honors English 10, a mathematics course, Physics or Honors Physics, World History II or AP World History, a world language and Art 10.

<b>English 10 or Honors English 10</b>	<b>1.0 Full-year</b>
<b>World History II or AP World History</b>	<b>1.0 Full-year</b>
<b>Physics</b>	<b>1.0 Full-year</b>
<b>Mathematics. Based on previous course.</b>	<b>1.0 Full-year</b>
<b>World Language</b>	<b>1.0 Full-year</b>
<b>Art 10 OR Band OR Choir</b>	<b>1.0 Full-year</b>
<b>Elective(s)</b>	<b>1.0 Full-year</b>

## 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.

<b>US Literature or AP English Language &amp; Composition</b>	<b>1.0 Full-year</b>
<b>Mathematics</b>	<b>1.0 Full-year</b>
<b>Chemistry</b>	<b>1.0 Full-year</b>
<b>US History or AP US History</b>	<b>1.0 Full-year</b>
<b>World Language</b>	<b>1.0 Full-year</b>
<b>2 Core Electives</b> Students who choose AP Biology (1.5 credits) must also be enrolled in Chemistry	<b>1.0 Full-year + 1.0 Full-Year</b>

## **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 Literature is required unless a student takes AP Language in 11th grade and AP Literature in the 12th grade.

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

\*MEP review courses are given a grade for the transcript, but they are not calculated into the senior year GPA.

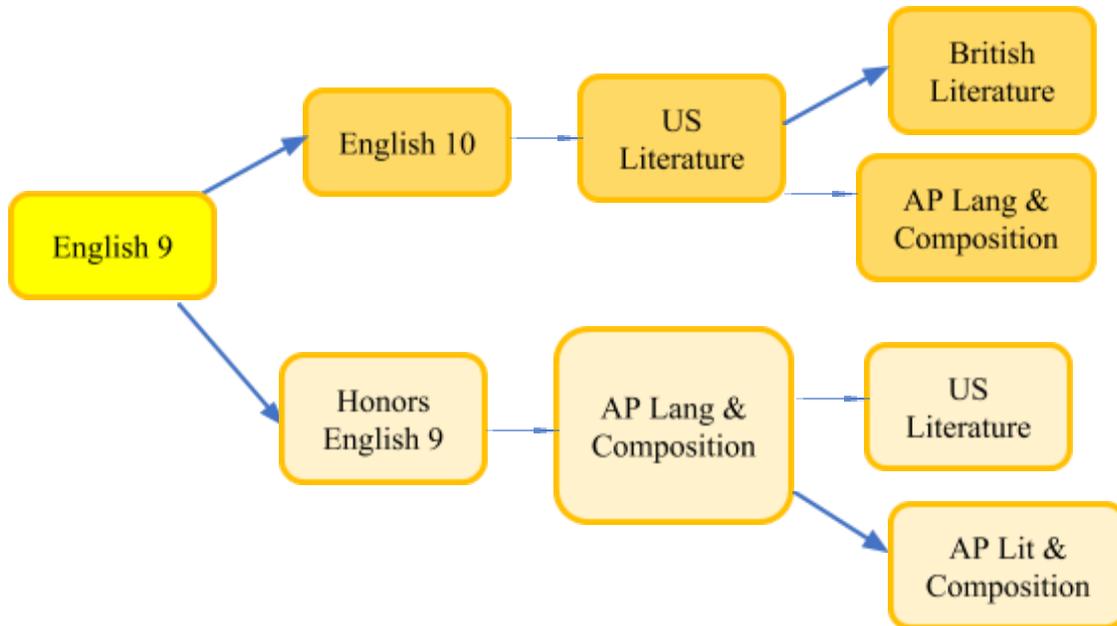
<b>English course</b>	<b>1.0 Full-year</b>
<b>Mathematics course</b>	<b>1.0 Full-year</b>
<b>Core Elective Science Recommended</b>	<b>1.0 Full-year</b>
<b>Core Elective Social Studies Recommended</b>	<b>1.0 Full-year</b>
<b>Two Core Electives</b>	<b>1 + 1 Full-year</b>

## Course Descriptions by Department

- **English**

High School English Course Sequence

*Potential High School English Pathways*



### **English 9:**

Prerequisite: Successful completion of grade 8

Credit: 1.0

The English 9 course is designed to help students discover how literature presents and imitates real-life situations. The course gives students the opportunity to explore the world around them through reading a variety of both fiction and non-fiction prose, plays and poetry through theme-based units of study. Students engage in literary analysis through multiple perspectives and develop critical thinking and writing skills.

Students will actively participate in class discussions, complete reading assignments and improve their writing skills by writing for various purposes, focused primarily on persuasive writing. The course helps all students develop their digital literacy & literacy skills, while also fostering a love of reading.

**English 10:**

Prerequisite: Successful completion of grade 9 English

Credit: 1.0

English 10 surveys World Literature from historical and theme-based perspectives, and also connects text to relevant, current issues. Students will analyze and synthesize fiction and nonfiction, examining the author's use of literary devices and major social, political, and economic forces related to the works. In addition to reading and analyzing texts, the course emphasizes the development of writing, research, speaking, listening, viewing, grammar, and vocabulary skills.

**Honors English 10:**

Prerequisite: Successful completion of grade 9 English with a B+ or above, teacher recommendation and exceptional MAP or PSAT scores (at least one score above the 75<sup>th</sup> percentile)

Credit: 1.0

Honors English 10 is an accelerated course that explores both fiction and non-fiction texts. A variety of authors, current world issues, and literary movements are studied. The literature consists of novels, short stories, poetry, plays and essays reflecting various times and settings. Writing includes descriptive prose, character studies, persuasive essays, extensive research, and literary analysis. The course differs from the regular Grade 10 English class in both the reading and writing: both components require deeper analysis and contain more challenging content and assignments. Various concepts and skills from the AP Language and Composition course will be introduced so that students are prepared to advance to AP work in grade 11.

**United States Literature:**

Prerequisite: Successful completion of English 10

Credit: 1.0

US Literature will survey seminal American literature from historical and theme-based perspectives as well as connect the text to relevant, current issues. Students will analyze and synthesize fiction and nonfiction examining the author's use of literary devices and major social, political, and economic forces related to the works. In addition to reading and analyzing texts, the course emphasizes writing, research, speaking, listening, viewing and developing grammar and vocabulary. There is also a major focus placed on the use of literary and rhetorical strategies in both writing and speaking. This course will move chronologically and thematically through the literature of the United States, from the age of Puritanism to the current day.

**British Literature:**

Prerequisite: Successful completion of US Lit or AP Language.

Credit: 1.0

British Literature is an intensive British literature survey course beginning in the first semester with the first known piece of writing in the English language, the

Anglo-Saxon epic Beowulf, progressing through medieval times with the medieval romance Sir Gawain and the Green Knight and Chaucer's Canterbury Tales, and then moving on to Elizabethan times with Shakespeare's Hamlet. The guiding themes of the first semester will be Heroism and Justice. The second semester will begin with Romantic poetry and Mary Shelley's *Frankenstein*. Other novels of study during the second may include *Pride and Prejudice*, and *1984*. The guiding principle of our study for the second semester will be Morality and Relationships. Students will be assessed regularly on reading, writing, listening and speaking.

### **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.

### **Creative Writing I**

Prerequisite: Successful completion of English 9

Credit: .5

The Creative Writing course will be tailored to meet the needs of the students enrolled in the course. Beginning with the composition of a college admissions essay, the course then proceeds through units on creative writing (both short story and poetry), narrative non-fiction, and screenwriting. As creative writers, students will also focus on strategies for descriptive writing, expository writing, and writing dialogue. Throughout the course students will read sample essays, stories, and poems and consider how to best write for various readers and audiences. Students will be looking

for opportunities to publish their writing, including online journals and additional literary magazines.

### **Creative Writing II**

Prerequisite: Successful completion of English 9

Credit: .5

Creative Writing II is a continuation of Creative Writing I. Students will continue to develop skills in different genres and for different purposes. Throughout the course students will read sample essays, stories, and poems and consider how to best write for various readers and audiences. Students will be looking for opportunities to publish their writing, including online journals and additional literary magazines.

### **Film as Literature and Broadcast Media:**

Prerequisite: Successful completion of English 9

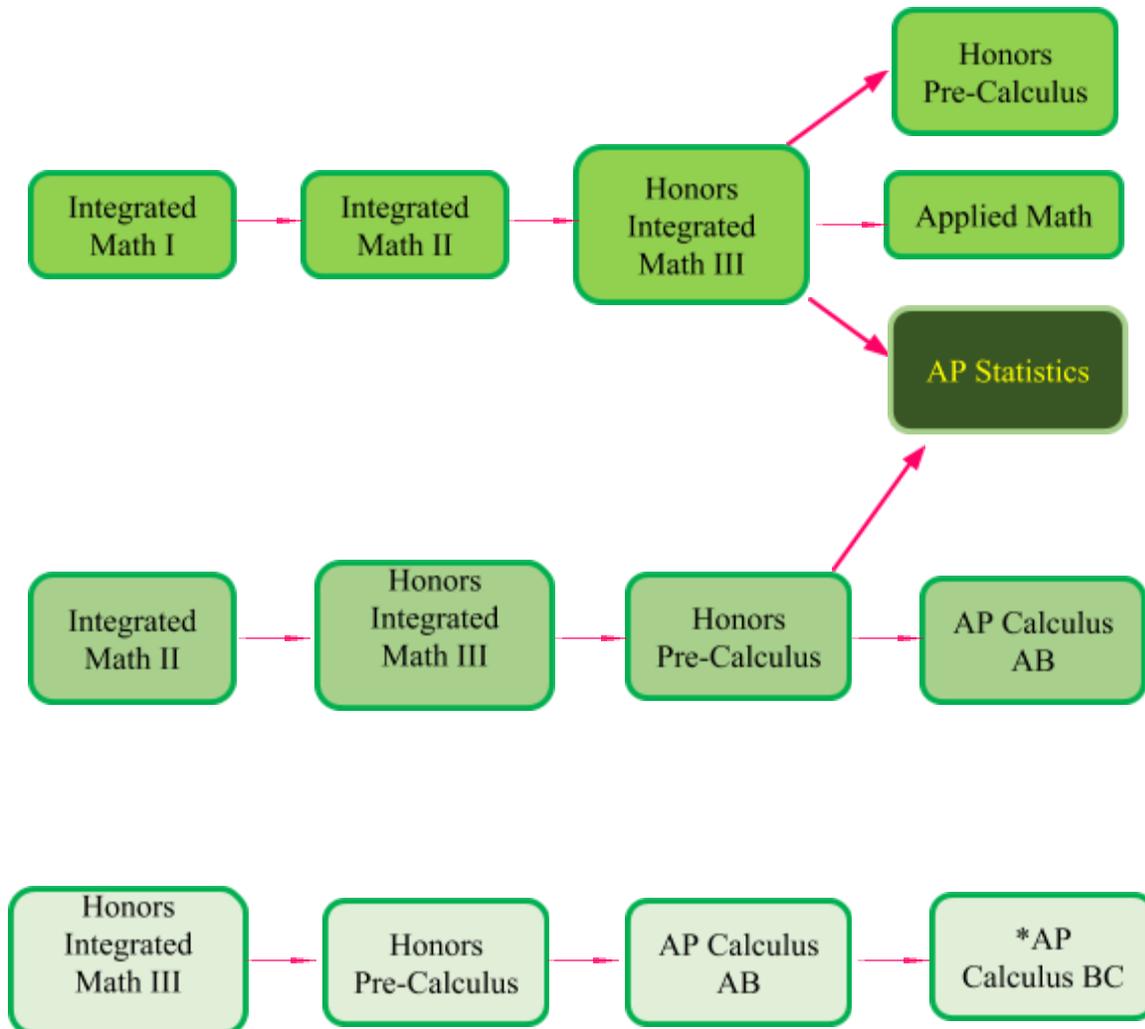
Credit: 1.0 (these courses may be taken as semester courses)

Film as Literature is a course that focuses on the relationships of two art forms, literature and film, and pays particular attention to analyzing and interpreting film in a manner similar to literary analysis. The course will begin with a close look at the language and critical lenses that apply to literary criticism. The course of study will then progress toward an examination of literary and film techniques available to filmmakers. Students will read essays, articles, short narratives, and/or screenplays as a means of practicing critical lenses. Students will demonstrate their learning through a variety of tasks including: essays, film, short stories, poems, and debates.

# 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 courses at IM3 and above - a Texas Instruments TI 83 or TI 84 plus is recommended; if purchasing, buy a TI 84 plus.
- Occasionally, students may want to accelerate their math placement, for example move from IM1 to IM3. 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.

**Integrated Math 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: solving equations and systems of equations, and linear and exponential functions. Students will explore aspects of functions relationships, including data, mathematical functions, graphs, and verbal descriptions. Additionally, students will deepen their understanding of geometry by developing logic, exploring line and angle relationships, and congruency. 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 Integrated Pathway (Math 1) in the Common Core State Standards.

**Integrated Math 2:**

Prerequisite: Successful completion of IM 1

Credit: 1.0

In this course students will deepen and expand on their understanding of mathematics developed in Integrated Math 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 investigate polynomials and factoring, quadratic functions and graphs. 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 Integrated Pathway (Math 2) in the Common Core State Standards.

**Integrated Math 3:**

Prerequisite: Successful completion of IM 2

Note: Grade 9 students on an accelerated track must enroll in Honors IM3

Credit: 1.0

In IM3 students will learn about advanced algebraic concepts including systems of linear equations and inequalities, quadratic functions, polynomials, rational expressions, irrational and complex numbers, logarithms, and exponential functions.

Many of these topics will build upon concepts studied in IM1 and IM2. In order to be successful in this course, students must be able to perform basic mathematical operations, have strong problem-solving skills, and have mature study habits.

Appropriate technology, including calculators and online software, are used regularly for instruction and assessment.

**Honors IM3:**

Prerequisite: Successful completion of IM 2 and teacher recommendation

Credit: 1.0

This is a very challenging course of advanced algebra topics and concepts. Students who have an excellent academic record in IM1 and IM2, and who are recommended by their instructors, are eligible to take this course. Due to the fast-paced nature of the

course, it is essential that students be able to grasp new concepts quickly, have strong problem-solving skills, and be able to work independently. Topics of study will include linear functions, polynomials, rational expressions, irrational and complex numbers, quadratic functions, variation and polynomial equations, analytic geometry, exponential and logarithmic functions, and sequences and series.

### **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 Honors IM 3 or Pre-Calculus and teacher rec  
Credit: 1.0

This AP course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. There are 4 themes in the course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build their conceptual understanding in preparation for the AP exam.

### **Advanced 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 IM 3 or above

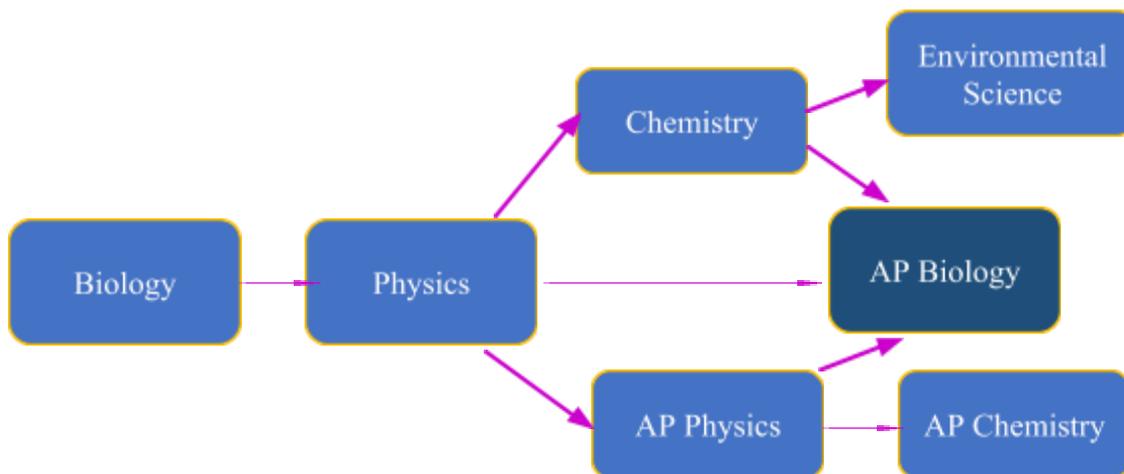
Credit: 1.0

This course is intended to provide students with exposure to a variety of mathematical ideas with an emphasis on how math is used in the real world. Depending on previous progress in mathematics, the teacher may include units that review essential information from previous courses of study. Topics of study include graph theory, probability, statistics, the mathematics of finance, optimization, data analysis, and geometric patterns. Students will work both independently and collaboratively and will use online software regularly for instruction and assessment. Students will also complete several projects throughout the course.

## 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; therefore, chemistry is relevant to every one's life. 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.

**AP Biology:**

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 and Lab:**

Prerequisite: Successful completion of biology, honors physics and currently enrolled in Honors IM 3 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. Topics covered include Newtonian mechanics, thermodynamics, fluid mechanics, oscillations and waves, geometric, physical and wave optics, electricity and magnetism, nuclear physics and the rudiments of quantum mechanics. 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 Honors IM 3 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.

### **Environmental Science:**

Prerequisite: Successful completion of biology

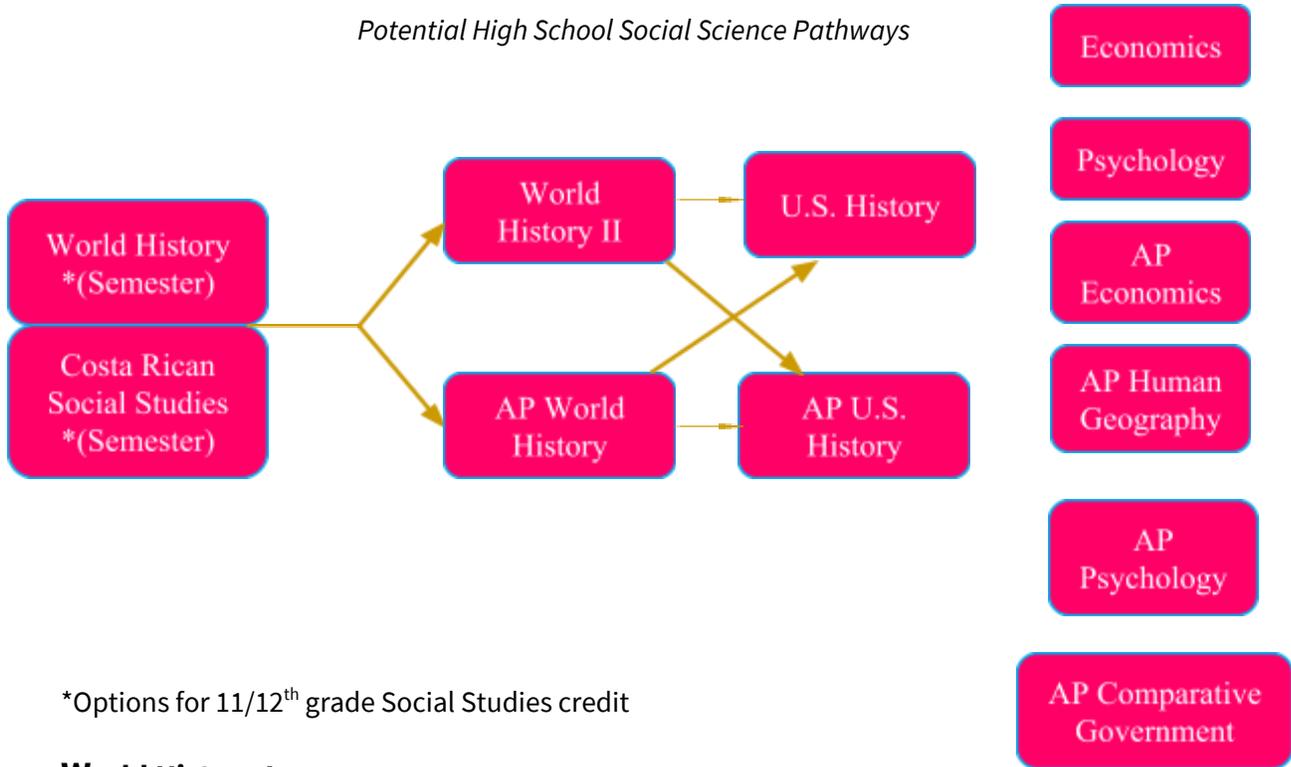
Credit: 1.0

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 11/12<sup>th</sup> 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 Social Studies:**

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 independent life, 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 of 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: 1.0 (if the course schedule permits, there may be a Econ I and II semester)

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.

### **Psychology I**

Prerequisite: Successful completion of grade 10 social studies

Credit: .5

Psychology asks the questions: Why do we behave the way we do? What factors have impacted the person we are today? This introductory course will attempt to answer these questions by giving the students a better understanding of human behavior and the thinking process. Students will study how the field of Psychology emerged and pioneers associated with its evolution. Human development will be analyzed as well as the numerous theories to explain motivation, emotion, personality and consciousness. Group activities, experiments and research are incorporated throughout the course. Students will complete an independent inquiry-based research project at the end of the semester.

## **Psychology II**

Prerequisite: Successful completion of Psychology I

Credit: .5

Students will continue studies from Psychology I and also introduce new topics in areas such as: Cognition, Testing and Individual Differences, Developmental Psychology and Categories of Abnormal Psychology. Assessments will be based on assignments, presentations, and case studies.

## **AP Comparative Government:**

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 Macro economics 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 Microeconomics** (prepares students for one AP exam in microeconomics)

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

Microeconomics: how product and factor markets work, how firms and consumers make decisions, how prices and quantities of goods are determined, how competitive market mechanisms provide for economic efficiency, how imperfectly competitive markets reduce output, and what roles the government, the environment, and the world economy have to play in the micro-economic world. In this treatment, the emphasis will lie on the US-style mixed economic system, in which the market is allowed to control most of the decisions regarding what is produced, how it is produced, and for whom it is produced, but where government steps in to correct for market failures and provide for equity

**AP Human Geography:**

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

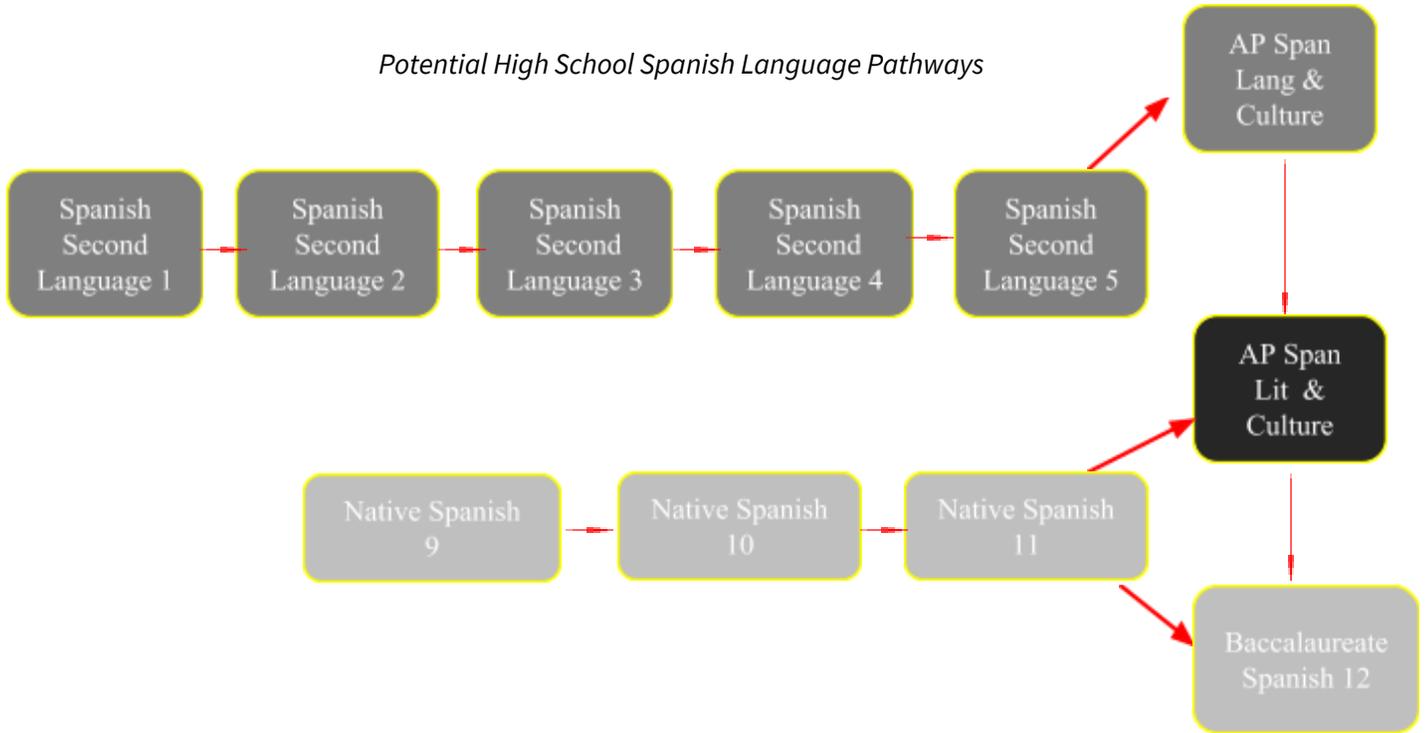
Credit: 1.0

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.

## World Languages

### High School World Languages Course Sequences

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 and Spanish 4:**

Prerequisite: Successful completion of Spanish 2 and Spanish 3 must precede Spanish 4

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 5**

Prerequisite: Successful completion of Spanish 3

Credit: 1.0

In Spanish 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 and “Siglo de Oro” 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 XIX and XX 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**

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

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:**

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-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

## **Fine Arts**

### **Music 9**

Prerequisite: None.

The course introduces students to the history, theory, and genres of music. The course explores the history of music, with a focus on modern traditions and the relationship between music and social movements including the prominence of the internet. A student “performance practicum” is required (this can be done in class, or with portfolio evidence. It could include singing, performing, writing an original piece of music, etc. Students are expected to build vocal and/or instrumental skills.

### **Life Skills and Leadership 9**

Prerequisite: None. It is an introductory course for grade 9. Required unless a student is in Band or Choir

Credit: 0.5

This course provides students with information in a wide range of subjects and skills. Skills that will be developed include: Goal-setting, decision-making, prioritizing, transition to high school, and time management. The course will explore topics such as responsible use of technology, leadership strategies, drug and alcohol awareness, and several classes will be devoted to reinforcing content and skills from specific subjects. (Half year - 0.5 credit)

Note: Music 9 and Life Skills & Leadership 9 are taken on a rotational basis, with each class meeting twice per week throughout the school year. The Choir teacher will teach the Music 9 course, while the Guidance Counselor will teach the LSL course. Students in Band or Choir may be exempt from Music 9; however, depending on the unit of study, they may be required to take some units of Life Skills & Leadership (for example Drugs and Alcohol Awareness).

**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

### **Lifetime Sports**

Prerequisite: Successful completion Grade 9 PE

Credit: 1.0

This is a course that is designed for students interesting in pursuing fitness and physical education. Although CDS requires one credit in PE, we strongly encourage students to pursue physical fitness as a lifetime pursuit. The goal of this course is to foster an appreciation for lifelong physical activity by exposing students to a wider variety of activities. Activities that may be included are badminton, fitness, soccer, basketball and others based on teacher and student interest. Fitness testing and skill assessments will be a part of this course with standards that are unique to the course.

### **Interdisciplinary Studies**

#### **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, copy writing, 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.

#### **Robotics and Introduction to Engineering (not offered in 17-18)**

Prerequisite: None.

Credit: 1.0

The Robotics and Introduction to Engineering be engaging with each topic in turn. Students will first work to improve their collaboration skills by designing, building and programming robots. The goal will be to have robots that could potentially complete in a robotics competition! Students will be using industry standard programs to design and refine their robots. Students will also learn some very basic programming to “teach” their robots what to do. From robotics we will then turn our attention to exploring various elements of the Maker movement. Students will be completing several projects in the span of the semester as they tackle hands on projects based on the solid design principles as students explore their inner-engineer.

## 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.

## **Bachillerato Courses**

### **Baccalaureate Estudio Sociales y Civica:**

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 the Costa Rica of 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.

### **Baccalaureate 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

### **Baccalaureate 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

**Baccalaureate Biology:**

Prerequisite: Seniors pursuing the MEP

This is a review course, taught in 12th grade, during the first 3 quarters, 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 Biology program for 10th and 11th grade. This course is taught in Spanish, its main objective is to prepare the senior students for the Biology Bachillerato exam. Does not count towards GPA. Depending on enrollment and interest this may be offered after school hours.

**Faculty and staff at Country Day School (High School) 2018-19**

<p><b><u>Administration</u></b>          General Director          Scott Adams</p> <p>High School Principal          Jose Luis Menendez</p> <p>HS Instructional Coach          Natalie</p> <p>Athletic Director          Glenda Pearson</p> <p><b><u>Fine Arts</u></b>          Ileana Moya</p> <p>Marcelo Picado</p> <p>Oscar Valverde</p> <p><b><u>English</u></b>          Natalie Vacirca</p> <p>Samantha Krzynowski</p> <p>Kimberly Comeau</p> <p>Ethan Paul</p>	<p><b><u>Social Sciences</u></b>          Kyle Westmoreland</p> <p>Julio Puente</p> <p>Andrew Prazeres</p> <p>Ignacio Fernandez</p> <p><b><u>World Languages</u></b>          Marlene Carvajal</p> <p>Adriana Vega</p> <p>Andrea Batres</p> <p><b><u>Counseling</u></b>          College Counselor          Anna Oliveras</p> <p><u>Guidance Counselor</u>          Pamela Ramirez</p> <p><u>Student Support Coordinator</u>          Viviane Soto</p>
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**Mathematics**

Paul Carpy

Ryan Peterson

Christian Zamora

Alison Signorotti

**Science**

Patrick Harmon

Niza Bermduez

Grace Riemer

Jenna Glaza

**Office Staff**

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**Media, Library & Technology**

Technology Lead

Jean Carlo Villalta

**Technical Support**

María Elena Umaña

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