



**THE VILLAGE  
SCHOOL**

**2020-2021**

**Upper School Course  
of Study**

# **THE VILLAGE SCHOOL – UPPER SCHOOL COURSE OF STUDY**

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# **THE VILLAGE SCHOOL – UPPER SCHOOL COURSE OF STUDY**

## **General Academic Information – Curriculum**

The curriculum at The Village School is composed of a core of required courses which form the basis of a strong liberal arts education. As a college preparatory school, The Village School provides each student with a personal course of study which is challenging but also offers extensive extracurricular opportunities. Students are encouraged to diversify their experience through a variety of clubs, activities, sports and performance opportunities that are available each year.

## **Developing a Curriculum Plan**

Beginning with their freshman year, students work to develop a four-year plan of study that satisfies the graduation requirements as well as their personal education goals. Students will work with the guidance of a counselor, their student Advisor and work with organizations such as Quest in order to achieve those goals. Careful planning helps students develop their passion as lifelong learners as well as guiding them through the myriad of choices available to them during their Upper School experience. Advance planning also allows students to make sure they will be prepared for important college admissions exams such as the SAT® or ACT. Students will have the opportunity to make revisions to their plans each year with the expectation of completing each graduation requirement at the conclusion of their senior year.

## **Graduation Requirements**

To graduate from The Village School students must:

- complete at least 26 academic credits which must include all required courses and credit totals within each department;
- complete the 30-hour annual community service requirement described in the Parent/Student Handbook; and
- abide by the behavior expectations described in the Honor Code and the Code of Conduct in the student and parent handbook available via the school website.

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## The Village School – Academic Planning Chart with Graduation Requirements

The following chart will be used when students meet with the academic team to create a four-year plan. Most courses will have College Prep and Honors levels, with select courses offering Advanced Placement (AP®). Students will be allowed to take AP® courses beginning their freshman year; beginning in their sophomore year, students may take a maximum of four such college-level courses each year. All AP® courses will need a teacher recommendation and the specific department approval. Students may fulfill the physical education requirement through competitive team sports or through a traditional physical education program. As part of our core philosophy, students will complete one annual credit of engineering. By the end of their senior year, students will have completed a minimum of 26 credits in order to graduate from The Village School along with 120 community service hours and successful completion of the Senior Capstone Project. **The Village School reserves the right to make changes to curriculum or school programs offered to students without prior notification to parents.**

	9th	10th	11th	12th	Requirements/Credits
English	English I	English II	English III, AP® English Language, or AP® English Literature	English IV, AP® English Literature, or AP® English Language	4 required
Math	Progression from Algebra I through AP® Stats or Calculus				4 required
History/Social Science	Human Geography or AP® Human Geography	World History or AP® World History	US History or AP® US History	Government & Economics or AP® Gov & Econ	4 required
Science	Biology w/lab	Chemistry w/lab	Science elective w/lab	Science elective or AP® elective	4 required
World Language	Spanish, French or Latin (2 years must be sequential and in the same language in Upper School)				2 required 3-4 recommended
Arts	Culinary, Musical, Theater or Visual Arts				1 required
Engineering	1 yearlong course (1 year/1.0 credit Engineering course may count for 1.0 credit of Science)				1 required
Physical Education	2 sports seasons or 1 year class = 1.0 credit				1 required
Electives	Student must choose 4+ additional elective courses				4+
Senior Capstone Project	To be completed within student's senior year				1 required
Total Credits (minimum)					26 (minimum)
Community Service	30	30	30	30	120 hours

### English – 4 years

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Students must complete four years of English. Courses are offered at both the CP and Honors levels. During their junior and/or senior years, students may enroll in AP® English Language and/or AP® English Literature with departmental approval.

### **Mathematics – 4 years**

Students must complete four years of mathematics and have completed the following courses: Algebra 1, Geometry, and Algebra 2. In addition, students will have the opportunity to enroll in Practical Applications of Mathematics, AP® Statistics and/or AP® Calculus with department approval.

### **History – 4 years**

Students are required to take four years of history beginning with Human Geography or AP® Human Geography as options for freshman year. Students will then enroll in courses ranging from World History, US History, Psychology, American Government and Economics or their AP® equivalents.

### **Science – 4 years**

Students are required to take 4 years of science, including Biology and Chemistry. Additional Science electives include Anatomy and Physiology, Marine Science, AP® Environmental Science, Physics, and Chemistry.

### **World Languages – completion of 2 sequential years in any one language in US**

Students must complete at least 2 sequential years of one language in the Upper School between Spanish or French. While two sequential years are required, completing additional years of a World Language is encouraged by TVS and looked favorably upon by Universities.

### **Study of the Arts – 1 year**

Students must take courses in the arts. They may choose Culinary Arts, Visual Arts, Theater Arts, or Music. Students may take an AP® Art class in grades 10-12 if they qualify and are approved.

### **Physical Education – 1 year (or 2 sports seasons)**

Students must complete one year of Physical Education courses which include Strength and Conditioning, HOPE online through FLVS or successfully complete two TVS Varsity athletic seasons and earn a Varsity Letter in each season.

### **Engineering – 1 year**

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Students must complete one year of an engineering course.

### **Electives – as available**

Students choose electives as desired to ensure a minimum of six and a maximum of seven courses at all times, with a total of at least 26 credits by graduation.

GRADE	POINT VALUE	COLLEGE PREP		HONORS		AP®	
		Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
A+	100-98	4.0	4.0	4.5	4.0	5.0	4.0
A	97-94	4.0	4.0	4.5	4.0	5.0	4.0
A-	93-90	3.7	3.7	4.2	3.7	4.7	3.7
B+	89-87	3.3	3.3	3.8	3.3	4.3	3.3
B	86-83	3.0	3.0	3.5	3.0	4.0	3.0
B-	82-80	2.7	2.7	3.2	2.7	3.7	2.7
C+	79-77	2.3	2.3	2.8	2.3	3.3	2.3
C	76-73	2.0	2.0	2.5	2.0	3.0	2.0
C-	72-70	1.7	1.7	2.2	1.7	2.7	1.7
D+	69-67	1.3	1.3	1.8	1.3	2.3	1.3
D	66-63	1.0	1.0	1.5	1.0	2.0	1.0
D-	62-60	0.7	0.7	1.2	0.7	1.7	0.7
F	59-0	0.0	0.0	0.0	0.0	0.0	0.0

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## **Academic Policies and Procedures**

Students are grouped to allow each individual to undertake a pace of learning that is challenging but not stressful. Groups are not static: placement is evaluated on an ongoing basis and can change if student performance indicates that coursework is either too demanding or insufficiently challenging.

Early in the fall, a student may be considered for a placement change from a college prep class to an honors section if the student meets each of the requisite department's requirements and administrative approval. A student in an honors or AP® section who fails to meet the expected requirement during the drop/add period jeopardizes his or her continued placement in that section and may be required to change their level of rigor.

A student who performs well in a course but does not meet all of the requirements to change levels during the drop/add period will continue to thrive in that course with the goal of seeking a higher level placement in the following academic year.

## **Honors and Advanced Placement classes and Pre-ACT, PSAT/NMSQT**

The very significant difference between honors and Advanced Placement (AP®) is that the College Board has designated the AP® courses as college-level; therefore, the expectation for the level of learning is higher. Additionally, the workload in AP® classes is more than can be expected in honors classes. When creating a four-year plan, students (and parents) need to consider this when determining the cumulative workload for all the classes in any given year. Students who take an AP® class at TVS must take the AP® exam in that subject in May of the same school year in order to receive AP®-weighted grade points. Students, who take an AP® exam must take the AP exam in May. These three-hour, subject-specific exams are graded on a scale of 1 to 5, and **depending on the test, the score, and the university**, students **may receive credit** towards their college graduation.

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Students take the PSAT/NMSQT® (The Preliminary SAT/National Merit Scholarship Qualifying Test) once a year in October starting in 9th grade.

- Provides first hand PRACTICE for the SAT test
- Measures critical reading, writing, and math problem-solving skills
- Offers feedback
- Enters students in competition for scholarships in the 11th grade

Students take the Pre-ACT and Pre SAT at Quest for College Success as part of our college counseling program.

- Provides first hand PRACTICE for the ACT/SAT test
- Measures English, reading, math and science
- Offers feedback
- Matches student interests to career possibilities via ACT Interest Inventory

### **Course Descriptions**

Course descriptions for every course, separated by department, are given on the following pages. Students are encouraged to read these descriptions prior to signing up for a course. Any course prerequisites, if applicable, are listed at the end of each course.



# THE VILLAGE SCHOOL – UPPER SCHOOL COURSE OF STUDY

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## English

The Upper School English curriculum focuses on developing students as energetic readers and purposeful writers who are eager to recognize and to make precise choices in diction, syntax, and rhetorical pattern. The critical study of literature as a class fosters an ability to recognize and articulate universal themes that unite us across boundaries; independent reading choices ready students for lives as engaged and thoughtful citizens.

### English 1 CP (1 year/1.0 unit)

English 1 offers students an introduction to the empowering endeavor of reading, writing, and thinking at the Upper School level. Students begin by establishing habits of mind and practice around vocabulary, annotation, grammar/mechanics, current events, and independent reading. Extensive study of Ray Bradbury's classic dystopian novel, *Fahrenheit 451*, opens the door to discussion of themes of freedom and censorship; Henrik Ibsen's play, *An Enemy of the People* (as adapted by Arthur Miller), presents further opportunity to explore the role of a free press in a democracy. Nonfiction mentor texts by writers such as Annie Dillard foster the skill of identifying both *what* happens in a piece of text and *how* and *why* it happens, and students learn to listen carefully to authorial choices in a collection of contemporary fiction by writers such as Doris Lessing, thereby growing the strength of their own writing voices. These fictional pieces afford students the opportunity to strengthen their analysis of figurative language and literary devices. Over the course of the year, students will write in a range of rhetorical modes--personal essay, literary analysis, narrative--and will be held accountable for thoughtful work at all stages of the writing process. As the sophistication and complexity of students' ideas develop, particular attention is paid to sentence-combining skills in an effort to equip these writers with structures appropriate to the expression of their ideas.

Prerequisite: L.A. 8

### English 1 Honors (1 year/1.0 unit)

Honors English 1 requires increased volume and a quicker pace in reading, greater depth of analysis in discussion, and a heightened awareness of stylistic sophistication in written work. The year begins with a close-study of dystopian literature and uses Ray Bradbury's *Fahrenheit 451* to analyze literary devices, characterization, and the themes of censorship and freedom. Literary analysis is the primary writing focus for first semester and concludes with a comparative analysis of *Fahrenheit 451* and Henrik Ibsen's play, *An Enemy of the People* (as adapted by Arthur Miller). Second semester focuses on nonfiction and personal writing; Annie Dillard's *An American Childhood* and Sandra Cisneros's *The House on Mango Street* serve as mentor texts as students develop their voices as writers. Students compose a personal narrative and a portfolio of

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vignettes that explore complex sentence structures and poignant word choice. The year concludes with a thematic study of William Shakespeare's comedy, *Much Ado About Nothing*. In addition to keeping up with the pace and analysis of our whole-class pieces, students enrolled in the Honors course will maintain a strong commitment to a writer's notebook and independent (choice) reading.

Prerequisite: Recommendation from 8th grade English instructor and department approval.

### **English 2 CP – The Individual and Community (1 year/1 unit)**

English 2 investigates ways in which literature has sought to explore the delicate balance between the rights of an individual and the needs of a group. Whole-class reading will cover a range of diverse titles, to include *An Enemy of the People*, written by Henrik Ibsen and adapted by Arthur Miller; *The Assassination of Brangwain Spurge*, a fanciful and surprisingly thought-provoking collaboration by M.T. Anderson and Eugene Yelchin; William Golding's canonical *Lord of the Flies*; *Dear Martin*, Nic Stone's break-out YA novel; Sue Monk Kidd's coming of age tale, *The Secret Life of Bees*; Terry Pratchett's *Nation*; and Athol Fugard's South African play, "*Master Harold*"...and the boys. Short fiction, poetry, and nonfiction essays will supplement the study of book-length texts; tenth grade students will also maintain a robust commitment to independent (choice) reading. Sophomores will write both formally and informally in a range of rhetorical modes and will be held accountable for thoughtful work at all stages of the writing process.

Prerequisite: English 1

### **English 2 Honors – The Individual and Community (1 year/1 unit)**

Honors English 2 explores the same thematic interests as English 2 CP, but requires increased volume and a quicker pace in reading, greater depth of analysis in discussion, and a heightened awareness of stylistic sophistication in written work. Additional readings may include *Oedipus Rex*, by Sophocles, and *Antigone*, by Jean Anouilh; *The 57 Bus*, by Dashka Slater; Mary Shelley's *Frankenstein*; *In the Time of the Butterflies*, by Julia Alvarez; Barbara Kingsolver's *The Bean Trees*; and Shakespeare's *Macbeth*. Whole-class reading at the Honors level is thoroughly contextualized in historical, biographical, and thematic materials that broaden and deepen the conversation around the ideas presented by the text. Writing assignments require students to synthesize materials in a manner that encourages them to make connections across time and space, recognizing patterns that inform both past and future reading. Honors sophomores will be encouraged to maintain a robust commitment to independent (choice) reading.

Prerequisite: English 1 and departmental approval

### **English 3 CP – American Literature (1 year/1.0 unit)**

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This essentially chronological survey course examines thematic threads in American studies and makes cross-curricular connections with students' work in American History. Essential questions driving student inquiry focus around identity, freedom and oppression, the "American Dream," and the enduring appeal of the frontier. Units of study include Nation-Building: Puritan, Colonial, Native American Voices; Slave Narratives; Suffrage and Civil Rights; and The American Dream in the 20th Century. The writing focus for the first half of the year is on literary analysis; students will hone both research skills and personal writing voice with a multi-genre paper and narrative essay in the second semester. Primary source documents, short fiction and nonfiction essays, Arthur Miller's *The Crucible*, James Mc Bride's *Song Yet Sung*, and F. Scott Fitzgerald's *The Great Gatsby* are all included within the above units of study. Eleventh graders continue their commitment to independent (choice) reading and maintaining a writer's notebook.

Prerequisite: English 2

### **English 3 Honors – American Literature (1 year/1.0 unit)**

This course examines thematic threads in American studies and makes cross-curricular connections with students' work in American History at a faster pace, with a higher volume of reading and writing than that required at the CP level. Essential questions driving student inquiry focus around identity, freedom and oppression, and the "American Dream." In addition to the CP units of study, Honors students focus on Romanticism and Transcendentalism, Realism, and Modernism. Within the Puritan and Slave Narrative units, students learn to search for, reference, and cite primary source documents in their writing. During the study of the Romantic and Transcendental movements, students select an author to follow for the entirety of the unit, and a final multi-genre project leads the students out into nature to write their own pieces in the style of their selected author. In addition to reading the texts required at the CP level, students also read Nathaniel Hawthorne's *The Scarlet Letter*, Nella Larsen's *Passing*, and excerpts from both Frederick Douglass's memoir, *Narrative of the Life of Frederick Douglass* and Upton Sinclair's *The Jungle*.

Prerequisite: English 2 and departmental approval

### **AP® English Literature and Composition (1 year/1.0 unit)**

AP English Literature and Composition is a skills-based college-level course in careful reading and persuasive analysis of imaginative literature. Students read both widely and deeply across four centuries of poetry, fiction and drama written in English: John Donne to Ian McEwan, Jane Austen to Toni Morrison, Shakespeare to Tom Stoppard. As readers, students revel in the complexities of rich and generous texts, hone their ability to recognize and understand author's stylistic choices, and ultimately, as writers, add their voices to the global scholarly conversation by making meaning of their own. Students enrolled in this course are required to

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sit for the AP® Literature and Composition exam in May.

Prerequisite: English 3 Honors or AP® English Language and departmental approval

### **AP® English Language and Composition (1 year/1.0 unit)**

AP English Language and Composition is a skills-based college level course that explores the interplay among the three points on the rhetorical triangle: author, audience, and text. Reading almost exclusively nonfiction, students will study the ways in which writers from vastly different times and places make intentional choices and use all the rhetorical tools available to them in order to achieve their purpose. Writing includes evidence-based analysis, informed argument, and synthesis (evaluation, use, and citation) of a range of sources. Students enrolled in this course are required to sit for the AP® Language and Composition exam in May.

Prerequisite: English 3 Honors or AP® English Literature and departmental approval

### **English 4 - Senior English (1 year/1.0 unit)**

Twelfth graders enrolled in Senior English will have the opportunity at the end of the junior year to participate in the creation of two semester-long courses. Students will offer input on their interests, reading histories, and future plans, and then choose from an array of offerings. Past options have included titles such as Archetypes in World Myth; Writing Vietnam; TED@TVS; Imaginary Worlds; Madness in Literature; Our Monsters, Our Selves; Creative Nonfiction; Poetry: From Sonnets to Spoken Word; Sports Writing; “The Book Was Better”: Books and the Films They Became; and Themes in YA Fiction. The primary goal of the course is to ready seniors for the reading, writing, and thinking demands of the world beyond high school, whatever that world may look like for each individual senior.

Prerequisite: English 3

## **Mathematics**

Classes within the mathematics department are designed to broaden the mathematical knowledge and skills of our students and to prepare them for higher-level mathematics courses. With offerings from Algebra 1 to AP® Statistics and AP® Calculus, students are taught to master the fundamental processes while their problem-solving abilities are challenged with increasingly complex material. Placement is determined by the needs and talents of each individual. Students supplement their information resources with the required use of a

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graphing calculator and/or a laptop computer. Four years of study are required.

### **Algebra 1 CP (1 year/1.0 unit)**

This is a one-year course with some discussion of theory and application beyond basic manipulative skills. Topics include simplifying expressions, solving and graphing equations and inequalities, factoring polynomials, simplifying rational expressions, solving systems of equations and inequalities, and simplifying radicals. The course concludes with graphing quadratic functions and solving quadratic equations.

Prerequisite: None

### **Algebra 1 Honors (1 year/1.0 unit)**

This is a one-year course with some discussion of theory and application beyond basic manipulative skills. Algebra 1 Honors involves an in-depth exploration of algebraic concepts, through additional word problems and mathematical labs. Concepts covered in this course include simplifying expressions, solving and graphing equations and inequalities, factoring polynomials, simplifying rational expressions, solving systems of equations, simplifying radicals and solving quadratic equations. This course concludes with an introduction to Algebra II.

Prerequisite: Recommendation from 8th-grade math instructor and department approval

### **Geometry CP (1 year/1.0 unit)**

This comprehensive, two-semester, Euclidean-based geometry course emphasizes and integrates both inductive and deductive reasoning as well as visual-spatial skills.

Congruence, similarity, parallelism, perpendicularity and properties of the Euclidean plane are integrated in a continual development and practice of mathematical reasoning. A balanced treatment of theory and application and informal reasoning are an integral part of the course work. Students discover new theorems and explore transformations using dynamic software. Once a new theorem is accepted and internalized, students are guided through the formal mathematical proofs of these new conjectures.

Prerequisite: Algebra 1

### **Geometry Honors (1 year/1.0 unit)**

Areas of study include those listed for the Geometry CP course, with the addition of basic trigonometry. This course also places a greater emphasis on mathematical proof, creativity and transformations. Students are encouraged to explore challenging problems and stretch their sense of mathematics.

Prerequisite: Algebra 1 and departmental approval

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### **Algebra 2 CP (1 year/1.0 unit)**

This class is designed to provide the structure necessary for a successful transition to Precalculus. Areas of study include, but are not limited to, topics in inequalities (including absolute value), properties and functions of number sets (real and complex), relations and functions, radicals, polynomial equations, quadratic, exponential, logarithmic and trigonometric functions, sequences and series, trigonometric relations and identities and solving triangles.

Prerequisite: Algebra 1

### **Algebra 2 Honors (1 year/1.0 unit)**

Areas of study include those listed for the Algebra 2 course. In addition this course places a greater emphasis on mathematical proof and explores variation, analytic geometry and trigonometric relationships. This course prepares students for Honors Precalculus.

Prerequisite: Algebra 1, or Algebra 1 Honors and departmental approval

### **Precalculus CP (1 year/1.0 unit)**

This course provides a thorough study of relations and functions with a graphing calculator. Algebraic, numerical and graphical techniques are used for understanding and solving problems. The topics covered in this course are polynomial functions, rational functions, exponential functions, logarithmic functions, trigonometric functions, conic sections, sequences and series, vectors, parametric equations and a variety of applications.

Prerequisite: Algebra 2 and Geometry

### **Precalculus Honors (1 year/1.0 unit)**

This course provides an intensive study in preparation for advanced placement math courses. The areas of study include the topics covered in Precalculus in addition to systems of equations and inequalities, matrix theory, sequences, series and a survey of discrete algebra. Students will also receive an introduction to calculus, as they begin studying limits.

Prerequisite: Algebra 2, Geometry and departmental approval

### **AP® Statistics (1 year/1.0 unit)**

AP® Statistics is the high school equivalent of a one-semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid in constructing models for chance

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phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a graphing calculator, Fathom statistical software and Web-based java applets, and activities to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data.

Prerequisite: Precalculus and departmental approval

### **AP® Calculus AB (1 year/1.0 unit)**

This is a college-level course in calculus designed to prepare the student for the AP® Calculus AB exam. The course covers the calculus of functions of one variable. The appropriate use of technology will be integrated into the course through the use of graphing calculators with computer algebra software on laptop computers. Ideas are explored graphically, symbolically and conceptually. Topics covered include limits, continuity, derivatives, antiderivatives, the Fundamental Theorem of Calculus, techniques and applications of integration, and separable differential equations and slope fields. This course will also prepare students for the AB Calculus Advanced Placement exam (which is required) in May.

Prerequisite: Precalculus and departmental approval

### **Independent Study-Practical Applications of Mathematics (PAM) (1 year/1.0 unit)**

This course is designed to give the student life navigational skills, specifically in regards to personal finances such as getting jobs, balancing checks, and saving money. Too often, students are supposed to discover, by trial and error, how to handle finances. Students learn about math by applying the principles being taught in real life. Success means you stay out of debt. Topics include: Applying for and interviewing for a job, budgeting, car and medical insurance, federal taxes, planning a trip on a budget, discounts and markups, and much more.

Prerequisite: Department approval

### **History and Social Science**

The history and social science department introduces students to the disciplines of historical thinking and learning in order to create critically thinking problem-solvers found in today's world. In addition to traditional historical learning, students are exposed to cross-curricular interactions with every other department in the school in order to apply their learning in new and creative ways. In doing so, students will work to become knowledgeable, ethical and

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responsible citizens who seek to use their skills to help shape a better future.

### **Human Geography CP (1 year/1.0 unit)**

Human Geography is concerned with the ways in which patterns on Earth's surface reflect and influence physical and human processes. As such, maps and spatial data are fundamental to the discipline, and learning to use and think about them is critical to geographical literacy. Students will be able to see regions as objects of analysis and move beyond simply locating and describing regions to considering how and why they come into being and what they reveal about the changing character of the world in which we live. At the heart of a geographical perspective is a concern with the ways in which events and processes operating in one place can influence those operating at other places. Thus, students will learn to view places and patterns not in isolation but in terms of their spatial and functional relationship with other places and patterns. Finally, they will be able to achieve awareness that those relationships are constantly changing, and understand how and why change occurs.

Prerequisite: None

### **Human Geography Honors (1 year/1.0 unit)**

The Honors Human Geography course is built around the following enduring ideas:

- History is an interrelated story of human interactions with the world. The course explores the invisible structures and forces that shape and reflect the regions, communities, governments, economies and cultures of humanity. These big ideas help students develop an organized and meaningful understanding of time and space.
- History and geography are inherently dynamic. As historians and geographers uncover new evidence, current assumptions are challenged and previous arguments and narratives gain complexity, nuance and context. This course teaches students how to examine sources and data, establish inferences and ultimately build and critique arguments.
- Historians and geographers are investigators. Learning in Human Geography is designed to be a disciplinary apprenticeship in which students participate in the process of discovery. Students will play the role of historian and geographer by practicing the detective skills and using the tools of each craft. Throughout the course, students will work to evaluate evidence through various sources, incorporate evidence into written and oral arguments, and explain historical relationships through causality, correlation, continuity and change over time.

Prerequisite: Recommendation from 8th grade teacher and departmental approval

### **AP® Human Geography (1 year/1.0 unit)**

The Advanced Placement Program offers a course and exam in Human Geography to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in human geography. The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. The course is divided into seven



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independent units comprising Geography: Its Nature and Perspectives, Population, Cultural Patterns and Processes, Political Organization of Space, Agriculture and Rural Land Use, Industrialization and Economic Development, and Cities and Urban Land Use. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

Prerequisite: Departmental approval and writing sample

### **World History CP (1 year/1.0 unit)**

World History begins with the Renaissance and ends in the present. Focus is placed upon the changing relationship between Western Europe and Africa, South Asia, and China, as well as the exploration and colonization of the Americas. Major revolutions will be covered, including those in the Americas, France, Russia and China. Special attention will be paid to the themes of humans interacting with the environment and civilizations interacting with one another. Why, for example, did Western Europeans feel compelled to explore? How can the two World Wars be seen as civil wars? The course will recognize that a study of civilizations includes a study of all of the components that constitute a society: politics, economics, religion, art, literature, etc. Students will work with primary sources, refining their ability to evaluate and summarize material. A study of the world's major civilizations also provides ample opportunity to practice reading, writing and critical thinking skills.

Prerequisite: Human Geography

### **World History Honors (1 year/1.0 unit)**

In addition to World History CP course description, Honors students will be expected to evaluate, summarize and synthesize primary source material at a higher level than that which is required at the college prep level. Already-strong abilities in reading, writing and critical thinking will be refined.

Prerequisite: Human Geography and department approval

### **AP® World History (1 year/1.0 unit)**

The AP® program enables students to pursue college-level study while still in high school. This course is the second year in a two-year study begun in 9th grade. The expectation is that students take the national exam at the end of this year--the sophomore year--and, based upon their performance on the exam, they may receive credit from the college or university they choose to attend. AP® World spans 1450 until the present. The major civilizations studied in World History will be covered—including Western Europe, the Americas, Russia, and China—but students will be expected to analyze and compare the complexities of those civilizations and the interactions between environment, religious beliefs, and social and

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political structures. Students will be asked to engage in consistent critical thinking and essay writing. They will work with a large number of primary sources, and will learn to analyze and evaluate like a historian.

Prerequisite: Departmental approval and writing sample

### **US History CP (1 year/1.0 unit)**

This class offers students a historical overview of the history of the United States, while also trying to promote an awareness of the striking diversity of views that both characterize and shape its history. In addition to providing a broad introduction to the modern United States, the course is intended to achieve several more specific goals.

- One of the course objectives is to expose students to what historians do. History is a discipline that entails learning how to review and gather evidence in a manner that offers greater understanding of events, issues and people based on historical evidence. To that end, students will be required to read and analyze a number of historical documents created by the historical actors we will be studying.
- Whatever career students are considering entering, strong oral and written communication skills are a necessity. As such, this course is designed to help improve students' abilities to articulate their ideas clearly and concisely.
- In pursuing each of these objectives, students will be "doing" history. Many people have the misperception that history is simply remembering facts: names, dates, places, etc. To be sure, *learning history* is one of the things students will be doing, and it does entail knowing facts. But students will be doing much more than just that. They will be *recovering history*, *thinking historically* by learning to understand the past and the people who inhabited it on their own terms while also recognizing how our views of the past are shaped by our own experiences. In the process, students should also *connect to history* by placing their own experiences in the broader context of the world. Throughout this process, students will realize that "doing" history can also be quite fun.

Prerequisite: None

### **US History Honors (1 year/1.0 unit)**

The purpose of the Honors U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The course serves as a chronological survey of the history of the United States from the colonial period to the present. There is an emphasis that goes beyond the memorization of facts to the interpretation and analysis of historical data and writings. The course integrates civics and citizenship into the thematic learning objectives covered throughout the year to prepare students to act as informed citizens of the country they live in. Throughout the course, students will be "doing" history and not simply "learning" history. Many people have the misperception

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that history is simply remembering facts: names, dates, places, etc. To be sure, *learning history* is one of the things students will be doing, and it does entail knowing facts. But students will be doing much more than just that. They will be *recovering history* by looking at a variety of historical sources. They will be *thinking historically* by learning to understand the past and the people who inhabited it on their own terms while also recognizing how our views of the past are shaped by our own experiences. In the process, students should also *connect to history* by placing their own experiences in the broader context of the world. Throughout this process, students will realize that "doing" history can also be quite fun.

Prerequisite: World History and departmental approval

### **AP® US History (1 year/1.0 unit)**

The Advanced Placement U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students are assessed at the end of the year by taking the AP U.S. History exam, a comprehensive multiple choice and essay based exam. Students will learn to assess historical materials—their relevance to a given interpretive problem, reliability and importance—and to weigh the evidence and interpretations presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. By the time of the AP exam, students will be able to draw upon a reservoir of systematic factual knowledge in order to exercise analytic skills intelligently. This course will prepare students to take the AP exam by studying the following themes: *American diversity, American identity, culture, demographic changes, economic transformations, globalizations and religion.*

Prerequisite: World History and departmental approval

### **Government and Economics**

This class offers students a composite course of U.S. government and politics in the fall semester coupled with a spring semester of macro- and, to a lesser extent, microeconomics. The first half of this course focuses on the philosophical and institutional foundations of the American political system. In particular, students will investigate the various roles that the Constitution, public opinion, political parties, campaigns and elections, interest groups, the media and the various institutions of the federal government—the President, Congress, Judiciary and the Bureaucracy—play in the development of federal public policy. Throughout the government course students will enhance their reading, writing and oral presentation skills by focusing on the

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multiple themes pertaining to the U.S. Government and Politics.

The Economics semester of this course is designed to give students a complete understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and also develops a familiarity with economic performance measures, economic growth and international economics. By including a minor focus in microeconomics, students will become familiar with the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Prerequisite: U.S. History

### **AP® US Government and Politics (1st Semester of Government/Economics)**

The Advanced Placement United States Government and Politics program is designed to teach American constitutional government based on the interpretation of original documents, the principles of American government, American political beliefs and behaviors, political parties, interest groups, national institutions, policy processes and law.

AP® Government and Politics is a very demanding college level course. Students are required not only to read the college level text, but also to augment this material through research and reading of supplemental articles and then critically apply the findings to current governmental policies. It is also imperative that a challenging academic environment exists and that the student is dedicated to learning, is highly motivated, and is willing to put forth the time and effort required for a course of this intensity both in and out of the classroom.

Students will be assigned daily reading from the text and/or other required supplementary reading materials. Teaching methods will vary and include lecture, classroom discussion, small group discussions, cooperative learning strategies, simulations, student presentations and online

activities. Students will also be required to write free-response essays for each unit and to analyze and interpret various primary and secondary sources from both historical and current writings. While one of the main outcomes of the course is that students perform well on the AP Exam in May, the student's grade is completely assessed through course work and class assignments, discussions, readings and exams. The curriculum for this course consists of topics drawn from seven interrelated units of study outlined in the *AP Course Description* booklet published by the College Board, including instruction in the constitutional underpinnings of the U.S. government, political beliefs and political behaviors, political parties, interest groups and

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mass media. The course also delivers instruction in institutions of national government, public policy, civil rights and civil liberties.

Prerequisite: U.S. History and department approval

### **AP® Macroeconomics (2nd semester of AP Government/Economics)**

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. Instructions include basic economic concepts, measurement of economic performance, national income, price determination, stabilization policies, economic growth and the foreign exchange market.

Prerequisite: U.S. History and department approval

### **AP® Psychology**

**AP® Psychology** is a year-long course that is designed to introduce students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

The central question addressed in Psychology asks how people think. In order to think like a psychologist, one must learn to use critical thinking to restrain intuition, to restrain judgment with compassion, and to restrain illusion with understanding. The curriculum for this two-semester Psychology course will cover a variety of topics, and can be found on the AP® Course Description.

Prerequisite: World History and department approval

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## **Science**

The Village School science courses provide a strong background in science for every student. For those who plan careers in science or technology, this program is designed to provide students with opportunities for advanced placement studies and elective courses. All science classes at The Village School stress problem-solving and hands-on learning in a laboratory setting. All students are required to take Biology and Chemistry as a graduation requirement. Additionally, students must complete two additional science credits. Two semesters / 1 year of Engineering courses may count for one Science credit towards a students' graduation requirements.

### **Biology CP (1 year/1.0 unit)**

This is a year-long course in which students will investigate aspects of Biology from the macro to the micro level. This course will rely heavily on the implementation of the scientific method through lectures, discussions, videos, projects, activities and laboratory exercises with the use of Z-Space tablets, dissections and field studies. Concepts covered in this course include: The Fundamentals of Science, The Characteristics of Life, Ecology, Biological Diversity, Vertebrates, and Cell Types/Structure. This course requires students to perform laboratory experiments to analyze data and to draw conclusions based on experimental results.

Prerequisite: None

### **Biology Honors (1 year/1.0 unit)**

This year-long course covers the concepts of Biology CP, but with more depth, at a faster pace and with a greater degree of analysis, additional laboratory experiences and write-ups and new topics. Concepts covered in this course include: The Fundamentals of Science, Ecology, Biological Diversity, Vertebrates, Cell Types/Structure, Cellular Energy, Cell Replication, Genetics and Introduction to Chemistry in Biology. This course is designed to challenge the student's critical thinking skills while performing complex scientific experiments.

Prerequisite: Recommendation from 8th-grade Science instructor and department approval

### **Chemistry CP (1 year/1.0 unit)**

This course emphasizes a conceptual understanding of chemistry rather than a mathematical one. Atomic theory, chemical bonding, acid-base behavior, oxidation, reduction and other types of reactions are studied. Students conduct many laboratory experiments to develop an

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understanding of chemical principles as related to everyday life.

Prerequisite: Biology

### **Chemistry Honors (1 year/1.0 unit)**

This course serves as an introduction to modern chemistry. Atomic structure, bonding, phase change, solutions, chemical reactions, thermodynamics, acid-based equilibria, kinetics and aspects of organic and inorganic chemistry are included. Emphasis is placed on developing problem-solving skills. This course incorporates a substantial component of hands-on laboratory work.

Prerequisite: Biology and departmental approval

### **AP® Chemistry (1 year/1.0 unit)**

This course is the equivalent of an introductory college general chemistry course. A brief review of some basic topics in chemistry relating to the nature of atoms, molecules, ions, the concept of mole and stoichiometry is presented. This is followed by a more in-depth discussion of the electronic structure of atoms, the nature of chemical bonding and how it relates to states of matter, thermochemistry, chemical kinetics, chemical equilibrium, thermodynamics and electrochemistry, and organic and nuclear chemistry. A major objective of this course is to understand basic principles and apply them towards solving comprehensive problems. The course is integrated with a rigorous laboratory program.

Prerequisite: Department approval

### **Physics CP (1 year/1.0 unit)**

This introductory physics course includes studies in motion, forces, optics, sound, electricity, magnetism, waves and nuclear physics. The emphasis is conceptual rather than mathematical. Lab activities and demonstrations are a major component of the course. Students will use computers for data collection, analysis and simulation.

Prerequisite: Chemistry

### **Physics I Honors (1 year/1.0 unit)**

This course provides the tools necessary to make sense of the universe at its most basic level via conceptualization and rigorous problem-solving. Quantitative and qualitative analysis are developed through software analysis of data to construct mathematical models. Scientific literacy is promoted in order to help students make informed and responsible decisions in their lives.

Prerequisite: Chemistry, Precalculus and departmental approval

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### **AP® Physics (1 year/1.0 unit)**

AP® Physics is the equivalent of a first-semester college course in algebra-based physics, but it is designed to be taught over a full academic year to enable students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, power, and mechanical waves and sound. It also introduces electric circuits.

Prerequisite: Chemistry, Precalculus, and departmental approval

### **Physics II/Astronomy Honors (1 year/1.0 unit)**

This course touches on the topics comprising the second AP Physics course. However, the context will be that of astronomy.

Topics: Orbital mechanics, thermodynamics, electric and magnetic fields, electromagnetic radiation, ray and wave optics, black-body radiation, nuclear and atomic physics, special relativity, planet and solar system formation, types of stars, life cycle of stars, evolution of galaxies, black holes, general relativity.

Prerequisite: Physics I

### **Marine Science CP/Honors (1 year/1.0 unit)**

In this year-long course, students will learn about the physical structure and chemistry of the ocean, the diversity of ocean life, marine ecology and the scope and impact of human interactions with the oceans. This course will rely heavily on the implementation of the scientific method through lectures, discussions, videos, projects, activities and laboratory exercises with the use of Z-Space tablets, dissections and field studies relating to each of the concepts covered. Concepts covered in this course include: Marine Ecosystems and Ecology, Oceanography, Marine Microbes, Marine Invertebrates, Marine Fishes, Marine Birds and Marine Mammals.

Prerequisite: Biology



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### **Human Anatomy and Physiology CP/Honors (1 year/1.0 unit)**

This year-long course introduces the normal structure and function of the human body from the chemical level to the systems level, focusing on homeostasis and system integration. This course will rely heavily on the implementation of the scientific method through lectures, discussions, videos, projects, activities and laboratory exercises with the use of Z-Space tablets, virtual dissections, real specimen dissections, field studies, guest speakers and field trips to medical facilities which relate to each of the concepts covered. Concepts covered in this course include: musculoskeletal system, internal organs, internal systems, arteries and veins, the brain and urogenital system. An in-depth fetal pig dissection will be done during the second semester of the course, covering the aforementioned topics. This course is also designed for students who would like to get an in-depth background on the workings of the human body, be it for a career in the health occupations field, a third year of the state's science requirement or simply for personal interest. Honors students will be required to show a higher analysis of thinking and graded on stricter rubrics with higher detail required from their work.

Prerequisite: Biology and Chemistry

### **Advanced Science Seminar (1 year/1.0 unit)**

This is a course to read, debate and write about big ideas and big questions: the limits of human understanding; the impact of science and technology on society and politics; and human progress.

Topics: Features of life: design or evolution? Our location and neighborhood in the universe: special or common? How does free will fit into the determinism of science? Are many opinions based on the discoveries of 19<sup>th</sup> century science? What does modern science have to say? Are there answers? Or just more questions? There are four Big Bangs; we will touch on at least three.

Has technology made the life of an individual and society better? Will technology make the life of the individual and society better? How have past predictions fared? Are present predictions reasonable? How has technology impacted the human progress? How has or will human nature impact technological advances? How has ideology impacted science and technology? This includes the rise of robots, the internet of things, information technology, limits of resources, government policies regarding science, technology and medicine.

Prerequisite: Chemistry

### **AP Environmental Science (1 year/1.0 unit)**

AP Environmental Science is an interdisciplinary course focusing on the application of scientific concepts and principles to the understanding and methodologies regarding the solutions of environmental problems and issues. An equivalent to a college-level class, this course includes lecture, laboratory and field components through which students will learn about environmental

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issues while developing/applying critical thinking, problem solving and communication skills. Concepts covered in the course: Ecosystems, Biodiversity, Populations, Earth Systems and Resources, Land and Water Use, Energy Resources and Consumption, Atmospheric Pollution, Aquatic and Terrestrial Pollution, Global Change.

Prerequisite: Biology, Chemistry and department approval

### **Engineering**

#### **Principles of Technology & Engineering (1 year/1.0 unit)**

Principles of Engineering and Technology is a foundational course in the for students interested in learning more about careers in engineering and technology. This course covers basic skills required for engineering and technology fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in the engineering design process. They can evaluate an existing engineering design, use fundamental sketching, CAD software and engineering drawing techniques, complete simple design projects using the engineering design process, and effectively communicate design solutions to others.

Prerequisite: None

#### **Robotics and Automated Systems (1 year/1.0 unit)**

Robotics & Automated Systems is an applied course for students who wish to explore how robots and automated systems are used in industry. Upon completion of this course, students will have an understanding of the historical and current uses of robots and automated systems. Students will program circuits, interfacing both inputs and outputs; ethical standards for engineering and technology professions; and testing and maintenance of robots and automated systems. Students will apply skills in a yearly regional MATE ROV competition.

Prerequisite: None

#### **Engineering: Agricultural Engineering 1, 2 (1 year/1.0 unit)**

Meeting the food needs of the population in the developing world over the next half-century will require technologies that significantly improve rural livelihoods at minimal environmental cost. Many of these people still carry water in buckets and are located away from the power grid. Agricultural Engineering will educate students in the analysis and design of machinery, animal housing, and environmental systems for the production, processing, storage, handling, distribution, and use of food, feed, fiber and other biomaterials, and the management of related natural resources, by integrating basic physical and biological sciences with engineering design principles. Students will create renewable energy sources and drip irrigation.

Prerequisite: None

## **World Languages**

The World Languages Department of The Village School of Naples offers linguistic and cultural learning experiences to empower students as they grow in their ability to communicate effectively across cultures, mature as disciplined scholars and become internationally aware. Students will develop level appropriate communicative competence as they become proficient in understanding, speaking, reading and writing the target language.

### **Spanish 1 (1 year/1.0 unit)**

The Spanish 1 course has been designed to reflect the philosophy and goals found in the Standards for Foreign Language Learning in the 21st Century (ACTFL). In Spanish 1, students begin their language journey towards proficiency by developing basic listening, speaking, reading and writing abilities. As part of the course, students will be provided with developmentally-appropriate opportunities to communicate within and beyond the classroom setting. A wide variety of technology resources and engaging, authentic activities will be utilized throughout the course to facilitate and foster interpretive, interpersonal and presentational communication skills.

Prerequisite: None

### **Spanish 2 (1 year/1.0 unit)**

The Spanish 2 course has been designed to reflect the philosophy and goals found in the Standards for Foreign Language Learning in the 21st Century (ACTFL). Students continue their study of Spanish by further expanding their knowledge with features and strategies tailored specifically to build students' language and cultural competencies. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in all three modes of communication. Students will be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts. They will build connections with other disciplines while using Spanish to develop critical thinking and to solve problems creatively. They will access and evaluate information and diverse perspectives that are available through Spanish and its cultures.

Prerequisite: Spanish 1

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### **Spanish 3 Honors (1 year/1.0 unit)**

The Spanish 3 Honors course has been designed to reflect the philosophy and goals found in the Standards for Foreign Language Learning in the 21st Century (ACTFL). This course expands the student's knowledge of the Spanish language through communication, cultures, connections, comparisons and communities. The goal of Spanish 3 Honors is to provide students with an opportunity to acquire a more advanced level of communication in the Spanish language and to better understand Spanish-speaking cultures. Through the use of authentic resources and engaging activities, students will amplify their ability to communicate in more complex structures and utterances and to express themselves in all three modes of communication.

Materials covered in Spanish 3 Honors present an educationally-sound and developmentally-appropriate early connection to future AP Themes, interdisciplinary topics and current, global issues: Nature, Environment, Recycling, Conservation and Renewable Energies -City Life, Money, Banking, Daily Chores -Wellness, Exercise Health and Nutrition -Professions and Occupations, the Workplace, Job Interviews and Benefits.

Prerequisite: Spanish 2 and departmental approval

### **Spanish 4 Honors (1 year/1.0 unit)**

The Spanish 4 Honors course has been designed to reflect the philosophy and goals found in the Standards for Foreign Language Learning in the 21st Century (ACTFL ). This is an accelerated Spanish course designed to strengthen further the language skills acquired through the intermediate levels of Spanish. All four language skills (speaking, writing, reading and listening) are rigorously trained through a full range of engaging and interactive activities. Basic grammar is reviewed to a degree, but there is a special emphasis on the more complex structures of the language. The development of topic vocabulary continues, but the course also ushers students into a more expansive acquisition of idiomatic expressions. Moreover, the course has a clearly defined cultural component, with an eye toward the AP Spanish Language and Culture course. Students study a good selection of cultural readings and do written and oral cultural comparisons in which they juxtapose particular cultural products, perspectives and practices of the Spanish-speaking world with those of the U.S. The course is conducted entirely in Spanish, and students are required to communicate in the target language exclusively. Spanish 4 Honors serves as a pre-AP course for qualified students from the Spanish 3 Honors class needing an additional year of linguistic fortification.

Prerequisite: Spanish 3 Honors and departmental approval

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### **French 1 (1 year/1.0 unit)**

French 1 is an introductory level course designed to enable students to begin to acquire proficiency in French through a linguistic, communicative and cultural approach to language learning. Basic listening, speaking, reading and writing skills are developed. Oral communication is the focus and students express themselves and engage in simple conversations in French within the limits of their knowledge of vocabulary and structure. Dialogues, skits, songs, games, films and projects are used to help students build their communication skills and learn about the distinct cultures of the Francophone world. Educational technology is also used to provide authentic cultural material and travel beyond the classroom. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course. For example, students will watch videos of native French speakers before creating their own conversational dialogues within a similar context. The goal is for students to be able to compare their own culture with the cultures they are studying. No prior knowledge of French is required.

Prerequisite: None

### **French 2 (1 year/1.0 unit)**

In French 2, students continue their advancement of proficiency in French through a linguistic, communicative and cultural approach to language learning. Intermediate listening, speaking, reading and writing skills are developed in both present and past tenses. Oral communication, reading comprehension and development of writing skills are the main focus of the second year of learning. In order to facilitate a greater level of acquisition, the majority of instruction is delivered in the target language. Students express themselves and engage in more detailed conversations in French by applying new concepts and vocabulary to skills learned in French I. Dialogues, skits, songs, games, films and projects are used to help students build their communication skills and learn about the distinct cultures in the Francophone world. Cross-curricular research projects are also used to provide authentic cultural material and travel beyond the classroom. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course. For example, students read authentic texts and watch clips from francophone countries before creating their own verbal and written responses. Short stories, poetry, and music are also used to reinforce daily usage of the language and a deeper cultural understanding of francophone communities and their products and perspectives.

Prerequisite: French 1 or equivalent

# **THE VILLAGE SCHOOL – UPPER SCHOOL COURSE OF STUDY**

## **Visual and Performing Arts**

The visual, culinary and performing arts department provides students with an understanding of the value of arts in culture by giving them a balanced exposure to and appreciation of the arts. Culinary, theater arts, music and visual arts are offered in an environment where students can discover and nurture their artistic affinities and creative potential. Students are provided a forum in which to demonstrate their ability via performances, recitals, productions and art displays, thus enriching both The Village School and the community. Costume and/or material fees may apply for some performing arts classes.

### **Visual Arts Studio 1, 2, 3, 4 (1 year/1.0 unit)**

An advanced course that entails an in depth study of art techniques and media. In addition, drawing, painting, mixed media, digital art, and three-dimensional media will be studied. Furthermore, students will link art history to their portfolios. This course will involve diverse artistic processes in both individual and group settings. Lastly, students will work closely with faculty to develop an ongoing or culminating area of concentration based on material preferences.

Prerequisite: Departmental approval

### **Digital Photography 1 & 2 (1 year/1.0 unit)**

This is a beginner's course designed to introduce digital imagery and computer technology as a medium for artistic expression. Fundamental concepts to be surveyed include the study of light, time, composition and subject. Students will develop a strong sense of visual, critical thinking skills while studying the elements of art and principles of design. In addition to acquiring basic photographic skills, students will apply their artistic knowledge to design a school year book.

Prerequisite: Departmental approval

### **Digital Photography 3 & 4 Portfolio (1 year/1.0 unit)**

This course is designed for students who have in depth knowledge in photography and aspire to pursue portfolio development. Students may choose to explore specific technical applications of photography and advanced editing software. Other topics include macro photography, time-lapse, action photography, black and white, color, landscapes, light painting, portraiture, elements of art and principles of design, photojournalism, commercial photography and techniques common to the history of photography.

Prerequisite: Digital Photography 2 or departmental approval

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### **AP® Art 2D Art and Design (1 year/1.0 unit)**

Students will demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Students will develop technical skills and become familiar with the functions of visual elements as they create an individual portfolio of work for evaluation at the end of the course.

Prerequisite: Foundations of Art, Visual Studio 1 and departmental approval

### **AP® Art History (1 year/1.0 unit)**

Intended to prepare students for the AP® examination in art history, the course is a survey of world art from prehistory to the present with a strong emphasis on Western art.

Students will develop a vocabulary while studying all major forms of artistic expression including painting, sculpture and architecture within diverse historical and cultural contexts. Image identification, critical analysis and evaluation of both context and aesthetics are emphasized.

Prerequisite: World History and departmental approval

### **AP® Drawing (1 year/1.0 unit)**

The drawing portfolio is intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering and form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational and invented works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. Any work submitted in the Drawing portfolio that incorporates digital or photographic processes must address drawing issues such as those listed previously.

Prerequisite: Department approval

### **Chapel / Rock Band 1, 2, 3, 4 (1 year/1.0 units)**

This class is for students who already play an instrument or have had singing lessons and want to be part of an ensemble that performs for chapel and also plays rock music. The language of music is examined, including musical symbols and notation, the tonalities of different musical instruments, harmonization, arrangement and composition. The history of music is explored through listening, reading assignments, class discussion and written work. Participation in this class requires Chapel performances.

Prerequisite: Department approval

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### **Theatre 1, 2, 3, and 4 (1 year/1.0 unit each)**

Performance based classes. Students will improve connections to scene partners and material through improv, small scenes, songs and monologues. Musical theater students will explore the acting techniques of Sanford Meisner, David Mamet, Jeremy Whelan and more. They will also be introduced to the Alexander Technique to soften fear reflexes and improve overall quality of movement. Opportunities for performance throughout the year include full stage play and musical productions, entrance into the District 13 Thespian Festival Competition (Performance & Technical events) and showcase nights.

Prerequisite: None for Theatre 1. Theatre 2, 3 and 4 are sequential and require the previous class or equivalent with department approval.

### **Independent Study-Advanced Solo (1 year/1.0 units)**

For the serious musician who wants to perform as a soloist, in ensembles or accompanying. There will be tutoring in performance practice and understanding the music with proper theoretical analysis.

Prerequisite: Department approval

### **Steel Drums 1, 2, 3, 4 (1 year/1.0 unit)**

This steel drum group rehearses compositions expressively for Caribbean ensembles. The musical styles each student will encounter are: Calypso, Cuban, Brazilian, classical, pop and jazz. Students will also develop general musical skills like reading rhythm and pitch notation. This class includes performances in and out of school throughout the year.

Prerequisite: Department approval

### **AP® Music Theory (1 year/1.0 unit)**

This intensive, year long course is designed to prepare students for the AP® Music theory exam in May. This course reflects a range of skills typically developed during a freshman theory college course. Significant critical, analytical and creative thinking skills will be emphasized in theory and composition, ear training, sight-singing, analysis and keyboard skills, harmonic progressions, formal structuring and style and dictation.

Prerequisite: Completion of Music Studio and departmental approval



### **Physical Education**

Physical Education is an important aspect of a total education. A healthy human being should develop mind, body and spirit. Some form of daily physical activity should become part of each person's life in order to promote health and develop fitness. We offer opportunities for decision-making and confidence-building while learning fair play and teamwork. Students may fulfill the Physical Education requirement through successful completion of two seasons on a TVS athletic team at the varsity level or through traditional Physical Education courses. Students may also choose to elect a combination of programs.

Prerequisite: None

### **Personal Fitness (1 year/1.0 unit)**

This course is designed to give students the opportunity to learn strength training concepts and conditioning techniques used for obtaining optimal physical fitness. Students will learn through basic progressions and have an introduction into various personal training techniques. Students will benefit from a variety of comprehensive weight training techniques and endurance activities. Students will learn the basic fundamentals of strength training, overall fitness training, general preparedness, and conditioning. Course includes both lectures and activities. Students will be empowered to make informed choices, meet challenges head on, and develop positive behaviors in fitness, wellness, and overall movement for a lifetime. This course does meet the graduation requirement of 1 PE course.

Prerequisite: None

### **Additional Electives**

#### **Culinary 1, 2, 3, 4 (1 year/1.0 unit)**

Cakes, cookies, icing, frosting, piping and sampling...this course covers the "science" behind baking through the study of basic ingredients, techniques, weights and measures, baking terminology and formula calculations. Students will create a TVS Bakery and blend business and marketing techniques with baked goods. Topics and laboratory experience include yeast/chemically leavened products, laminated/pastry dough, batter, pies/tarts, meringue, custard, cakes and cookies, icings, glazes and basic sauces. Upon completion, students should be able to demonstrate a basic proficiency in bakeshop applications, and prepare and evaluate a variety of bakery products.

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Prerequisite: none