

Philosophy of Education

Beliefs

We believe that education is a lifelong process of primary importance, irrespective of one's professional pursuits. Education is not only an intellectual endeavor, but one that encompasses artistic, emotional, spiritual and physical growth as well. A good school encourages critical thinking, aesthetic appreciation, formation of values, and sound health and fitness, while also fostering intellectual curiosity, initiative and creativity in all areas of life.

We believe that, although students have different abilities, aptitudes and talents, all children want to learn and are capable of learning. Each student should be encouraged to achieve his or her full potential. An effective school must provide a challenging and supportive learning environment, in which students learn from and provide an educational stimulus for one another. In order to nurture their growth as thinkers, as artists and as citizens, students should be provided with a wide range of courses that meet their educational needs and interests.

We believe that our school functions as part of a larger society. Students should see themselves not only as members of academic and artistic communities, but as members of New York City, the nation and the world. A meaningful education should prepare students to meet the challenges of these ever-changing communities, in an atmosphere that encourages awareness and appreciation of diversity. As a school, we have the responsibility to enable students to make informed choices and to adapt themselves to personal and social changes throughout their lives.

Technology Integration

PCS aspires to be a school whose program enables students to learn in part through online exchange of ideas, content and instructions. This opportunity offers an enhanced classroom-centered experience as well as an element of student control over-time, place path, and/or pace of learning. This ensures our students' ability to pursue professional and pre-professional endeavors that remove them from the physical classroom and to continue to learn while they are away without losing connection to the teacher, the students, of the coursework.

MIDDLE SCHOOL PROGRAM

The following list of courses describes our middle school offerings for the 2016-17 school year. Our program is geared specifically to middle school-age students with a developmentally appropriate sequence of classes that aid in progressing from concrete thinking to more abstract thinking. The 6/7th grade program is combined for English, Social Studies, Science, and the Arts, allowing for an interdisciplinary approach to those subjects. The 8th grade program is grade-level specific, with appropriate placements in math and world languages. The curriculum described below, along with classwork, independent projects, and homework, provides students with a variety of opportunities to grow and develop as thinkers. This includes the expectation of at least one and a half hours of homework each evening in order to reinforce the learning that takes place in the classroom.

The development of skills is primary in Middle School. Higher-order learning skills such as goal setting, decision making, organization, problem solving, and self-monitoring are areas addressed in all classes and reinforced in Study Skills courses. Life skills are reinforced in Health courses and developed through interaction and discussion in classes and within our advisory program. Middle School students are assigned an advisor who will meet with them on a monthly basis during our advisory period and as needed.

ENGLISH

GRADES 6/7

The selections in this two year course are built around the ideas of empathy and social justice. Beginning with literature that emphasizes interpersonal relationships, students will extend this idea globally in coordination with the geography curriculum of the Social Studies 6/7 class. Students will explore world literature by participating in the *Global Read Aloud*, whole class novels, and literature circles throughout the year. Reading and writing concepts will be reinforced through class discussions, collaborative projects, required blogging, and creative writing assignments. Vocabulary and grammar skills will also be addressed through weekly lessons, which are then directly applied to independent reading and writing activities as students learn to communicate articulately.

Possible texts:

Pax, Sara Pennypacker

The Dreamer, Pam Munoz Ryan

The Breadwinner, Deborah Ellis

A Long Walk to Water, Linda Sue Park

The Diary of Anne Frank

Sadlier Grammar for Writing

GRADE 8

The eighth grade English curriculum builds upon the skills introduced in earlier grades and prepares students to make the transition to high school. Critical analysis of literature in a variety of forms including drama, poetry, short story, novel, and essay is developed through regular engagement with analytical questions. Vocabulary is emphasized within the literature. The writing curriculum encourages students to be independent writers, capable of making their own decisions about revising and editing, while continuing to receive guidance from their teacher and peers. Students are given regular opportunities to practice formal essay writing throughout the year. The writing curriculum emphasizes sentence structure, word usage, and spelling, as well as thesis development. Public speaking and presentation skills are developed periodically throughout the course.

Possible Texts:

A Raisin in the Sun, Lorraine Hansberry

To Kill a Mockingbird, Harper Lee

The Tragedy of Romeo and Juliet, William Shakespeare

The Adventures of Tom Sawyer, Mark Twain

GRADE 8 WRITING WORKSHOP (1x a week)

This period is part of each English course and is centered on the creation of a writing portfolio. Each student maintains and develops his or her own portfolio, which is a collection of a wide variety of entries. Students are assigned to write entries in different genres and styles, such as descriptive, expository, and narrative writing, etc. Individualized instruction is routinely provided. Particular goals for the development of written expression will be tailored to each student individually. Primary focuses will include the basics, such as punctuation, spelling, syntax, and vocabulary, as these technical elements enhance and enrich style. Much attention will be placed on revision and editing, and particularly on developing variety in word choice and phrasing and maintaining clarity of meaning and purpose.

ENGLISH AS A SECOND LANGUAGE (ESL) - GRADES 6-12

Upon registration, the Head of Middle School and ESL teacher will make the appropriate course recommendation for each student. New students must meet with the ESL teacher to determine course placement. International students take 2 periods of ESL per day.

ESL students focus on developing the four axes of language competence: reading, writing, listening, and speaking. The class meets for two periods each day, where students practice and reinforce the language skills necessary for success in other academic subjects as well as in their daily lives. Students are evaluated through class participation, individual and collaborative projects, weekly quizzes and formal assessments. Middle and high school students may be mixed depending on the size of a course.

Possible Texts:

ESL 1

Dear Mr. Henshaw, Beverly Cleary
The B.F.G., Roald Dahl
Half and Half, Lensey Namioka
Basic English Grammar (4th Ed.), Azar-Hagen

ESL 2

Arrivals: Cross-Cultural Experiences in Literature, Jann Huizenga
Ties that Bind, Ties That Break, Lensey Namioka
A Little Too Much Is Enough, Kathleen Tyau
Fundamentals of English Grammar (4th Ed.), Azar-Hagen

SOCIAL STUDIES

GRADES 6/7

The sixth and seventh grade Social Studies course is a two year rotation in which students build skills in the social sciences: history, geography, economics, government and culture. In the 2014-2015 school year, students will develop these skills through the study of world geography. Students will develop an understanding of the earth's landforms and regions, as well as the relationship between humans and their environment. In addition, this course will explore the major religions of the world, examining both their historical significance and current practices. Through reading primary sources and examining visual resources, students will also develop skills in historical analysis. Class discussions promote critical thinking as students also hone their note taking skills. In written assignments, students will develop evidence based arguments. Homework is primarily readings and written responses. Assignments include text readings, written papers, oral presentations, and creative projects.

Text: *World Geography*, Holt McDougal

GRADE 8

In eighth grade Social Studies, students develop skills in historical analysis, critical thinking, and writing to prepare for high school level work. Students will explore the relationship between diverse peoples, geography and natural resources. Reading varied primary and secondary sources, students will synthesize ideas and evaluate sources for bias, reliability and validity. The development of writing clear, logical, and persuasive prose is emphasized in major papers, as well as short written responses. The course content focuses on the study of American history from the foundation of colonies to the development of a modern nation in the twentieth and twenty-first centuries. Topics include the founding of a new nation, westward expansion, a nation divided by war, and the growth of a modern world power. Students continue to work on geography skills focused on the American continent. Assignments will include regular homework, primary and secondary source readings, written responses, short and major papers, and oral

presentations.

Text: *United States History*, Holt McDougal

ESL HISTORY- GRADES 6 -12 International Students

Full year, 1 credit

ESL/World Cultures is a two-year history course. The international student advisor and the ESL history teacher provide a recommendation to enroll in the course for one or two years.

Through the study of world civilizations, the course focuses on improving reading, writing, speaking, and listening skills. Students become familiar with subject-specific vocabulary and the concepts of economic, political, and cultural change in history. Research for written work and oral presentations, class discussions, and group projects all serve to further students' knowledge and use of English. Homework consists of text and enrichment reading and written responses.

Text:

History of Our World: People, Places and Ideas Volumes I & II, Steck-Vaughn XEP

SCIENCE

GRADES 6/7

This course is on a two-year rotation so that each student moves through both curricula as they complete 6th and 7th grade. The course focuses on several different approaches to learning, which include integrating and connecting different areas in science. Both curricula begin with an introduction to the world of science where students are taught to approach science as more than a subject, but as a way of thinking. Each year begins with a review of the scientific method and with exercises demonstrating the importance of observational skills in science. Rotation A (2016-2017) includes topics in life science focusing on classification. Students will explore the world of protists, fungi, plants, vertebrates and invertebrates. The second semester is dedicated to the study of evolution with an emphasis on the development of our own species. Rotation B covers topics in scientific literacy and technology as well as physical science. Students are provided opportunities to relate scientific concepts to everyday life through problem solving, lab work, dissections and cooperative learning techniques. A series of reading materials are used in both paperback and digital formats. The completion of a research paper and a digital project is required.

Text: *Interactive Science: Science and Technology*, Pearson

Interactive Science: Forces and Energy, Pearson

GRADE 8

The eighth grade science course combines chemistry and biology to give students a more complete understanding of these two subjects. Chemistry concepts such as pH, chemical reactions, the periodic table will be combined with biology topics such as macromolecules, properties of water, human anatomy, and organ systems. Everyday activities such as cooking and exercise will be analyzed and broken down into their respective chemicals and biochemical reactions. Through daily instruction, demonstrations, and lab work, students learn to integrate key concepts, to use evidence to describe, predict, explain and model, to manipulate materials while conducting labs. At the end of the year, students will have a better understanding of how chemistry and biology are interwoven and are an integral part of everyday life. The scientific method will be interwoven into all discussions so that students understand that science is based on logical thinking and a natural process. Students will also complete one science fair project.

TEXTS (ONLINE):

CK-12 Chemistry: Online Text

CK-12 Biology: Online Text

ESL SCIENCE- International Students

ESL Science is designed for beginning to high-beginning ESL students. It prepares students for success in a mainstream science program with a broad overview of life, earth, and physical science. All activities are specifically geared to students in the early stages of English language acquisition, and help build content knowledge, skills, and learning strategies that can be transferred from the students' native language to their target language. Reading strategies, interpreting charts, basic experiments, and science vocabulary are explicitly taught and modeled throughout the course to help students access and build mastery of science content as well as language.

Science - A Closer Look, MacMillian/McGraw-Hill

MATHEMATICS

New middle school students take placement tests prior to the beginning of the school year to determine which math course is appropriate for them based on math ability and proficiency.

CONCEPTS IN MATH

The focus of this course is to strengthen students' math skills while at the same time introducing several new concepts using the algebraic approach. The intention is to make sure that the appropriate math skills are in place before students begin an in-depth course in pre-algebra. One of the primary goals for this course is for students to become

mathematical thinkers and not just rote-learners. The first semester includes topics covering estimation and the basic concepts of working with decimals, variables and fractions. During the second semester, students will work with ratios, proportions, and percents. There will also be an introduction to geometry and integers. Throughout the year, the students work to develop their problem-solving and conceptual math skills.

TEXT: *GO Math Middle School Grade 6*

PRE-ALGEBRA

Students take Pre-Algebra dependent upon successful completion of Concepts in Math and/or placement results. The Pre-Algebra curriculum reinforces arithmetic skills and concepts and introduces the basics of algebra. During the first semester, the course covers the topics of integers, fractions, decimals, order of operations, and probability. The students are introduced to the coordinate plane as well as writing and solving one-step equations and graphing and solving inequalities. During the second semester, the students will work with ratios, proportions and percents before moving on to linear functions and graphing, in preparation for Algebra. Students will regularly incorporate the use of technology to enhance their learning with virtual math manipulatives and other interactive math applications. They will also engage in project-based learning to gain a hands on understanding of math concepts. Throughout the year, they will continue to work on developing their problem-solving and conceptual math skills.

TEXT: *GO Math Middle School Grade 7 Accelerated*

ALGEBRA

Students take Algebra depending on successful completion of Pre-algebra and/or placement results. Middle school algebra covers the elements of introductory algebra. Students become familiar with the language of algebra, as well as with linear, exponential, and quadratic functions. They solve equations in one and two variables. Students also learn the rules of exponents, operations on polynomials, factoring and square roots. The class will also include real life applications, and problem solving. The TI-84 graphing calculator is required for this course.

Students who receive a grade of C- or higher will receive Upper School credit and be eligible to take Geometry in the ninth grade. Those who receive a D+ or lower will not receive Upper School credit and will be placed in Algebra I in the ninth grade.

TEXT: *Algebra I*, Prentice Hall 2007

WORLD LANGUAGES: GRADES 7 & 8

Students in seventh and eighth grade may begin to study Spanish or French and enroll in Spanish 1 or French 1. At the end of the year, students who have successfully completed these courses will receive one Upper School school credit for a foreign language. Students may then take Spanish 2 or French 2 as eighth or ninth graders.

New seventh and eighth grade students who have studied either Spanish or French in their previous schools and who wish to continue their studies will be asked to take a placement test in order to assess their skills and knowledge. They will then be placed into the appropriate course.

FRENCH I

Full year, 1 credit

In French I, students will master grammar topics such as regular and irregular verb conjugation, prepositions, articles, adjective agreement, object pronouns and manipulation of thematic vocabulary. They will use the present, futur proche and passé composé tenses to discuss topics studied in the course through speaking, reading, writing and listening tasks. Themes include greetings/introductions; expressing and asking about personal preferences and desires; discussing time and weather; describing family and friends; talking about school life and hobbies; and exploring French and francophone cuisine, fashion, and music. Students will use interactive activities and technology to practice authentic conversations, navigate websites in French, and play games to practice and reinforce language skills. They will complete a number of Cultural Participation and Research Projects according to their own interests. These may include researching the origins of a particular dish and preparing it for their family, creating an itinerary for a dream trip to Paris, going to art exhibits and reflecting on their experience, creating their own restaurant menu, among others.

TEXT: *D'accord 1* (5th Ed.), Vista Higher Learning
Workbook for the above

SPANISH I

Full year, 1 credit

In the first year of Spanish, students develop skills critical to the mastery of a new language. Using authentic resources, stories, films, music, and audiovisual aids, students will come to understand the Spanish language and gain an appreciation for a variety of Hispanic cultures and customs. They will be able to understand a variety of texts in Spanish and engage in simple written and spoken interactions in varied contexts. Themes include family life, pets, school, foods, sports and pastimes, shopping and travel. Grammatical concepts which will be covered include present tense of irregular and regular verbs, idioms, using descriptive adjectives to describe oneself and others, forming questions, and the present progressive. As students gain fluency, Spanish will become the sole language used in class

TEXT: *Vistas* (4th ed.), Vista Higher Learning
Online workbook for the above

FRENCH II

Full year, 1 credit

In French II, communication and comprehension skills continue to be the major goals through vocabulary building activities and the acquisition of new grammar structures and tenses. In addition to strengthening their listening, reading, speaking and writing skills, students also broaden their cultural knowledge through stories, music, Internet activities and films.

TEXT: *D'accord I!* (5th ed.), Vista Higher Learning

Workbook for the above

Selected Stories

SPANISH II

Full year, 1 credit

In Spanish II, students will continue developing communication and comprehension skills through activities that build richer vocabulary and the acquisition of new grammar structures such as the present progressive, the simple preterite and the imperfect past tenses. In addition to strengthening their listening, reading, speaking and writing skills, students also broaden their cultural knowledge through stories, music, Internet activities and films. Themes include daily routine, restaurants, celebrations, childhood, health and technology.

TEXT: *Vistas: Introducción a la lengua española* (5th ed.), Vista Higher Learning

Online Workbook for the above

THE ARTS, TECHNOLOGY, HEALTH and PHYSICAL EDUCATIONART

PCS students come from diverse artistic backgrounds and experiences; the middle school art curriculum meets individuals where they are, fostering development of technique and deepening visual awareness. The program emphasizes drawing, painting and object making—from observation and imagination—using a variety of materials, and offers opportunities for students to find their creative voices in a non-competitive environment. Students are further introduced to the vocabulary of pictorial and compositional fundamentals, plus that of specific media, through discussion and making, and learn as a group, to develop responsibility for the studio. The curriculum also takes advantage of interdisciplinary collaborations where they occur, as well as cultural opportunities that arise in the city, with students visiting museums or galleries where possible.

DRAMA

The drama classes at the Middle School level are designed to give students experience

with and knowledge of working as an ensemble, engaging their instincts and making believable acting choices. This is achieved through the use of “theater games” that focus on movement, dialogue, rhythm, concentration, and many other elements of the theater. Later in the year, students present a project either in the form of scene work, or in the presentation of a play or musical production.

MUSIC

The Middle School music program emphasizes learning the techniques of music through singing, conducting, and playing percussion instruments. Students study music literature through guided listening, with repertoire ranging from Gregorian Chant to Stravinsky, the Blues, and the Beatles. All grades study one opera per year.

Students have the opportunity to participate in choral performances several times a year. The repertoire includes rounds, folk songs, Broadway show tunes, and classical works. Students in the upper grades, as schedules permit, work on a music/theater project in the second semester.

WEB TECHNOLOGIES

Web Technologies is a foundational course that explores the technologies that make the Web work. Basic computing and networking skills are taught to enable the understanding of Web concepts. The tools of productivity, communication, collaboration, and creation in use on the Web are explored along with the concepts and technologies that make this happen. Students learn about many Web topics including digital copyright, being a good digital citizen, computer networking, website design, computer graphics, animation, and computer programming. In addition to the technical skills obtained in this class, students are taught problem-solving skills through the assignment of projects and group work, and will develop project management, time management, and task management skills as well as utilize planning and organization skills. Projects planned include creating a blog, website, and an animated, coding, or game design project.

HEALTH

Middle School health courses are designed to help students develop positive attitudes and behaviors to be modeled both in adolescence and adulthood. Mutual respect, acceptance, and communication are cornerstones of the program. Participation in activities, discussions, and completion of written work as well as projects are essential in the learning process. These courses are graded on a Pass/Fail basis. Topics covered include the following:

| GRADES 6/7 | GRADE 8 |
|---|---|
| Self-management/stress management | Changing Bodies/Puberty/Adolescence |
| Social behavior: bullying, respectfulness, and tolerance Internet Safety | Relationship building Human sexuality |
| Substance Abuse | Reproduction |
| Mental and Physical Health Diseases and Disorders | Nutrition |
| Puberty and Adolescence | Ethics and Values Goal setting/Decision-making |

PHYSICAL EDUCATION

Middle School Physical Education introduces students to proper lifetime fitness skills. Sport fitness and game activities are used to help increase self-esteem as well as social skills. Sportsmanship, solving differences, and building healthy daily relationships are an important aspect of the class. Cooperative games help to build peer relationships. These skills are important to develop early on as students become introduced to competitive team situations. The program results in students being well-rounded both physically and emotionally. All students must wear comfortable clothing and appropriate athletic shoes. All Middle School students are required to take Physical Education no matter what their outside activities may be. Students may be exempt from this course upon the approval of the teacher and the Head of Middle School.

SKILL DEVELOPMENT AND SUPPORT

STUDY SKILLS 6

This semester-long course meets twice a week and is graded pass/fail. Organization and planning skills are emphasized, and students are encouraged to develop a system of time and materials management that facilitates their own academic success. Specific areas of instruction include: active listening, note taking, reading comprehension, test-taking and study strategies, and homework management and prioritization. The development of metacognitive skills is emphasized and students are encouraged to become proactive in their approach to learning.

TEXT: *Executive Functions: A Blueprint for Success Guide*

STUDY SKILLS 7

This semester-long course meets twice a week and is graded pass/fail. Understanding of personal learning styles are emphasized as students are exposed to a variety of different approaches. Students are encouraged to develop a system of organization that facilitates their own academic success. Time management, note taking, test taking, active listening, and reading comprehension are skills that are focused on. The development of metacognitive skills is emphasized and students are encouraged to become proactive in their approach to learning.

TEXT: *Executive Functions: A Blueprint for Success Guide*

RESEARCH SKILLS 7

This semester long class is taught in conjunction with the 7th grade Science and Social Studies research projects. Students learn how to narrow their topics, create thesis statements and outlines, locate and access information utilizing print and electronic sources, take notes, and cite their sources. The class will also take a look at the concept of plagiarism and learn how to avoid it by paraphrasing and citing sources.

RESEARCH SKILLS 8

The class builds upon the skills introduced in the seventh grade. Students reacquaint themselves with the various print and online sources available in the library, with how to access and use information from each source, and with the steps involved in writing research papers (e.g., outlining, note taking, citing sources, etc.), as they apply these skills to their Social Studies and Science classroom projects and papers. Special focus will be given to advanced searching techniques as well as to the evaluation of online sources. This pass/fail course meets for one semester.

LEARNING SUPPORT SERVICES

The learning specialist at PCS works individually with students who need additional support in organization and study skills, reading comprehension, writing skills, or mathematics. Work with the learning specialist may be short-term or ongoing, and is available to students regardless of whether they have a diagnosed learning disability. If a student has a diagnosed learning disability, the learning specialist writes an educational plan which includes the student's strengths and weaknesses, formal accommodations, and suggestions for teachers working with the student in the classroom. The educational plan is shared with the student's teachers each year. The learning specialist is available to parents and teachers who have questions regarding students' academic challenges, and may recommend a psycho-educational evaluation by an outside professional in cases where a student is not progressing as expected. Requests for accommodations on standardized tests such as the SAT or ACT should be directed to the learning specialist.

HIGH SCHOOL COURSE DESCRIPTIONS

Outline of Graduation Requirements

A minimum of eighteen academic credit are required for graduation. Professional Children's School's curriculum is based on a four-year program, and it is recommended that college-bound students graduate with credits beyond the minimum, especially in sequential courses.

Students generally carry five credits per year. Courses that meet five times per week for 40 minutes, or four times per week for 50 minutes, receive one credit per year or one-half credit for semester offerings. Courses that meet less frequently receive less credit.

Credit Requirements:

Each student is required to take the following courses:

| | |
|---------------------------------|--|
| English | – 4 credits, including Senior English for all but int'l students |
| History | – 3 ½ credits. 3 credits for international students |
| World Languages | – 2 credits |
| Mathematics | – 2 credits |
| Science | – 2 credits |
| The Arts | – 1 credit |
| Health (Gr. 9-10) | – 1/2 credit |
| Research & Information Literacy | – 1/2 credit, online course |

Sequence:

In addition to the above, students must select a three-year sequence in foreign language, mathematics or science.

Electives:

Once students have completed course requirements, the additional credits required for graduation may be taken from the sequences or in history, English, Computer Science, or the arts.

Physical Education:

Physical Education must be taken each year. A student who is regularly enrolled in an instructed physical activity for at least two full hours a week may receive an exemption. Physical education exemption forms are available in the high school office. Medical exemptions may only be given with a letter from a physician, and students must attend Physical Education classes until exemption forms are completed.

Transfer Credit:

Transfer credit will be given for courses that are similar to courses offered at Professional Children's School. In the case of foreign transcripts, courses are sometimes blended since they frequently meet less than 200 minutes per week, i.e. history, geography, social studies.

PCS Summer Academy: Each summer PCS offers a variety of courses taught online. Courses will vary from year to year, but recent offerings included Health, Creative Writing, Conceptual Physics, and Environmental Science. Summer courses for 2017 will be announced early in the 2nd semester of 2016-17.

Dropping and Adding Courses

A student is permitted to drop a class during the first marking period of a course. If a course is dropped during the first marking period, it will not appear on the student's transcript.

- After the first marking period of a course, there will be a ten-day grace period within which a student may drop that course.
- Occasionally there are extenuating circumstances for a student to drop a course, commonly professional or medical. The decision to drop a course after the abovementioned deadline is at the discretion of the Associate Head for Academic Affairs. If a student drops a course after the end of a marking period, however, a notation of Withdrawn/Passing or Withdrawn/Failing will be recorded on the transcript.
- Students who undergo an educational evaluation midyear, and receive the recommendation that they not take foreign language, may drop the language course once the school receives the evaluation, and the course will then be deleted from the transcript.
- Students may add a course up until the first interim reporting date of a marking period. Subject teachers will make final decisions regarding student permission to add a course.

Departmental Credits and Policies

| Department/Course | Credit | Pre-requisite | Co-requisite/Comment |
|-------------------------------|-------------------------|---------------|----------------------|
| English | 4 for Graduation | | |
| Family in Lit. (9) | ½ | | |
| Archetypes in Lit. (9) | ½ | | |
| British Lit. (10) | ½ | | |
| New York Stories | ½ | | |

| | | | |
|--|--------------------------|-------------------------------|--|
| (10) | | | |
| Literature of Conflict and Survival (11) | ½ | | |
| Imposters, Villains and Antiheroes in Literature (11) | ½ | | |
| English Guided Study (10-11) | ½ | Advisor recommendation | 10th-11th Grades only |
| Life Journeys in Lit. (12) | ½ | Faculty recommendation | Placement for Seniors new to PCS |
| Self and Society (12) | ½ | Faculty recommendation | Placement for Seniors new to PCS |
| Culture Clash in Literature (12) | ½ | Faculty recommendation | Placement for Seniors new to PCS |
| Art & Identity in Lit. (12) | ½ | Faculty recommendation | Placement for Seniors new to PCS |
| A Sense of Place in Lit. (12) | ½ | Faculty recommendation | Placement for Seniors new to PCS |
| The American Dream in Lit. (12) | ½ | Faculty recommendation | Placement for Seniors new to PCS |
| ESL I | 2 | Faculty recommendation | Placement for students new to PCS |
| ESL II | 2 | Faculty recommendation | Placement for students new to PCS |
| Introduction to Literature | 1 | Faculty recommendation | Placement for students new to PCS |
| History | 3½ for Graduation | | |
| World History I | 1 | | |
| World History II | 1 | | |

| | | | |
|--|--|--|--|
| U.S. Government | $\frac{1}{2}$ | | |
| U.S. History | 1 | | |
| World Cultures for International Students | 1 | | |
| Topics in American Nation | 1 | Faculty recommendation | |
| Modern Middle East | $\frac{1}{2}$ | All previous required History courses | |
| Constitutional Law | $\frac{1}{2}$ | All previous required History courses | |
| Introduction to Political Thought | $\frac{1}{2}$ | All previous required History courses | Non-Full Guided Study |
| Current Politics | $\frac{1}{2}$ | All previous required History courses | |
| Economics | $\frac{1}{2}$ | All previous required History courses | |
| Senior Honors Seminar | $\frac{1}{2}$ | All previous required History courses | Non-Full Guided Study |
| Mathematics | 2 for graduation; 3 to establish a sequence | | Placement for students new to PCS |
| Algebra I | 1 | | |
| Geometry | 1 | Algebra I (C-) | |
| General Math | 1 | Algebra I & Geometry | |

| | | | |
|------------------------------|--|---|----------------------------|
| Topics in Math | 1 | Algebra I & Geometry | |
| Algebra II | 1 | Algebra I (C-) | |
| Statistics | 1 | Algebra II | |
| Pre-Calculus | 1 | Algebra II (B-) | |
| Calculus | 1 | Pre-calculus (B-) | |
| Advanced Calculus | 1 | Calculus (B+) | |
| Science | 2 include one lab science for graduation; 3 to establish a sequence | | |
| Biology | 1 | | Algebra I |
| Conceptual Physics | 1 | Algebra I | |
| Chemistry | 1 | Biology and Algebra I | Algebra II for some |
| Advanced Physics | 1 | Physical Science or Conceptual Physics | Pre-Calculus |
| Environmental Science | 1 | Algebra I and Geometry | |
| Advanced Biology | 1 | Biology | |
| ESL Science | 1 | | |
| World Languages | 2 for graduation; 3 to establish a sequence | Placement test for all students new to PCS | |
| French I | 1 | | |
| French II | 1 | French I (C) | |
| French III | 1 | French II (C) | |

| | | | |
|----------------------------|-------------------------|---|--|
| French IV | 1 | French III (C) | |
| French V | 1 | French IV (C) | |
| Advanced French | 1 | French V (rec. of teacher) | |
| Spanish I | 1 | | |
| Spanish II | 1 | Spanish I (C) | |
| Spanish III | 1 | Spanish II (C) | |
| Spanish IV | 1 | Spanish III (C) | |
| Spanish V | 1 | Spanish IV (C) | |
| Advanced Spanish | 1 | Spanish V (rec. of teacher) | |
| Arts | 1 for graduation | | |
| Drama | ½ per semester | | Non-guided study; 50% attendance required |
| Advanced Drama | ½ per semester | Teacher recommendation | Non-guided study; 50% attendance required |
| Studio Art | ¼ per semester | | Non-guided study; 50% attendance required |
| Advanced Studio Art | ½ per semester | Gr. 10 and up, Studio Art and teacher recommendation | Non-guided study; 50% attendance required |
| Chorus | ½ per semester | | Non-guided study; 50% attendance required |
| Music Theory | ¼ per semester | Ability to read music | |
| Music History | ¼ per semester | | |
| Knowing the Score | ¼ per semester | | |

| | | | |
|--|-------------------------|---|--|
| Creative Writing | ¼ per semester | | |
| Integrated Arts (guided study) | ½ | Seniors in need of art credit only | |
| Physical Education | | | Non-guided study; 50% attendance required |
| Seminar in Global Studies | 1/2 | Juniors and Seniors only | |
| Introduction to Computer Science | ½ | | |
| Health | ½ for graduation | | |
| Research & Information Literacy | ½ for graduation | | |

The following list of courses describes the curriculum for the 2016-17 school year. Read all course descriptions carefully to learn about the focus and content of each course. Not all courses will be available to all students nor will all courses be offered every year. Please note if the course you wish to take has a prerequisite and/or may be taken only on recommendation of the instructor, department or advisor. Course choices may be limited by your professional schedule and/or by the master schedule.

English

The English Department focuses on developing responsive readers and self-directed writers. During four years, students study a wide variety of styles and voices within the Western and non-Western literary tradition, from pre-literate narrative through Shakespeare, up to contemporary literature, reflecting the diversity of experiences in American life. Writing assignments range from expository essays and short fiction, to research projects in the senior year. Throughout the four years, teachers stress the revision process as well as both the analytic and aesthetic exploration of literature.

Placement of students in English is determined by some or all of the following: a student's academic record, admissions tests, departmental placement test (if required), faculty recommendations, and professional schedule. Four years of English are required for graduation.

THE FAMILY IN LITERATURE - GRADE 9

Fall, 1/2 credit

"In every conceivable manner, the family is link to our past, bridge to our future." Alex Haley In this one-semester course, students will explore the dynamics of family relationships in literature with a particular focus on the adolescent in the family. Students will engage in close textual analysis in reading assignments and formal essay writing. In a major project, students will write their own memoirs, analyzing and narrating the story of their family and their own life. Grammar and vocabulary exercises are also regularly assigned.

POSSIBLE TEXTS:

Ordinary People, Judith Guest
The Glass Castle, Jeannette Walls
This Boy's Life, Tobias Wolff
The Color of Water, James McBride

ARCHETYPES IN LITERATURE - GRADE 9

Spring, 1/2 credit

This one-semester course introduces students to some of the foundational concepts, characters, symbolism, and imagery in literature. Students examine the development of archetypal themes in Greek drama and a Shakespearean tragedy, as well as, uses of classic archetypes in modern literature. Selected works provide students with a foundation for the future study of literature. Students will engage in close reading of text

and further develop analytical skills. Writing assignments entail the outlining, drafting, revising, and editing of analytical and persuasive essays. Grammar and vocabulary exercises are also regularly assigned.

POSSIBLE TEXTS:

The Oedipus Plays, Sophocles
Macbeth, William Shakespeare
The Catcher in The Rye, J.D. Salinger

NEW YORK STORIES - GRADE 10

Fall, ½ credit

New York has been the inspiration for many great works of fiction, poetry, and film from the 19th century to the present. The selection of readings and films attempts to represent the “glorious mosaic” that is our city. Reading and writing assignments will involve students in a variety of genres.

Coming, Aphrodite!, Willa Cather
The Great Gatsby, F.Scott Fitzgerald
Bartleby, The Scrivener, Herman Melville
The Death of a Salesman, Arthur Miller

BRITISH LITERATURE: CHAUCER, SHAKESPEARE, AND THE 19TH CENTURY ROMANTICS - GRADE 10

Spring, 1/2 credit

In this semester-long course, students explore the evolving themes, use of language, and styles of storytelling in three periods of British literature. We begin with a selection of Chaucer’s tales, move on to Shakespeare, and then turn our attention to the Romantic poems and novels of the 19th Century. Close textual analysis is stressed in the reading assignments as well as in the writing assignments which include both fiction and formal essays.

POSSIBLE TEXTS:

The Canterbury Tales, Geoffrey Chaucer
A Midsummer Night’s Dream, William Shakespeare
Frankenstein, Mary Shelley
The Picture of Dorian Gray, Oscar Wilde

IMPOSTORS, VILLAINS AND ANTIHEROES IN LITERATURE - GRADE 11

Fall - ½ credit

This one-semester course takes a critical look at the values of Western society by studying its less admirable figures. What do deceptions, posturing and confidence games tell us about the principles and standards of an age? Our study of pretense and its implications focuses on the nineteenth and twentieth centuries by way of one novel, several plays and many short stories. Students fine-tune composition skills by writing in

response to literature. The grammar component of the course focuses on issues relevant to effective writing.

POSSIBLE TEXTS:

The Ignored Lesson of Anne Frank, Bruno Bettelheim
Washington Square, Henry James
Bel-Ami, Guy de Maupassant
First Sightings, John Loughery, ed.
Mrs. Warren's Profession, George Bernard Shaw
Pygmalion, George Bernard Shaw
Doubt, John Patrick Shanley
Six Degrees of Separation, John Guare

LITERATURE OF CONFLICT AND SURVIVAL - GRADE 11 Spring, 1/2 credit

This one-semester course surveys novels, plays, short stories and poetry set against backdrops of desperation. We read two novels –one set in America during the Great Depression and the other set in Britain during World War II. The course begins with a unit devoted to the study of World War I poetry, and students fine-tune their composition skills throughout the semester by writing in response to literature. The grammar component of the course focuses on issues relevant to effective writing.

POSSIBLE TEXTS:

The Ministry of Fear, Graham Greene
All's Well That Ends Well, William Shakespeare
The Grapes of Wrath, John Steinbeck
The Glass Menagerie, Tennessee Williams
Streetcar Named Desire, Tennessee Williams
Cat on a Hot Tin Roof, Tennessee Williams

English 12: The first semester of Senior English will consist of the close study of one of the three themes described below.

The focus in second semester in all three courses will be on reading like writers. To this end we will pay special attention to how authors (including film directors) structure their narratives. The culminating writing task will be the planning, writing, and revising of a short fiction or personal narrative.

LIFE JOURNEYS IN LITERATURE - GRADE 12 Fall, 1/2 credit

The focus of this course is on the process of human development, particularly identity formation. How do one's family, the search for love, and the desire for vocation shape how characters find their place in the world?

POSSIBLE TEXTS:

Hamlet, William Shakespeare
Middlemarch, George Eliot

SELF AND SOCIETY IN LITERATURE - GRADE 12 Fall, 1/2 credit

In this course we will consider how individuals navigate between their own needs and desires, and the demands of history and the larger society. We will focus particularly on how authors represent **family and** the search for community, as well as the use of the past in the face of disaster and social change.

POSSIBLE TEXTS:

King Lear, William Shakespeare
White Teeth, Zadie Smith
Maus, Art Spiegelman

A SENSE OF PLACE IN LITERATURE - GRADE 12 Fall, 1/2 credit

The course examines the role of place in the struggle between old values and inevitable change. Shakespeare's *Twelfth Night*, set in mythical Illyria, is our first study of location and its connection to psychology, identity and adjustment. Later works -- that place us in twentieth century London, Vienna and Nanking -- provide us with the real-world settings that are inextricably connected to the study of struggle and resolution.

POSSIBLE TEXTS:

Howards End, E.M. Forster
The Third Man and *The Fallen Idol*, Graham Greene
Twelfth Night, William Shakespeare
The Kitchen God's Wife, Amy Tan

CULTURE CLASH IN LITERATURE - GRADE 12 Spring, 1/2 credit

"The fish is in the water and the water is in the fish" is how playwright Arthur Miller described the relationship between characters and the cultures they inhabit. In the novels, plays, and films examined in this course, we look at how human choices and given circumstance conflict and combine in the shadow of changing times.

POSSIBLE TEXTS:

The Only Ones, Carola Dibbell
The Flick, Annie Baker
By the Way, Meet Vera Stark Lynn Nottage
Lucy Gayheart Willa.Cather,
The Ghost Writer Philip Roth

ART AND IDENTITY IN LITERATURE - Grade 12

Spring, 1/2 credit

In this course we will examine the role the arts play in our lives, particularly in the way we shape our sense of who we are in the world. We will also look at how artists and the creative process are represented in literature and film.

POSSIBLE TEXTS:

Lucy Gayheart Willa.Cather,
The Ghost Writer Philip Roth
Franny and Zooey J.D.Salinger
By the Way, Meet Vera Stark Lynn Nottage
Are You My Mother? Alison Bechdel
To the Lighthouse Virginia Woolf

THE AMERICAN DREAM IN LITERATURE - Grade 12

Spring, ½ credit

The course focuses on literature's handling of the American Dream: prosperity, assimilation and the search for new identity. A prominent thread in the offering is the issue of hyphenated Americanism. Should we be suspicious of the label African-American or Asian-American, and are those prefixes --- among many others -- problematic markers or pride-worthy badges?

POSSIBLE TEXTS:

Typical American, Gish Gen
In Country, Bobbie Ann Mason
Fences, August Wilson
Radio Golf, August Wilson

Guided Study Courses in English

Guided study English courses are only available to students in grades 10-12 who, because of scheduling conflicts, cannot be in English class on a daily basis. Enrollment is decided by the grade advisor.

NARRATIVES 1940-1960 – GRADES 10-12

Fall, ½ credit

This guided study English course covers works by four novelists spanning three decades. We will first read *1984* by George Orwell, a dystopian novel about nationalism, sexual repression, and censorship in Oceania, a society ruled by the dictatorial Party. We then turn to *Wise Blood* by Flannery O'Connor. O'Connor's novel focuses on the struggle of the individual to understand faith in the fictional town of Taulkinham, Alabama, in the 1930's and 1940's. Next is *A Clockwork Orange* by Anthony Burgess, another dystopian novel. Burgess's nightmare future is about language, violence, and delinquency in a near-future England. The course concludes with *The Way to Rainy Mountain* by M. Scott

Momaday, a genre-bending book made up of history, folklore, memoir, poetry, and prose and about Momaday's journey of discovery of his Kiowa identity. Students will develop their writing skills by fulfilling formal writing assignments centered on these works.

TEXTS:

A Clockwork Orange, Anthony Burgess
The Way to Rainy Mountain, M. Scott Momaday
Wise Blood, Flannery O'Connor
1984, George Orwell

NARRATIVES 1980-2010 – GRADES 10-12

Spring, ½ credit

This guided study English course covers works by three novelists spanning four decades. First, we will read *A Handmaid's Tale* by Margaret Atwood, a dystopian novel about religion, subjugation, and gender in the Republic of Gilead, a theocratic military dictatorship that has overtaken the United States of America. Next is *Girl, Interrupted* by Susanna Kaysen, a memoir about Kaysen's time spent in a psychiatric hospital, diagnosed with borderline personality disorder. The course concludes with *The Tiger's Wife* by Tea Obreht, a family saga about medicine, death, and war in a fictionalized province in the Balkans. Students will continue to develop their writing skills by fulfilling formal writing assignments based on these works.

TEXTS:

A Handmaid's Tale, Margaret Atwood
Girl, Interrupted, Susanna Kaysen
The Tiger's Wife, Tea Obreht

History

The primary mission of the History Department is to develop students' critical thinking skills through the teaching of history. The department emphasizes the use of primary source materials. Students learn to analyze primary and secondary source materials and to distinguish between statements of fact and opinion. Students are introduced to the basic concepts of the social sciences. Writing skills are a focus of our history education, and students are required to prepare individual research projects over the course of their high school curriculum. Extensive use is made of library resources in physical and digital formats.

Three and a half years of history, including World History and United States History, are required for graduation. For highly competitive colleges, the school recommends four or more credits in history.

UNITED STATES GOVERNMENT - GRADES 9-10 Fall/Spring, 1/2 credit

The U.S. Government course is a one-semester course that meets once a week. The

course covers the major ideas and institutions that have shaped the U.S. Government: The Declaration of Independence, The Constitution, the Bill of Rights, the three branches of the American government, the beliefs and actions of political parties, and voting. All of the resources for the course are pulled from the U.S. Archives, numerous federal government websites, and the news media.

WORLD HISTORY I AND II - GRADES 9-10

Full year, 1 credit **each**

World History is a two-year course in the history of world civilizations, from ancient times to the present. As such, it deals with the most important economic, political, social and cultural developments and events in the world's major cultures. World History I, generally taken in the freshman year, explores the development of human civilization from prehistory to the Renaissance in the West, or to the Ming period in Asia. World History II, generally taken by sophomores, continues from there, from the 15th century to the present. Primary source materials are used extensively. Students pursue outside research projects during the course of the year and write papers presenting their research. Students also engage in regular oral argument in class and in debates, simulations, or other oral presentations during the course of the year.

TEXTS:

World History: Patterns of Interaction, McDougal Littell, online and printed editions
The Human Adventure, Harcourt Brace, selections distributed by handouts.

POSSIBLE TEXTS:

Maus, Art Spiegelman

Barefoot Gen, Keiji Nakazawa

Hiroshima, John Hersey

Other primary and secondary sources are used as appropriate

TOPICS IN THE HISTORY OF THE AMERICAN NATION - GRADES 9-12

Full year, 1 credit

This course is an introduction to the history of the United States from colonial times to the present, offered as an alternative to the United States History course and fulfills the graduation requirement of 1 credit in American History. Each year, the class focuses on selected topics chosen from among the major events and movements of American History. During the two-semester course, students are encouraged to develop a variety of skills, such as working with primary documents, presentation of material, speaking in public, note-taking, writing essays in class, vocabulary, conducting research, paraphrasing difficult source material, and incorporating direct quotes into text. In other words, this course builds the language skills necessary in college. There are a number of short papers; discussion groups focus on current events. Homework consists of textbook and enrichment readings and written responses.

TEXT:

United States History, Holt MacDougall

U.S. HISTORY - GRADE 11

Full year, 1 credit

U.S. History is a year long course in the study of the historical forces that shape the American nation, exploring concepts of identity, leadership, power and struggle.

The course breaks with chronology, taking a thematic approach to the study of history and using essential questions to guide student inquiry. Themes to be explored include the American presidency, perseverance through strife, and the American Dream. In these themes, students will explore aspects of the political, social, economic, diplomatic, intellectual, and cultural history of the United States and the interconnections between these disciplines. Current events are integrated into the curriculum and students are encouraged to read, listen and watch news coverage. Students will read and analyze primary and secondary sources, develop visual literacy and interpretation and evaluate historical data. Assignments will include regular reading, short and long form writing, quizzes and tests. A research paper will be required. Critical, analytical thinking is emphasized in all assignments and class activities.

POSSIBLE TEXTS:

American History: Connecting with the Past, Alan Brinkley

American Pageant, David Kennedy and Lizbeth Cohen

Give Me Liberty!: An American History, Eric Foner

History of the United States, Charles Austin Beard

CONSTITUTIONAL LAW - GRADE 12

Fall, 1/2 credit

This course examines the influence of the Supreme Court in American history and life. Beginning with a review of the history of the Constitution and an examination of its provisions, the course focuses on how national power and individual rights are defined. Court cases are examined to consider a wide variety of issues—including separation of church and state and the rights of groups in American society, including women, ethnic and racial minorities, gay and lesbian Americans, as well as those accused in criminal cases. The case study method is used and students learn to write elementary legal briefs. Written and oral briefs on each of the cases are assigned to the class. Students may also participate in simulations and they should expect to discuss various controversial issues.

Students who need to be on guided study for extended periods must take Constitutional Law and will not be allowed to take Political Thought or War & Society (see below).

Prerequisite: United States History or American Nation and U.S. Government.

TEXTS:

The Living U.S. Constitution, Penguin

The Declaration of Independence and the Constitution of the United States, Signet Classics

American Legal History: Cases and Materials, Oxford

Gideon's Trumpet, Random House

AN INTRODUCTION TO POLITICAL THOUGHT - GRADE 12 Fall/Spring, 1/2 credit

This senior elective philosophy course offers students an introduction to the ways in which political thinkers have looked at our world. In reading and in class discussions, students consider some of the most central and fascinating questions in politics, such as: Who should rule? What is justice? What is the state, and what's the proper relationship between the state and the citizen? In seeing how several of the world's most famous political philosophers have dealt with these and other questions, students begin to think about their own political views and beliefs.

Class discussions are based on nightly reading assignments. These class discussions will constitute a very important part of the overall grade in the course. Among the works studied are: Plato's *The Republic*, selections from Aristotle's *Ethics* and *Politics*, the *Tao Te Ching*, Tocqueville's *Democracy in America*, *The Bhagavad Gita*, *The Autobiography of Malcolm X*, Angela Y. Davis, *Women, Race and Class*, and selections from *The Federalist Papers*, among others. Instead of a research paper, students write a brief political "treatise" of their own at the end of each semester of the course. This allows students to develop their own thoughts, based on the class discussions and readings. Occasional essays are also assigned.

This course is a study in the history of ideas in the very broadest sense and some concepts of philosophies may be controversial, abstract, or challenging. This course is intended, therefore, only for more mature high school seniors. It is not open to students who know that they will need to spend extended periods on full Guided Study.

The course may be taken either first or second semester, or both.

Prerequisite: All required lower division courses

MODERN MIDDLE EAST - GRADE 12

Fall 1/2 credit

The secret 1915 Sykes-Picot Agreement is generally regarded as having shaped the region that we call today the Middle East. Starting there, at the end of World War I, the course will investigate the geopolitical and human forces that have contributed to configuration of the modern Middle East. The creation of Israel, Ba'athist Iraq and the Iranian revolution will be focal points. Current events, as well as the recent Arab Uprisings, will be studied in order to illuminate the past. The course will require significant reading, and there will be a series of short papers leading to a culminating

paper in which students incorporate their earlier papers' topics into an integrated whole.

Texts:

The Modern Middle East James L. Gelvin (2016)

And Then All Hell Broke Loose: Two Decades in the Middle East Richard Engel (2016)

The Arab Uprisings: What Everyone Needs to Know James L. Gelvin (2015)

Voices of the Arab Spring: Personal Stories from the Arab Revolutions Asaad Al-Saleh (2015)

Persepolis: The Story of a Childhood Marjane Satrapi (graphic novel, 2000)

News Sources:

Al Jazeera, BBC, New York Times, The Intercept, The Real News, Washington Post

CURRENT POLITICS AND CULTURE - GRADE 12

Spring, 1/2 credit

This course offers seniors the opportunity to explore contemporary issues and problems in American and world politics and life. This course is a broad examination of current history in many areas: students will study intensively current events and seek to put those events into a global perspective. As a requirement of the course, students must obtain and read daily and/or weekly periodicals, including newspapers (such as *The New York Times* and *Wall Street Journal*) or news magazines (such as *Newsweek* and *Time*). Many news sources, papers and periodicals are also available online and may be used, especially helpful for students who wish to practice their foreign languages by reading online editions of *Le Monde* or *El Diario*, for example. The course will feature frequent discussion/debates and student presentations based on these readings. Since some topics may be challenging or controversial, students will also learn to listen critically and to state their views effectively.

In order to place unfolding events into a broader perspective, several texts will be required. Recent texts have included: Joan Biskupic, *Breaking In: The Rise of Sonia Sotomayor and the Politics of Justice*; Barbara Demick, *Nothing to Envy: Ordinary Lives in North Korea*; Thomas L. Friedman and Michael Mandelbaum, *That Used to be Us: How America fell behind in the World it Invented and How we can Come Back*; Joseph S. Nye, Jr., *The Paradox of American Power* and his latest book, *The Future of Power*; Ted C. Fishman, *China Inc.: How the Rise of the Next Superpower Challenges America and the World*; Michelle Goldberg, *The Rise of Christian Nationalism*; Samuel P. Huntington, *The Clash of Civilizations and the Remaking of World Order*; and Jasper Becker, *Dragon Rising: An Inside Look at China Today*—as well as *The New York Times* and other newspapers and news magazines.

Prerequisite: United States History or American Nation & US Government

INTRODUCTION TO ECONOMICS

Spring, ½ credit

Economics is the social science that deals with money, the study of how societies cope with scarcity, and the science of making decisions. The first part of this course will look at the theoretical tools used to understand markets. We will study supply and demand in goods, labor, and capital markets. We will apply these tools in a wide variety of practical situations. The second part of the course will look at imperfect markets: monopolies, labor market issues, poorly-defined property rights, and the role of government. The third part of the course will take a deeper look at concepts within macroeconomics: GDP, unemployment, and growth. These concepts will be applied to developing countries. The final part will look at "heterodox" theories: libertarianism, Marxism, and others. The mathematics involved in a university-level college course will be de-emphasized. The course will involve watching debates, analyzing the media and class trips to economically significant places in NYC.

Possible Text: Econ Alive! The Power to Choose (TCI publishing)

SENIOR HONORS SEMINAR IN HISTORY – GRADE 12 Fall, 1/2 credit

In the Honors Seminar, a select number of seniors will work with the instructor to prepare a college-style research paper due at the end of the fall semester. The range of acceptable term paper topic areas is broad, but will be limited and refined in seminar and by discretion of the instructor (as would be the case in a college undergraduate seminar). Broad topic areas may extend to issues in American, European, African and Asian history, as well as other areas of history that may be considered. Students must meet in seminar during our weekly sessions and see the instructor at other times as necessary. To qualify, a senior will need to have completed all required courses in the History Department. A senior may be enrolled in this course only after the History Department has made such a recommendation. (*This course is not a substitute for other senior year history courses. Students must take Honors Seminar in conjunction with their fall and spring semesters' senior history courses.*)

Text / Style guide used: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*

World Languages

In the World Languages program, we enjoy our role as purveyor of other cultures and languages. Our goals are to teach students to communicate in another language, learn about and appreciate other cultures, acquire information and connect with other disciplines, and thus develop insight into their own language and culture.

Two years of a language are required for graduation; three years establish a sequence. Students new to Professional Children's School are required to take a placement examination to determine their course level. Returning students who receive a grade of 73 or better may proceed to the next level of the language they are studying. For highly

competitive colleges, we recommend a minimum of three years of one foreign language.

FRENCH

FRENCH I

Full year, 1 credit

In French I, students will master grammar topics such as regular and irregular verb conjugation, prepositions, articles, adjective agreement, object pronouns and manipulation of thematic vocabulary. They will use the present, futur proche and passé composé tenses to discuss topics studied in the course through speaking, reading, writing and listening tasks. Themes include greetings/introductions; expressing and asking about personal preferences and desires; discussing time and weather; describing family and friends; talking about school life and hobbies; and exploring French and francophone cuisine, fashion, and music. Students will use interactive activities and technology to practice authentic conversations, navigate websites in French, and play games to practice and reinforce language skills. They will complete a number of Cultural Participation and Research Projects according to their own interests. These may include researching the origins of a particular dish and preparing it for their family, creating an itinerary for a dream trip to Paris, going to art exhibits and reflecting on their experience, creating their own restaurant menu, among others.

TEXT: *D'accord 1 (5th ed.)*, Vista Higher Learning
Workbook for the above

FRENCH II

Full year, 1 credit

In French II, communication and comprehension skills continue to be the major goals through vocabulary building activities and the acquisition of new grammar structures and tenses. In addition to strengthening their listening, reading, speaking and writing skills, students also broaden their cultural knowledge through stories, music, Internet activities and films.

TEXT: *D'accord! Level 1 (5th ed.)*, Vista Higher Learning
Workbook for the above
Selected Stories

FRENCH III

Full year, 1 credit

In French III, students use the extensive audio visual resources and activities of the D'Accord! III online learning environment in order to become highly competent communicators. Through the use of short films connected to each lesson theme, they discuss a variety of topics including personal relationships, life in the city, the media, immigration and technology. They also continue their study of grammar in order to strengthen both oral and written expression.

TEXT: *D'Accord! Level 3 (5th ed.)*, Vista Higher Learning
Workbook for the above

FRENCH IV

Full year, 1 credit

French IV is a course aimed at fostering fluency in French, orally and in writing. In the first semester, students view a series of short films and read a variety of short texts in order to strengthen their listening, speaking and writing skills. In the second semester, texts may include short stories by Maupassant, the script of Louis Malle's Au revoir les enfants, and Molière's play, Le bourgeois gentilhomme. Grammar is reinforced through the study of logical articulations such as the expression of cause, consequence, goal, condition/hypothesis, comparison, and opposition. The Internet and various web technologies are used to foster learning and self-expression.

FRENCH V

Full year, 1 credit

French V is a course that focuses on various literary movements, periods, and genres from the Middle Ages through the twenty-first century. The course also examines a selection of themes such as French identity, Francophone cultures, life and creation in the suburbs of France. Students watch and discuss the evening French news in order to stay informed about contemporary life in France and the French-speaking world.

Literary readings may include Molière's plays, Le malade imaginaire and L'école des femmes; Voltaire's Candide; Le barbier de Séville by Beaumarchais; Le Horla et autres contes fantastiques by Maupassant; Huis Clos by Sartre; L'Etranger by Camus; Anouilh's plays, Antigone and Le voyageur sans bagages; Moderato Cantabile by Duras, as well as a selection of works by francophone authors. In addition to writing essays and making in-class oral presentations, students use the Internet and various web technologies to conduct research and complete assigned projects.

The texts and themes discussed in this class alternate each year so students interested in the study of French at the advanced level may repeat the course and receive credit.

FRENCH IV-V

Full year, 1 credit

In French IV-V, two different levels are brought together but evaluated separately. The course continues to consolidate and expand the four skills developed in previous courses: listening, speaking, reading, and writing. This is achieved through 1) the study of French and Francophone literature and culture, 2) the practice of complex grammar structures, 3) conversation. This course is offered once a week on Wednesdays for two periods and is open only to students who cannot take the regular French IV or French V class due to their professional schedules, with permission of the instructor.

SPANISH

SPANISH I

Full year, 1 credit

In the first year of Spanish, students develop skills critical to the mastery of a new language. Using authentic resources, stories, films, music, hands-on activities, and audiovisual aids, students will come to understand the Spanish language and gain an appreciation for a variety of Hispanic cultures and customs. They will be able to understand a variety of texts in Spanish and engage in simple written and spoken interactions in varied contexts. Themes include family life, pets, school, foods, sports and pastimes, shopping and travel. Grammatical concepts which will be covered include present tense of irregular and regular verbs, idioms, using descriptive adjectives to describe oneself and others, forming questions, and the present progressive. As students gain fluency, Spanish will become the sole language used in class.

TEXT: *Vistas* (4th ed.), Vista Higher Learning

Online workbook for the above

SPANISH II

Full year, 1 credit

In Spanish II, students will continue developing communication and comprehension skills through activities that build richer vocabulary and the acquisition of new grammar structures such as the present progressive, the simple preterite and the imperfect past tenses. In addition to strengthening their listening, reading, speaking and writing skills, students also broaden their cultural knowledge through stories, music, Internet activities and films. Themes include daily routine, restaurants, celebrations, childhood, health and technology.

TEXT: *Vistas: Introducción a la lengua española* (5th ed.), Vista Higher Learning

Online Workbook for the above

SPANISH III

Full year, 1 credit

In Spanish III, in addition to their continued study of grammar which includes the subjunctive mood of the verb, students will develop linguistic fluency and Hispanic cultural competence by working with a series of audiovisual components and activities. Through a variety of authentic language resources, including literature and short films connected to each lesson theme, students will engage on the topics of housing, city living, nature, wellbeing, professions, and the arts. Each unit is complemented with information about the geography, history, demography and economy of a featured Spanish-speaking country or region.

TEXT: *Vistas: Introducción a la lengua española* (5th ed.) Vista Higher Learning

Online Workbook for the above

SPANISH IV

Full year, 1 credit

In the fourth year of Spanish, students will strengthen language fluency and cultural competency by exposure to contextual vocabulary, authentic cultural readings, and short films. Every unit is well balanced across thematic, cultural, and grammatical concepts, and all four language proficiency skills are practiced on a regular basis. Students will learn about geography, traditions, regional idioms or linguistic variations, from Spanish-speaking countries. At the same time, they will acquire knowledge about Hispanic writers and their literary works, as well as other public figures from the region, such as artists, architects, and filmmakers. Topics include personal relationships, city living, media, stages of life, and politics:

TEXT: *Imagina: Español sin barreras* (3rd ed.), Vista Higher Learning (virtual text)
Online workbook for the above

SPANISH V

Full year, 1 credit

The fifth year of Spanish is a course that focuses on the Spanish-American short story genre to explore various literary movements and historical eras from the beginning of the colonial period in the sixteenth century until the close of the twentieth century. Philosophical and ideological components of the studied short stories will serve as gateways to examine Hispanic identity and culture. At the same time, students will be up-to-date about social issues in the Hispanic world by having access to contemporary journalism of various types. Short stories may include the works of Bartolomé de Las Casas, Esteban Echeverría, Jorge Luis Borges, Cristina Peri Rossi and Reinaldo Arenas, among others. In addition to engaging in class discussion in the target language, students will write argumentative essays as well as making in-class oral presentations. Texts and themes discussed in this class alternate each year so that students interested in studying Spanish at the advanced level may repeat the course and receive credit.

Mathematics

These courses provide students with experiences that encourage and enable them to value mathematics, become skilled problem solvers, and learn to reason and think critically. The curriculum recognizes that students will spend their adult lives in a society increasingly dominated by quantitative reasoning and technology.

All students are required to study mathematics for a minimum of two years. Course offerings include the traditional college preparatory sequence of Algebra I, Geometry, Algebra II, Pre-Calculus and Calculus. Topics in Math and General Math are offered in alternating years, and may be taken to strengthen skills before studying Algebra II. Statistics may be taken as a year long course after Algebra II, Pre-Calculus or Calculus. Highly competitive colleges expect a minimum of at least four years of college preparatory math.

ALGEBRA I

Full year, 1 credit

Algebra I covers the elements of introductory Algebra. Students become familiar with the language of Algebra, as well as with linear, exponential, and quadratic functions. They solve equations in one and two variables. The students also learn the rules of exponents, operations on polynomials, factoring and square roots. The course will also include real life application and problem solving. The TI-84 graphing calculator is required for this course.

The goal of Algebra I is to provide a solid mathematical foundation for science courses and advanced mathematics. Students are trained to learn to appropriately use and apply various mathematical principles and to learn to solve multifaceted problems.

TEXT:

Algebra 1, Bellman, Bragg, Charles, et al.

GEOMETRY

Full year, 1 credit

This course integrates previously learned algebra skills and connects them with a study of geometry. It emphasizes the use of inductive and deductive reasoning in problem solving. It covers perspective drawing, proofs, coordinate systems, congruence, similarity, measurement, area, volume, the basics of trigonometry and the math required for the SAT exam. Students learn by doing and are encouraged to work in small groups in class when solving problems.

Calculators are used where possible and some topics are done using computers with programs such as The Geometer's Sketchpad and Sketchup.

Prerequisite: Algebra I

TEXT:

Discovering Geometry, Kendall Hunt

ALGEBRA II

Full year, 1 credit

In Algebra II we will study certain relations and their transformations. The study of special relations called functions will be of primary importance. In fact, Algebra II could nearly be called the study of the transformations of functions. Students will thoroughly investigate the algebraic and graphical properties of piecewise functions, linear functions, inverse functions, quadratic functions, power functions, polynomial functions, exponential functions, rational functions, and trigonometric functions.

We will also study the algebraic relations that define various conic sections. We will approach these relations from an algebraic point of view in order to further emphasize the usefulness of viewing algebra as a study of transformations. Manipulating algebraic

expressions, equations, inequalities, systems of equations and inequalities, sequences, properties of real numbers, radicals and exponents will all be covered within the context of the study of relations, in particular functions.

A TI-83 plus or a TI-84 calculator and a grade of C or better in Algebra I and Geometry are required for the course.

TEXT: *Algebra 2*, Bellman, Bragg, Charles, et al.

STATISTICS

Full year, 1 credit

This course is an introduction to Statistics for students whose mathematical background is at least up to the level of basic algebra and above. It follows a non-theoretical approach without formal proofs, explaining concepts intuitively and supporting them with abundant examples which cover a broad range of topics that include problems in business, sports, health, transportation, physical sciences, economics, travel and leisure. Topical everyday statistics of interest are frequently discussed.

Calculators, graphs and EXCEL are used to process and visualize the data. The basics of using EXCEL are also taught.

A TI-84 calculator and a grade of C or better in Algebra II, Pre-Calculus, or Calculus are required for the course.

TEXT: *Elementary Statistics*, Bluman

TOPICS IN MATHEMATICS

Full year or 1/2 year credit

This course is individualized for students studying arithmetic, introductory algebra, or selected topics in contemporary mathematics. The selected topics include problem solving, logic, numeration systems, set theory, consumer mathematics, measurement, counting methods, and probability theory. Problem solving techniques will be developed and applied to real world situations and to examples taken from standardized tests.

This course may be taken as a full year course for 1 credit or in either semester for 1/2 credit.

TEXT: *Thinking Mathematically*, Blitzer

PRE CALCULUS

Full year, 1 credit

This course integrates what has been learned in previous math courses in order to build a strong foundation of underlying concepts, and then provides the fundamentals needed for the study of Calculus. It is a challenging advanced math course for the stronger math student. It is not recommended for students on guided study or with a grade average below a B- in Algebra II.

The curriculum covers the topics of functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, matrices, probability, sequences and series, trigonometry, and analytic geometry. The graphing calculator, TI-84+, is required for the course.

Prerequisites: Geometry and a B- average in Algebra II

TEXT:

Advanced Mathematical Concepts, Glencoe 2006

CALCULUS

Full year, 1 credit

In Calculus we will delve deeper into the study of functions introduced in Algebra II and further studied in Pre-Calculus. In the first semester we will study rates of change and introduce a new function, the derivative. We begin the second semester by asking: “how do we measure distance traveled?” In answering that question we will arrive at another new function, the antiderivative. In both semesters we will look at applications of these new functions with an emphasis on physics. (Physics, however, is not a prerequisite to the course).

Calculus is taught at the level of a first-year college course. Students should anticipate a course that is both conceptually and computationally more challenging than what they have seen before. They will be rewarded with a rich and unifying view of how functions can model change.

A TI-84 calculator and a grade of B or higher in Pre-Calculus are required for the course.

Text: *Calculus Early Transcendentals* 7th Edition, Stewart

ADVANCED CALCULUS

Full year, 1 credit

This college-level course is a second year of calculus for highly motivated students. After taking a closer look at the foundation of the subject, students will study more techniques of integration and examine further applications of differentiation and integration. Topics covered during the remainder of the year include infinite sequences and series, parametric equations, polar coordinates, vector functions, partial derivatives, and multiple integrals.

TEXT: *Calculus: Early Transcendentals*, Stewart

Science

At no time in history has the discipline of science been so visible and so important to human life and the future of our planet. Consequently, there are critical academic challenges to meet. Although there are specific goals and differences in course content in each subject area, each course is designed to meet the needs of its students while providing a relevant and challenging curriculum. To this end, several general goals are shared by the science department. Chief among them are the following:

1. To develop a proficiency in critical and creative thinking and problem-solving skills – skills essential in science and in everyday life.
2. To acquire a clear understanding and mastery of key science content, concepts, and principles through the use of laboratory activities, group projects, research, lectures, demonstrations, and scientific articles on current topics that are then integrated with the development of key cognitive skills.
3. To master important science process and safety skills through laboratory investigations.
4. To encourage students to reach beyond the content and apply scientific understanding to matters of universal concern.

A minimum of two years of science is required for graduation; three years are necessary for a sequence. At least one course must be a laboratory course. Highly competitive colleges strongly prefer a three-year sequence including Biology, Chemistry and Advanced physics.

BIOLOGY - GRADE 9

Full year, 1 credit

The goal of this course is to introduce students to all facets of the study of life. It surveys the basic structure and functions of the cell, inheritance of traits from generation to generation, and the relationship of organisms to each other and to their environment. The course enhances students' understanding of basic life processes, and seeks to provide a logical framework for finding solutions to practical problems through laboratory activities, class demonstrations, group work, class discussions, and regular homework assignments. Through various projects, students will have a chance to learn the basis of independent research, scientific essay writing, and reporting.

Topics studied will include: introductory chemistry and biochemistry, measurement, ecology and population, the cell (its structure and function), photosynthesis and cellular respiration, different systems within the human body, mitosis and meiosis, genetics, concepts of evolution and energy (integrated into all topics throughout the year).

Prerequisite: None. Students, however, can benefit from the understanding of atomic structure, chemical bonding, and the importance of the cell taught in middle school life science.

TEXT:

Biology, Miller and Levine

CONCEPTUAL PHYSICS - GRADE 10

Full year, 1 credit

This course serves as an introductory course to physics, focusing on building a strong conceptual understanding of physical principles ranging from classical mechanics to modern physics. The use of mathematics in problem solving is limited to Algebra I. Using real world situations, hands-on classroom and lab activities and demonstrations, students will be able to understand the concepts of physics without the level of difficulty normally associated with this subject. By the end of the course, the student will have a better understanding of the concepts of physics and how it enters into their everyday world. There are various projects done during the year related to physics concepts.

Prerequisite: Algebra I

TEXT:

Basic Physics, Karl Kuhn

Web based readings from CK12.org and Physicsclassroom.com

Webassign.net online homework.

ENVIRONMENTAL SCIENCE GRADES 10-12

Full year, 1 credit

This interdisciplinary lab course is an introduction to the study of the natural world and how the ever-growing human population is affecting it. The NYC Central Park pond ecosystem will provide a small scale model of this effect. Each student will observe, experiment with, and maintain his/her own pond sample for the entire year. Through this one sample, students will learn about the structure and function of ecosystems, energy flow and usage, and terrestrial and marine biomes. Additionally, this course provides the students with knowledge of the interaction between human activities, resources and the environment. Students will be introduced to a contemporary issue that is at the forefront of many scientific and political debates: global climate change, as well as the causes, results and risks associated with climate change.

TEXT:

Annenberg Learner: The Habitable Planet

CHEMISTRY - GRADES 11-12

Full year, 1 credit

The goal of this course is to help students understand how chemical principles and concepts are derived, and how these principles can be used to explain phenomena in the laboratory and in everyday life. Throughout the course, students will gain an understanding of the basic concepts underlying chemical formulas and reactions. Students will also develop the critical thinking and problem-solving skills necessary for chemistry and other scientific fields.

Topics studied will include: the nature of chemistry (chemistry and you, energy and matter), the structure of matter (atomic structure, electron configurations, and the periodic table), interactions of matter (chemical formulas and bonding, chemical reactions and equations), stoichiometry (the mole and mathematics of chemical equations), heat in chemical reactions, and an overview of acids and bases.

Prerequisites: Conceptual Physics and Algebra II, although Chemistry may be taken concurrently with Algebra II.

TEXT:

Chemistry, Prentice-Hall

ADVANCED PHYSICS - GRADES 11-12

Full year, 1 credit

This course provides a systematic introduction to the main principles of physics, and emphasizes the development of problem solving ability. Mathematics is leaned upon heavily in this course. It is assumed that the student is familiar with algebra, geometry, and trigonometry. Students enrolling in physics should consider it an introduction to some of the rigors of college science. Advanced Physics will require attention to detail, rigorous weekly homework packets and challenging bi-weekly quizzes.

Topics include, but are not limited to, Mechanics, Vectors, Wave Phenomena, Electricity and Magnetism, and modern physics.

Co-requisite: Pre-Calculus or Calculus

Prerequisite: A prior physical science course (Chemistry, Physical Science or Conceptual Physics)

TEXT:

College Physics, 1e Hinrichs, Urone, Dirks, and Sharma (Open Stax)

Honors Physics Essentials, Dan Fullerton

ADVANCED BIOLOGY - GRADES 11-12

Full year, 1 credit

This is a full year course, which builds on previous knowledge from basic biology to develop a deeper understanding of biological concepts. Topics include DNA replication, protein synthesis, cellular respiration, photosynthesis, and physiology. Emphasis will be placed on enzymatic structure and function, stereochemistry of proteins, and organic chemistry, while using medical case studies as a way to relate these abstract topics to real life scenarios. Labs incorporate individualized research and analysis of self-generated data, as well as understanding the science behind certain lab tests such enzyme-linked immunosorbent assays (ELISA) test, catalase test and other bacterial identification methods.

Prerequisite: A prior biology class with a B+ or higher or faculty recommendation.

TEXT:

An On-Line Biology Book, Michael J. Farabee

HEALTH - GRADES 9-10

Fall/Spring, 1/2 credit

The health course is holistic in its approach. It explores the various dimensions of one's life and well-being by emphasizing personal responsibility, the importance of prevention, the development of skills for making choices, and the process of behavioral change. Students are provided with the information and inspiration they need to make healthful changes in their lives. Self-directed activities, along with regular group discussions, help students to explore how their health can be influenced by their environment and their lifestyle. As a requirement for graduation, Seniors are not eligible for exemption from the final exam for this course.

TEXT: Selected readings

Courses for International Students

ENGLISH AS A SECOND LANGUAGE (ESL) - GRADES 6-12

Upon registration, the International Student Advisor and the ESL teacher will make the appropriate course recommendation for each student. New students must meet with the ESL teacher to determine ESL course placement. International students take 2 periods of ESL per day. In addition, most new students enroll in math, science, ESL History, and physical education. Students also have the option of studying music; drama or visual art and are required to take a Health course before graduation.

There are two levels of ESL which focus on developing the four main skills of reading, writing, listening, and speaking for the academic and non-academic environment. The two periods of ESL per day will reinforce the structures students will be using in their other academic subjects. Students are evaluated through class participation, individual and collaborative projects, weekly quizzes and formal assessments. Middle and high school students may be mixed depending on the size of a course.

ESL I

Full year, 2 credits – Only one credit towards English requirement

This is a course for beginning to early-intermediate students. The course focuses on learning grammar, vocabulary, reading and writing. Students will learn the basics of English grammar for oral and written communication as well as to enhance their reading and listening skills. Common vocabulary words will be learned through a vocabulary book and through the readings in class. Students will read short academic texts to prepare them for the types of reading found in their other academic courses. The readings provide the opportunity to learn new vocabulary, acquire basic comprehension skills and focus on

finding main ideas. Short stories will also be read and students will be encouraged to read English books on their own for pleasure.

The writing component is one of the most important parts of learning English. Students will learn how to structure a paragraph using clear, complex sentences which convey their ideas and support their topic. Most of the writing will be academic-based with some creative writing as well.

Possible Texts:

Dear Mr. Henshaw, Beverly Cleary

The B.F.G., Roald Dahl

Half and Half, Lensey Namioka

Basic English Grammar (4th Ed.), Azar-Hagen

ESL II Full year, 2 credits – Only one credit towards English requirement

This course is for intermediate to early-advanced students. It is the follow-up course for ESL I. The main purpose of this course is to refine the student's ability to use English for academic purposes. More advanced grammar will be studied while also reviewing basic grammar. More advanced academic reading will be used to improve critical thinking and analytic skills. Short stories and at least one short novel will be read to introduce the student to the form of literary writing and analysis. Vocabulary within the context of the readings will be studied.

Writing will be a strong focus throughout the course. Students will learn how to structure a five-paragraph essay as well as the different kinds of essay: narrative, cause/effect, comparison/contrast and personal opinion.

Possible texts:

Arrivals: Cross-Cultural Experiences in Literature, Jann Huizenga

Ties that Bind, Ties That Break, Lensey Namioka

A Little Too Much Is Enough, Kathleen Tyau

Fundamentals of English Grammar (4th Ed.), Azar-Hagen

INTRODUCTION TO LITERATURE - GRADES 9-12 Full year, 1 credit

This course is designed as a bridge between the ESL offerings and the mainstream English courses in the high school. It focuses on improving reading skills and developing the foundations necessary for analyses of longer works of fiction. In addition to the study of grammar, sentence structure and vocabulary -- students work on outlining, thesis development and use of textual support in expository writing. Writing periods will be scheduled regularly in which students will receive individualized attention.

TEXTS:

The Fault in Our Stars, John Green

Water for Elephants, Sara Gruen

The Outsiders, S.E. Hinton

The Life of Pi, Yann Martel
 Various Short Stories

ESL WORLD HISTORY
GRADES 9-12

Full year, 1 credit

World History for International Students is a two-year course in the history of world civilization from ancient times to the present. The course focuses on improving reading and writing skills through the study of history.

ESL History is focused on the active literacies: writing, speaking, posing questions, and conducting research. As they learn about the ancient world – Ancient Egypt, Mesopotamia, Phoenicia, Ancient Greece, Ancient Rome, and Ancient China – they will conduct various research projects and create their own, parallel, ancient civilization. Their grades reflect a mix of assessments: daily grading of their notebooks, frequent quizzes, and longer projects.

This course is offered to students who are studying English as a second language. The advisor and the ESL teacher provide a recommendation to enroll in the course. The course may be taken for one or two years.

TEXT:

History of Our World: People, Places and Ideas Volumes I & II, Steck-Vaughn

ESL SCIENCE - Grades 9-12

Full year, 1 credit

ESL Science is designed for beginning to high-beginning ESL students. It prepares students for success in a mainstream science program with a broad overview of life, earth, and physical science. All activities are specifically geared to students in the early stages of English language acquisition, and help build content knowledge, skills, and learning strategies that can be transferred from the students' native language to their target language. Reading strategies, interpreting charts, basic experiments, and science vocabulary are explicitly taught and modeled throughout the course to help students access and build mastery of science content as well as language.

Text: *Longman Science*, Pearson Longman

ARTS PROGRAM

The arts program involves students in creative solutions of the aesthetic and technical challenges which arise in the various disciplines. Students have the opportunity to work both individually and collaboratively. At all times, initiative, self-motivation, and student responsibility are emphasized.

The following arts courses are open to all students except where a prerequisite is indicated, unless with permission from the instructor. Students are required to have one

credit in the arts for graduation, but all students are urged to expand their aesthetic appreciation and knowledge by electing additional arts courses.

Studio and Performance Fine Arts classes are not open to students on full Guided Study. Highly professional students who anticipate missing more than 50% of the class should not register for these courses. A student who becomes unable to fulfill the attendance requirement for whatever reason may have to withdraw from the class without penalty, but is welcome to re-enroll in subsequent classes.

CREATIVE WRITING - GRADES 9-12 Fall/Spring, ¼ credit per semester
The purpose of the course is to give students an opportunity to explore their own voice through playwriting, personal narrative, short fiction, and poetry. Class sessions will consist of individual writing time, group workshop, group writing exercises, discussion of short readings, and direct instruction.

Possible Texts:

Writing Down the Bones, Natalie Goldberg

Rhyme's Reason, John Hollander

Immortal Poems of the English Language, Oscar Williams (editor)

Drama

DRAMA - GRADES 9-12 Fall, 1/2 credit
The aim of the course is to widen the student's familiarity and experience with a variety of theatre styles, texts, and skills. Through improvisation, scene-study, lectures and demonstrations, students explore the various tools necessary to developing their acting craft. The course is designed to benefit students at all levels of experience. This class meets five periods per week. Students who expect to be out frequently may not register. This course is offered to students in grades 10-12. If 9th graders are interested in registering, they will be placed on a waiting list and admitted if space permits. (Class size limited to 18).

DRAMA - GRADES 9-12 Spring, 1/2 credit
In addition to continuing the work of the first semester, students will be given the opportunity to do scene-work. During this process, they will learn how to decipher a script by identifying beats, objectives, obstacles and intentions. The year will culminate in a workshop presentation for an invited audience. (Class size limited to 18).

ADVANCED DRAMA Grade 10-12 Full year, 1 credit
This is an advanced drama class aimed at assisting students who have a solid base of previous acting experience. Emphasis will be placed on developing technique and craft through improvisation, theatre games, and scene-study. The training is based on the

book: A Challenge for the Actor, by Uta Hagen. The second semester of the course will focus on a school-wide production. Members of the class will have the opportunity to explore all aspects of production, including costumes, lighting, props, and sound.

The course meets five days per week and requires a full school year commitment, not open to students who may be on guided study more than 50% of the year. Students enrolling in this course must have acting experience and will be accepted to the course with the approval of the drama teacher. (Class size limited to 12)

Visual Arts

STUDIO ART

Fall/Spring, 1/4 credit

Studio art is a beginning/intermediate semester class open to all students in grades 9 - 12. The course focuses on developing the visual awareness and the technical skills to support creative self-expression, through hands-on studio work, class discussions and critiques. Students are introduced to the vocabulary of specific media, plus that of pictorial and compositional fundamentals, and each individual is accountable for responsible studio use. The first portion of each semester focuses on working from observation using various drawing media, followed by a range of material explorations in two and three dimensions. These vary from year to year as the class may be repeated for credit.

The class meets twice a week, and there is no prerequisite. However, students who expect miss more than 50% of the class meetings should not register.

(Class size limited to 16)

ADVANCED STUDIO ART

Fall/Spring, 1/2 credit

Advanced Studio is an intensive experience for high-intermediate and advanced students who have strong technical skills and confidence in working from observation, which will be used as the point of departure to continue developing their voices as artists. The first quarter focuses exclusively on both traditional and experimental approaches to drawing. Students expand their pictorial and compositional vocabularies plus those relevant to specific media, bringing critical voice to studio practice through discussions and critiques. Class participants must be self-starting and self-responsible, particularly when producing work suitable for college portfolios, as this may require personal organization and working outside class times. The second semester may include an Independent Study.

Advanced Studio meets five days a week, and is open to students in Grade 10 and above. It is a yearlong course and cannot be added second semester. Prerequisites include at least

one year of Studio Art, or its equivalent AND the permission of the instructor. The class may be repeated for credit. Students who expect miss more than 50% of the class meetings may not register.

(Class size limited to 12)

Music

CHORUS

Full year, 1 credit

The chorus works on ensemble singing in parts, with repertoire ranging from classical to popular music. There will be several occasions for performance during the school year. Students who expect to be out frequently on guided study should not register for this course. The course meets five periods per week.

COLLEGE PREPARATORY COURSE IN MUSIC THEORY Fall/Spring, 1/4 credit

This course is designed for music students who are planning to audition for conservatories and college music programs. It is also open to students who have had some background in music. The first semester will focus on solid foundations: scales, intervals, key signatures, chords, cadences, and melody harmonizations.

The second semester will focus on the more advanced techniques of modulation, chromatic harmony counterpoint and analysis. Students will have assignments in both semesters in composing as well as more structured writing. The course meets two days a week.

Texts include:

Harmony and Voice Leading, Edward Aldwell and Carl Schachter

Counterpoint in Composition, Felix Salzer and Carl Schachter

Anthology of Musical Analysis, Charles Burkhart

MUSIC HISTORY: A SURVEY OF WESTERN MUSIC

Fall/Spring, 1/4 credit

Semester I:

This is a survey course beginning with the origins of Western Music and including Gregorian Chant, music of the Renaissance and Baroque Periods, Mozart and his Operas, and early Romanticism with an emphasis on Beethoven, Schubert and Chopin. We will study these musical periods in larger historical contexts. Students will learn how to listen critically and write about what they hear. There will be opportunities to hear live performances from diverse groups in New York City.

Semester II:

The focus will be on the music of the late 19th century and early 20th century, including the great symphonies of Brahms, Tchaikovsky, and Mahler as well as the operas of Verdi and Puccini. We will shift to the early 20th century and modernism, focusing on the impressionists Debussy and Ravel and the individual styles of Stravinsky and Bartok.

Text: *Listen*, Joseph Kerman

KNOWING THE SCORE

Fall/Spring, 1/4 credit

This course is a hands-on approach to music literacy in which students will learn to read music in both treble and bass clefs and to become proficient in reading and writing rhythms. In addition, students will learn the geography of the keyboard, how to play melodies and harmonies at the piano, and how to conduct in different meters. The course will also cover the fundamentals of music theory including scales, key signatures, intervals, and chords, as well as music terminology used in the elements of music, such as pitch, rhythm, tempo, dynamics, articulation, timbre, and form. Also included in the course is sight singing and the study of differences in musical styles.

INTEGRATED ARTS – GUIDED STUDY

Fall, 1/2 credit

This course on Modernism introduces the art of the period in the first quarter, and its music in the second. Students analyze paintings and sculptures spanning the period from the Industrial Revolution to the Second World War to examine some of the paradigm shifts that influenced our understanding of how we perceive contemporary art. Students are required to write three analytical essays based on the readings and a compulsory visit to a local museum. The music component covers familiarity with general musical concepts and terminology as well as the study of and critiquing of music from Impressionism through World War II. There are three required papers critiquing compositions by representative composers. This course is only open to seniors who need the credit to graduate and cannot attend a regularly scheduled class.

Non-Department Specific Courses**FRESHMAN SEMINAR**

Fall/Spring semesters, N/C

This course consists of five sessions designed to acclimate and assist students in their transition to the rigors of high school, the specifics of PCS, and the challenge of balancing all of their academic and professional commitments. This seminar will help student hone their skills in backwards planning, project pacing, self-reflection, note-taking, and studying. Each session will address a different set of skills, and interactive activities will be utilized throughout. All freshmen will take this non-credit bearing course which will be held during their regularly scheduled English classes. Some homework will be assigned prior to, or as reinforcement to, some sessions.

RESEARCH AND INFORMATION LITERACY

Fall/Spring, 1/2 credit

This course is taught entirely online and requires students to submit weekly assignments. The following information literacy skills are emphasized: determine the extent of information needed; access the needed information effectively and efficiently; evaluate information and its sources critically; incorporate selected information into one's knowledge base; use information effectively to accomplish a specific purpose; understanding the ethical issues involved in accessing and using information; present information in a new way for others to use. As an online course, students will be

encouraged to learn through project based activities, collaborative experiences, and exploring web based tools that will facilitate their research process.

Text:

Writing a Research Paper: A Step by Step Approach 3rd Edition, Phyllis Goldenberg

INTRODUCTION TO COMPUTER SCIENCE

Spring, ½ credit

Introduction to Computer Science teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. The course is designed to be accessible for complete beginners with no previous background in computer science, but can also engage the more advanced, self-taught programmer who wants to learn the theory and structure underlying computer programming. The curriculum is made up of a series of learning modules that cover the fundamentals of programming. Each module is made up of short video tutorials, example programs, quizzes, programming exercises, challenge problems, and unit tests. This course will meet 2 periods each week on Wednesday morning for one semester.

SEMINAR IN GLOBAL STUDIES

1 semester, ½ credit

What is "Globalization" ? How does it manifest itself? Why is it such a contested concept? Why is its use, nonetheless, so widespread? In this course, we examine the competing definitions and debates characterizing the most recent research around the concept globalization in order to answer these questions.

This is a blended course that meets once a week face-to-face and includes a significant online component. We will spend the first half of the course framing the issue, then students will explore various manifestations of globalization through case studies of their choice. Course requirements include reaction papers to the readings, participation in online forum discussions, class presentations and a research paper due at the end of the spring semester.

Open to Juniors and Seniors.

Texts:

Globalization A Very Short Introduction (2013), Manfred B. Steger

Understanding Cultural Globalization (2007), Paul Hopper

Selected articles

PHYSICAL EDUCATION

Full year, 1/4 credit

All students are required by New York State law to take Physical Education each year.

There is a minimum requirement of two hours a week. Students must wear athletic footwear and appropriate clothing for physical activity.

Physical Education exemptions may be granted to students who are regularly engaged in supervised physical training outside of school for at least two full hours weekly. Exemptions are commonly granted for students taking dance classes and training in competitive sports. All students who feel they qualify for an exemption must submit the PCS exemption form, signed by both their instructor and their parents at fall registration.

Attendance in Physical Education is mandatory. In cases where students become very busy professionally, there must be documentation for these absences. Students who miss an extensive number of classes will not receive credit and will be required to attend extra classes in the following quarter in order to meet the course requirements.

Eligibility for Honor Roll

- High School students are eligible for the Honor Roll at the end of the semester if they are taking a minimum of three academic courses* and they have a 3.7 GPA or better.
- **High Honors** will be awarded to students who meet the above criteria and have a 4.0 GPA.
- Grades for courses earned at other institutions while enrolled at PCS are not computed for the PCS Honor Roll. These courses must be passed and are counted simply as a course taken.
- Students who withdraw from courses after the end of the first quarter are not eligible for Honor Roll, unless they withdrew at the recommendation of the school.
- Students who earned a *Pass* as a semester grade in any course are not eligible.
- Students who have violated the school's policies on academic honesty are not eligible for Honor Roll within the semester of the violation.

*Academic courses are all courses with the exception of Physical Education, Research Skills, Health, Fine Arts, Creative Writing, Integrated Arts, and Performing Art classes. Music Theory and Music History are counted for honor roll.

ADMINISTRATIVE TEAM

James Dawson, B.S., Ph.D.

Head of School

Marcy Mann, B.A., M.A.

Associate Head for Academic Affairs

Alex Shaurette, B.A., M.A.

Head of Upper School

Dania Nauholyk, B.S., M.A.

Dean of Middle School Life, Alumni Liaison

Chris Haley, B.S., M.S.S.W.

Director of Institutional Advancement

Shari Honig, B.A., M.A.

Director of Admissions

Lizbeth Johnson, B.S., M.Ed.

Director of Technology

Victoria Mancuso, B.A.

Business Manager

John Tucker

Assistant to the Head; Assistant to the Board of Trustees;

Director of Public Relations

FACULTY

Evelyn Alexander, B.S., M.S.

Upper School & Middle School Science and Health; Middle School Advisor

José Alvarez, B.A.

Upper School and Middle School Spanish

Ernestine Byer-Tyre, B.S., Dr. of Chiropractic

Upper School Science; Upper School Advisor

Kevin Casey, B.A., M.S.

Upper School & Middle School Physical Education; Upper School Advisor

Paul Chalmers, B.S.

Upper School Mathematics; Technology Coordinator

Maureen Darcy, B.A.

Upper School & Middle School French and Spanish, Middle School Advisor

Sean Fedeli, B.A., M.S.

Middle School Social Studies

Rubén González-Jiménez, B.A., A.B.D.

Upper School and Middle School Spanish

Dalila Hannouche, B.A., M.A., M.Ed. A.B.D.

Upper School French; Upper School Advisor

Catherine Henry, B.A., J.D.

Upper School English & History; Upper School Advisor

William F. Hirt, B.A., M.A.

Upper School History; College Advisor
 Caroline Holder, B.F.A., M.F.A.
 Upper School & Middle School Art
 Lizbeth Johnson, B.S., M.Ed.
 Director of Technology, Upper School Advisor
 Roberta Kosse, B.S., M.M.
 Upper School & Middle School Music; Upper School Advisor
 Nicholas Kurian, B.A., M.A.
 Upper School Math and History
 Jeffrey Laguzza, B.A., M.A.
 Upper School & Middle School English; Upper School Advisor
 Dania Nauholnyk, B.S., M.A.
 Middle School Science; Head of Middle School
 Renata Nikolayev, B.A., M.A.
 English as a Second Language; International Student Advisor
 Thomas Orefice, B.A., J.D.
 Upper School English; Introduction to Literature; Upper School Advisor
 Erika Petersen, B.A., M.A.
 Upper School History
 Guthrie Porter, B.A., M.A.
 Upper School & Middle School Mathematics; Upper School Advisor
 Kevin Rodd, B.S., M.S.
 Upper School Science
 Kerry Roeder, B.A., M.L.S.
 Librarian & Middle School English; Middle School Advisor
 Vincent Sagona, B.A., M.A., M.F.A.
 Upper School & Middle School Drama; Health; Upper School Advisor
 Robert Mark Savage, PhD
 Upper School History
 Shellie Sclan, B.A., M.A.
 Upper School English and Creative Writing; Upper School Advisor
 Meghan Formwalt Shann, B.F.A., M.F.A., M.S.Ed.
 Upper School and Middle School Learning Specialist
 Alissa Wall, A.B.
 Upper School Mathematics
 Jason Wofsey, B.A., M.A., M.S.
 Upper School & Middle School Mathematics

MIDDLE SCHOOL ADVISORS

Evelyn Alexander
 Maureen Darcy
 Kerry Roeder

UPPER SCHOOL ADVISORS

Ernestine Byer-Tyre

Kevin Casey

Rubén González-Jiménez

Dalila Hannouche

Catherine Henry

Shari Honig

Lizbeth Johnson

Roberta Kosse

Jeffrey Laguzza

Marcy Mann

Renata Nikolayev

Tom Orefice

Guthrie Porter

Vincent Sagona

Shellie Sclan

Alex Shaurette

International Student Advisor

College Advisor

Renata Nikolayev

William Hirt

STAFF

Debra Alago, Food Service Manager

William Acevedo, Plant Manager

Bernardo Belloso, Custodian

Christine Dziegielewski, Receptionist/Medical Records Coordinator

Luz Fernandez, Custodian/Cafeteria Assistant

Cynthia Herbert, Administrative Assistant

Rocio Izurieta, Custodian

Raquel Martinez, Bookkeeper/HR Coordinator

Joseph Mayes, Food Service Assistant

Ayana Peña-Espinal, Assistant to the Associate Head and Head of Upper School;
Attendance Officer

Angela Perozo-Jackson, Middle School Administrative Assistant

Altagracia Ramos, Custodian

Antonio Rodriguez, Food Service Assistant/Cashier

Matthew Rodriguez, Custodian

Alejandrina Santos, Custodian

Jean J. Scales, Business Office & Admissions Associate
Noël Soisson, Assistant to the Director of Institutional Advancement