

**PROFESSIONAL  
CHILDREN'S  
SCHOOL**

# **Curriculum Guide**

**2022-2023**



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## **SCHOOL MISSION**

The Mission of Professional Children's School is to provide a challenging academic education for young people working in or studying for careers in the performing and visual arts, competitive sports and other endeavors; to meet the diverse needs of our students; provide mastery of fundamental skills and prepare them for college or other post-secondary education; to teach young people to balance the demands of their professional, personal and academic lives; to provide support for young people who must often contend with the pressures of the adult world in addition to the normal pressures of adolescence; to encourage young people to respect others of diverse ethnic, racial, economic, geographic and artistic backgrounds; to balance their individual needs with the needs of others and to accept responsibility for their decisions; to foster a community in which both academic and artistic pursuits are valued.

## **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.

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### **Diversity and Equity Statement**

Professional Children's School is committed to developing a community where all of its members feel safe, supported and celebrated, and share a common responsibility to cultivate the same in others. We aim to be a place that embraces diversity in its multiple forms, actively confronts prejudice and bias, and does not shy away from difficult conversations. Given that the journey towards equity and justice is ongoing and evolving, so too must our academic offerings and social interactions remain open to revision, as we strive to become responsible world citizens.

### **Inappropriate Language and Hate Speech Statement**

Professional Children's School is committed to fostering and maintaining a climate of inclusion and belonging within our community. Acknowledging that language is one of the most penetrating means for invoking a feeling of welcome or exclusion for both individuals and groups, it is of paramount importance that words and expressions created with the intention of delivering harm to or diminishing the spirit or worthiness of another person or group are not condoned or permitted in our space. This includes, but is not limited to, terms that have been historically used to target individuals based on race, religion, gender, sexual orientation, or disability. While some of these

words may appear in historical documents or source material for use in classes, they will not be permitted to be used verbally or in writing in our academic, common, or public spaces, by students, faculty, staff, administrators, or visitors to our school. Whenever possible, when these words appear in class materials, teachers and other adults will inform students in advance. Instances of the use of such language will be addressed as deemed appropriate by school leadership in consultation with the Faculty and Staff Diversity and Equity Committee.

## **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 class- room-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, or the coursework.

## **MIDDLE SCHOOL PROGRAM**

Students in Middle School will attend in-person learning five full days a week. In addition to experiencing our myriad of course offerings, they will have the opportunity to partake in asynchronous learning time on Wednesday afternoons. During this time, students will attend Learning labs, engage in collaborative work, schedule meetings with teachers, makeup assessments and find academic support. During asynchronous learning time, students will choose their experience based on their own academic needs and will take responsibility for the continuation of their own learning to reinforce what is covered in class or to learn material through an experience which is student-directed and paced.

Our Learning labs instill in our students a feeling of ownership and for developing internal motivation, creativity, inquiry, and self advocacy skills. Asynchronous learning time, when crafted with these values in mind, can support our school's mission to support busy, working students, in accordance with our Middle School values -- a deep skills based education.

The following list of courses describes our Middle School offerings for the 2022-2023 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. 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 weekly basis during our advisory period and as needed.

## **ENGLISH**

### **GRADES 6/7**

English 6/7 is a two-year course, and this year's rotation will complement the ancient civilizations study in Social Studies. Students will investigate mythology from around the world, the hero's journey, and the history of storytelling. We will build critical thinking skills through regular class discussions, collaborative projects, and creative writing assignments. Vocabulary and grammar

skills will be addressed through weekly lessons which are then directly applied to independent reading and writing activities as students learn to communicate articulately.

**Possible texts:**

*D'Aulaires' Book of Greek Myths*  
*Summer of the Mariposas*, Guadalupe Garcia McCall  
*The Odyssey* graphic novel adaptation by Gareth Hinds  
*The Serpent's Secret* by Sayantani DasGupta  
*Grammar for Writing*

## **GRADE 8**

The eighth grade English curriculum builds upon the skills introduced in earlier grades and prepares students to transition to high school reading and writing requirements. Critical analysis of literature in a variety of forms including novel, short story, poetry and drama is developed through regular engagement with analytical questions. Vocabulary is presented in the context of our literature selections. 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 instructor and peers. Students are given regular opportunities to practice formal essay writing throughout the year. The writing curriculum emphasizes sentence structure, word usage, writing style, and thesis development. Public speaking and presentation skills are developed regularly throughout the course.

**Possible texts:**

*The Absolutely True Diary of a Part-Time Indian*, Sherman Alexie  
*Stamped*, Jason Reynolds & Ibram X. Kendi  
*Night*, Elie Weisel  
*I Am Malala*, Malala Yousafzai  
*Fahrenheit 451*, Ray Bradbury  
*American-Born Chinese*, Gene Luen Yang

## **GRADE 6/7 and 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 variety of genres such as descriptive, expository, and narrative writing. Individualized instruction is routinely provided with goals for the development of written expression tailored to each student. There is a primary focus on punctuation, spelling, syntax, and vocabulary. The drafting and editing process will value the development of varied word choice and phrasing and maintaining clarity in written form.

**Possible Texts:**

*The Absolutely True Diary of a Part-Time Indian*, Sherman Alexie  
*A Thousand Beginnings and Endings*, Ellen Oh  
*Night*, Elie Weisel  
*I Am Malala*, Malala Yousafzai  
*Fahrenheit 451*, Ray Bradbury

## **ENL HUMANITIES 1 & 2 - GRADES 6-12**

Upon registration, the Head of Middle School and ENL teacher will make the appropriate course recommendation for each student. New students must undergo a language level placement. International students take 2 periods of ENL instruction daily.

During the literature and language-focused period of this course, ENL students develop and strengthen skills in the four axes of language competence: reading, writing, listening, and speaking. Students explicitly practice receptive and productive language tasks necessary for success in other academic subjects as well as in their daily lives. Throughout the year, students engage in class projects with critical lenses on the themes of language, identity, and community. Students are evaluated through meaningful participation and collaboration, weekly quizzes, and formal assessments.

The second period of this ENL program is a humanities survey course which examines the driving forces of geography, identity, and language in the development and evolution of communities throughout global human history. Students develop and strengthen active literacies through an individualized approach in the four axes of language competence. A specific focus is cast on practicing primary source analysis in English and applying critical thinking skills in sociology and history texts. Outside of collaborative activities, students will choose their own area of thesis research to prepare them for mainstream History and English courses.

Middle and high school students may be mixed depending on the size of a course.

**Possible Texts:**

Literature Circle novels at student reading level

*Grammar & Beyond (Level 2/Level 3)*, Reppen et al.

*Home of the Brave*, Katherine Applegate

*Anne Frank's Diary: The Graphic Adaptation*, Ari Folman & David Polonsky ESL 2

*A Multicultural Reader: Collection One*, Perfection Learning

*American-Born Chinese*, Gene Luen Yang

*Sit, Deborah Ellis*

*World History: Great Civilizations*, National Geographic

*World Cultures & Geography*, National Geographic

*History: From the Dawn of Civilization to the Present Day*, Smithsonian

## **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 coming school year, students will develop these skills through the study of ancient civilizations. The class will gain an understanding of the development of civilizations as well as their social, political, and economic structures with a particular focus on how their religious beliefs, mythologies, and philosophies continue to impact the world today. Through reading primary sources and examining visual resources, students will develop skills in historical analysis and critical thinking. Assignments include written responses to textbook and supplemental readings, essays, oral presentations, and creative projects.

**Text:** *MyWorld Interactive World History*, Pearson

### **GRADE 8**

In eighth grade social studies, students develop skills in historical analysis, critical thinking, and writing to prepare for high school level work. The course will focus on the study of American history, beginning with the prehistoric arrival of the indigenous peoples and ending with the rise of the United States as a world power in the twentieth and twenty-first centuries. Particular attention will be paid to how the events of the past affect our contemporary society with an emphasis on the struggles of minorities, women, and other marginalized groups. Through class discussions and the examination of primary and secondary sources, students will be encouraged to formulate their own opinions and to share those views with the class. Assignments will include readings, written responses, essays, oral presentations, and a major research project.

**Text:** Primarily online resources

## **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. During lab time, students learn to conduct experiments, write lab reports and evaluate results. Rotation A (2022-2023) includes topics in life science as students explore the world of protists, vertebrates and invertebrates. Evolution and the idea of common ancestry are interwoven within the curriculum and serve as the underlying themes. Rotation B covers topics in physics, astronomy, and engineering as students are introduced to the laws of motion, forms of energy, concepts in design thinking and robotics.

## **GRADE 8**

The eighth grade science course introduces students to the fields of chemistry and human biology. Concepts related to the properties of matter, atomic structure, chemical interactions, and the understanding of how solutions form will be covered in the first semester. Biochemistry and human anatomy will be covered in the second semester. Through daily instruction, demonstrations, and lab work, students will learn to integrate key concepts with current scientific discoveries, to use evidence to describe, predict, explain and model, and to manipulate materials while conducting labs. At the end of year, students will conduct a research project showing their ability to use everything they have learned to plan, execute, analyze, and explain a scientific experiment of their own.

## **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 percentages. 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:** Introducing MATH! Grade 6 (Argo Brothers)

## **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 percentages 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:** Pre-Algebra and Pre-Algebra Workbook (McDougal Littell)

## **ALGEBRA**

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 will 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 applications 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 will learn to appropriately use and apply various mathematical principles and to solve multifaceted problems.

**Text:** *Algebra I* and Algebra I Workbook, Bellman, Bragg, Charles, et al.

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.

## **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. These 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 Francophone cuisine, fashion, and music. They will use the present and futur proche tenses to discuss topics studied in the course through speaking, reading, writing and listening tasks. 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 and research projects according to their own interests and in the context of the themes covered. These may include researching the origins of a particular dish and preparing it for their family, creating an itinerary for a dream trip to a French-speaking destination, going to art exhibits and reflecting on their experience, creating their own restaurant role-play, among others.

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

### **SPANISH I**

*Full year, 1 credit*

In Spanish I, students will master grammar topics such as regular and irregular verb conjugation, prepositions, articles, adjective agreement, object pronouns and manipulation of thematic vocabulary. These 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; vacations and shopping. Students will use interactive activities and technology to practice authentic conversations, navigate websites in Spanish, and play games to practice and reinforce language skills. They will use the present, the simple future and the preterite tense tenses to discuss topics studied in the course through speaking, reading, writing and listening tasks. 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 a Spanish speaking country, going to art exhibits and reflecting on their experience, creating their own restaurant menu, among others.

**Text:** *Vistas: Introducción a la lengua española* (5th 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. Thematic vocabulary topics include clothing and shopping, vacations and travel, household items and chores, and food and dining habits. Students will complete written assessments as well as creative projects to demonstrate their interpersonal, interpretive and presentational skills in the target language.

**Text:** *D'accord 1!* (5th ed.), Vista Higher Learning. Workbook for the above  
*D'accord 2!* (5th ed.) Vista Higher Learning. 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 simple preterite and the imperfect past tenses of regular and irregular verbs. In addition to strengthening their listening, reading, speaking and writing skills, students also broaden their cultural knowledge through short stories, music, and film. 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 EDUCATION**

## **ART**

PCS students come from diverse artistic backgrounds and experiences; the middle school art curriculum meets individuals where they are, supporting development of technique and increased visual awareness. The program emphasizes drawing, painting and object making—from observation and imagination—using a variety of materials, allowing students to explore their creative voices in a non-judgmental environment. Students learn and apply the vocabulary of compositional and pictorial fundamentals, plus that of specific media, during discussion and making; they also learn to develop collective responsibility for the studio. The curriculum seeks out interdisciplinary collaborations where these may occur, and takes advantage of 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 foundations of music through singing, conducting, and playing various instruments. Students study music literature through guided listening, with repertoire ranging from the Western tradition, world music, jazz, blues,

and contemporary/popular music. Students learn how to become contributing members of an ensemble, learn to sing in harmony, and have the opportunity to participate in choral performances several times a year.

The repertoire includes multicultural folk songs, part songs, Broadway show tunes, and classical works. Students in the 8th grade, 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 World Wide 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 them 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. Possible projects include creating a blog or website, designing an animation, 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:

<b>GRADES 6/7</b>	<b>GRADE 8</b>
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.

## **LEARNING SUPPORT SERVICES**

PCS has a Learning Specialist who is available to work individually with students who need additional support in organization and study skills, reading comprehension, writing skills, or mathematics. Work with this 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 challenges, 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 work and progress. They also consult with the division heads when a psycho-educational evaluation by an outside professional may help a student who 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 credits 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 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, including U.S. History and U.S. Government. 3 credits for international students
World Languages	– 2 credits, with international students exempt
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; must be taken before Senior year
Physical Education	– Must be taken each year, unless an exemption is granted

#### **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, math, 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. Any student who will miss a weeks worth of classes for professional

reasons will be required to complete journal entries in lieu of being in class. Without these entries a passing grade may not be achieved. For those not exempt, Physical Education is a graduation requirement.

### **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. For courses transferred to Professional Children's School transcripts, credits and grades are recorded, and these courses are not factored into the Professional Children's School G.P.A. The G.P.A. listed on Professional Children's School transcripts include only academic courses taken at Professional Children's School.

### **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, U.S. Government, Conceptual Physics, and Environmental Science. Summer courses offerings are announced early in the 2nd semester prior to each Summer Academy session.

### **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 above mentioned deadline is at the discretion of the Associate Head of School. 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

<b>Department/Course</b>	<b>Credit</b>	<b>Pre-requisite</b>	<b>Co-requisite/Comment</b>
English	4 for Graduation		
Family in Lit. (9)	½		
Archetypes in Lit. (9)	½		
British Lit. (10)	½		
New York Stories (10)	½		
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
Law & Literature (12)	½		
Comedy (12)	½		
ESL Humanities I	2	Faculty recommendation	Placement for Seniors new to PCS
ESL Humanities II	2	Faculty recommendation	Placement for Seniors new to PCS
Introduction to Literature	1	Faculty recommendation	Placement for Seniors new to PCS
History	3½ for Graduation		
World History I	1		
World History II	1		
U.S. Government	½		
U.S. History	1		
Topics in American Nation	1	Faculty recommendation	
Constitutional Law	½	All previous required History courses	
Introduction to Political Thought	½	All previous required History courses	
Current Politics	½	All previous required History courses	
Senior Honors Seminar	½	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	Pre-Algebra	
Geometry	1	Algebra I (C-) and/or Foundations of Algebra & Geometry(C-)	
Computer Science I	½	Simultaneous with or after Alg I/Geometry	
Computer Science II	½	Computer Science I, minimum grade B- or Algebra I & teacher rec.	
Applications of Math	1	Algebra I and/or Foundations of Algebra & Geometry	
Topics in Math	1	Algebra I and/or Foundations of Algebra & Geometry	
Algebra II	1	Algebra I (C-)	
Fundamentals of Algebra & Geometry	1	Pre-Algebra	

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	
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
Poetics of Music	½ per semester		
Introduction to Modernism (Guided Study)	½	Seniors in need of art credit only	
Physical Education			Non-guided study; 50% attendance required
Health	½ for graduation		
Research & Information Literacy	½ for graduation		

The following list of courses describes the curriculum for the 2022-2023 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 preliterate 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.

### Where I Come From: Family, Food, and Place 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, culture, and home in literature with a particular focus on coming of age. Students will engage in close textual analysis. Writing assignments entail the outlining, drafting, revising, and editing of analytical and persuasive essays, along with creative assignments in poetry and short story. Grammar and vocabulary exercises are also regularly assigned.

#### Possible Texts:

*Brown Girl Dreaming by Jacqueline Woodson, All American Boys by Bradon Kiely and Jason Reynolds, Romeo and Juliet by William Shakespeare, various poetry and short stories.*

### Where I'm Going: Fitting in and Freedom - GRADE 9 *Spring, 1/2 credit*

This one-semester course continues on themes introduced in the fall semester with an exploration of characters who begin to define their own values and identities both rooted in their family culture and home, and sometimes, in spite of it. 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, and memoir. Students will also select a text for participating in literature circles. Grammar and vocabulary exercises are also regularly assigned.

#### Possible Texts:

*The House on Mango Street by Sandra Cisneros, Born a Crime by Trevor Noah, The Poet X by Elizabeth Acevedo. Literature circle possible selections include: Clap When You Land by Elizabeth Acevedo, Frankly in Love by David Yoon, I'll Give You the Sun by Jandy Nelson, The Field Guide to the North American Teenager by Ben Phillipe, Counting by 7's by Holly G Sloan, Eleanor and Park by Rainbow Rowell.*

## REBELLION AND CONFORMITY IN BRITAIN AND ITS FORMER COLONIES- GRADE 10

*Fall, ½ credit*

While this semester-long course will include the study of some of the foundational classics of the English language, we will also devote significant time to exploring the rich literary tradition of several former British colonies through novels, short stories, and poems from a diverse selection of authors from Africa, Asia, and the Caribbean. Assignments will include readings from class texts, regular grammar and vocab exercises, formal essays, and creative projects inspired by the works we study.

**Text:**

*The Canterbury Tales*, Geoffrey Chaucer

*Annie John*, Jamaica Kincaid

*The Tempest*, William Shakespeare *Things Fall Apart*, Chinua Achebe

*Frankenstein*, Mary Shelley

**THE UNFULFILLED PROMISE OF THE AMERICAN DREAM - GRADE 10**

*Spring, 1/2 credit*

The focus of this course is an examination of the American Dream through works of literature with special emphasis on individuals and communities for whom the promise of this nation remained unfulfilled. The class will encounter stories of immigration, migration, assimilation, and ambition and in addition to the novels, students will explore this theme through poetry, short stories, and memoirs from the Harlem Renaissance and global literature of the 21st Century. Assignments will include readings from class texts, regular grammar and vocab exercises, formal essays, and creative projects inspired by the works we study.

**Possible Texts:**

*The Great Gatsby*, F. Scott Fitzgerald

*Go Tell it on the Mountain*, James Baldwin

*How the Garcia Girls Lost Their Accents*, Julia Alvarez

*Typical American*, Gish Jen

**LITERATURE OF OBSESSION - GRADE 11**

*Fall 1/2 credit*

This one-semester course studies societal values through the eyes of very different protagonists all deeply obsessed with something. What drives one to jealousy? To immorality? To life-threatening risks? Through the obsession of these characters, humanity's proclivity for both good and evil are exposed. Students will fine tune their writing skills throughout the year with assignments responding to the literature studied. Grammar study is focused on making style choices that result in the most effective writing.

**Possible Texts:**

*Hamlet*, William Shakespeare

*The Call of Cthulhu*, H.P. Lovecraft

*East of Eden*, John Steinbeck

*The Talented Mr. Ripley*, Patricia Highsmith

**LITERATURE OF SECRETS - GRADE 11**

*Spring, 1/2 credit*

This one-semester course focuses on society's ways of silencing marginalized members and what else may lead people to keep deep secrets. The protagonists' experiences with trauma, tragedy, and being wronged result in stories of mystery, love, sacrifice, and triumph. What causes people to withdraw from humanity? And what can make them return? Students will fine tune their writing skills throughout the year with assignments responding to the literature studied. Grammar study is focused on making style choices that result in the most effective writing.

**Possible Texts:**

*We Have Always Lived in the Castle*, Shirley Jackson

*The Kitchen God's Wife*, Amy Tan

*The Vanishing Half*, Brit Bennett

*Laura Dean Keeps Breaking Up with Me*, Mariko Tamaki

**English 12:****Law & Literature - GRADE 12**

*Fall, 1/2 credit*

Rhetoric, storytelling, and interpretation are the core of both law and literature. Both aim to make sense of texts: statutes, constitutions, poems, or stories. In this course, students will study the relationship between the law and literature looking at both law in literature and law as literature.

Through a selection of fiction, non-fiction, and legal texts, students will investigate the purpose of law, limits of the law, defining justice, and the role of people in the law. Students will gain an appreciation for trial procedures and the role of lawyer by conducting a literary mock trial. Students will write analytical essays, creative assignments and a culminating interdisciplinary research paper.

**Possible Texts:**

*Antigone, Sophocles*

*The Merchant of Venice, Shakespeare The Trial, Kafka*

*To Kill a Mockingbird, Lee*

*Bleak House, Dickens*

**WHAT'S SO FUNNY? - GRADE 12**

*Spring, 1/2 credit*

Nothing ruins a joke like explaining it. In this class, we will ruin all jokes by thoroughly analyzing literary humor. Students will study classic and contemporary theories of humor, laughter, and comedy seeking to understand "What so funny?" and more importantly why. Why do we laugh? What makes us laugh? What role do laughter and humor serve in literature, culture, and society? In reading examples from great literary humorists, students will explore the genres of comedy. Through applications of literary analysis, students will examine the implication of humor in creating and critiquing cultural ideologies and social identities. Assessments will include analytical essays, creative writing, and a research paper.

**Possible Texts:**

*Lysistrata, Aristophanes*

*Selections from Shakespeare*

*The Importance of Being Earnest, Oscar Wilde*

*The Joke and Its Relation to the Unconscious, Freud*

*Fun Home: A Family Tragicomic, Alison Bechdel*

**NARRATIVES 1940-1960 – GRADES 10-12**

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.

**NARRATIVES 1980-2010 – GRADES 10-12**

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.

**HISTORY**

The primary mission of the History Department is to develop students' critical thinking skills through the teaching of history, and to endow our students with a critical understanding and appreciation of the past. 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. Our history courses seek to hone students' writing skills, 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. Any student who has been in the ENL Program at PCS is only required to take 3 years of history.

### **UNITED STATES GOVERNMENT - GRADES 9-10-11** *Fall/Spring, 1/2 credit*

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

World History is a two-year survey 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 the 15th century to the present. (If possible, it is preferred that students take these two courses in sequence.) 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.

#### **Possible Texts:**

*World History, Houghton Mifflin Harcourt online and print editions.*

*The Human Adventure, Harcourt Brace, selections distributed by handouts.*

*Other primary sources as distributed during each year.*

### **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 pre-colonial times to the present; it is 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, including working with primary source documents, speaking in public, note-taking, writing essays, strengthening 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 and frequent discussion groups that focus on current events. Homework primarily consists of written responses to textbook and enrichment readings.

**Text:** *America's History: Land of Liberty, Steck-Vaughn*

### **U.S. HISTORY - GRADE 11**

*Full year, 1 credit*

U.S. History is a year-long survey course in the study of the historical forces that shape the American nation, exploring concepts of identity, leadership, power and struggle. The course takes a thematic approach to the study of history using essential questions to guide student

inquiry. Themes to be explored include the American presidency, perseverance through strife, modern parallels of the Gilded Age, 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 skills of visual literacy and interpretation, and evaluate historical data. Assignments will include regular reading, short and long form writing, papers, quizzes, and tests. 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 American Yawp*

## **CONSTITUTIONAL LAW - GRADE 12**

*Fall, 1/2 credit*

US Constitutional Law examines the influence of our Constitution and the Supreme Court in American history and in our individual lives today. Beginning with a review of the Constitution, its background, creation and amendments, students will consider how national power and individual rights work—and sometimes conflict. Students present and debate court cases on a wide variety of issues—including our basic freedoms and responsibilities as citizens of a democratic republic, separation of church and state, and the rights of groups in American society, including women, ethnic and racial minorities, LGBTQ+ 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.

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 life and 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 society and the individual? In seeing how several of the world's most famous political philosophers have dealt with these and other questions, students begin to think about—or reconsider—their own political views and beliefs.

Class discussions are based on nightly reading assignments. Effective participation in these class discussions will constitute a very important part of the overall grade in the course.

Among the works studied over the year include: Plato's Republic, selections from Aristotle's Ethics and Politics, the Tao Te Ching, Tocqueville's Democracy in America, The Bhagavad Gita, Angela Y. Davis, Women, Race and Class, The Communist Manifesto, Machiavelli's Prince, and selections from The Federalist, 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

or philosophies are controversial, abstract, or challenging. This course is intended, therefore, only for more mature high school seniors.

The course may be taken either first or second semester, or both. Prerequisite: All required lower division courses

## **CURRENT POLITICS AND CULTURE - GRADE 12** *Spring 1/2 credit*

Current Politics and Culture is a course offering seniors the opportunity to explore contemporary events and issues in American and world life, culture and politics.

This course is a broad examination of current history in many areas: students will intensively study current events and seek to put those events into a global perspective. As a requirement of the course, students 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), as well as English and foreign language Internet news sources, as students may pursue: Many news sources, papers and periodicals are 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 be expected to listen critically to others 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*.

**Prerequisite:** *United States History or American Nation & US Government*

## **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). 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, including US History at PCS during or before the junior year. 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. These 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 Francophone cuisine, fashion, and music. They will use the present and futur proche tenses to discuss topics studied in the course through speaking, reading, writing and listening tasks. 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 and research projects according to their own interests and in the context of the themes covered. These may include researching the origins of a particular dish and preparing it for their family, creating an itinerary for a dream trip to a French-speaking destination, going to art exhibits and reflecting on their experience, creating their own restaurant role-play, 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. Thematic vocabulary topics include clothing and shopping, vacations and travel, household items and chores, and food and dining habits. Students will complete written assessments as well as creative projects to demonstrate their interpersonal, interpretive and presentational skills in the target language.

**Text:** *D'accord 1!* (5th ed.), Vista Higher Learning Workbook for the above  
*D'accord 2!* (5th ed.) Vista Higher Learning Workbook for the above

### **FRENCH III**

*Full year, 1 credit*

In French III, students use extensive audio and visual resources in order to become highly competent communicators who express themselves with increasing ease and spontaneity in the target language. Through the use of short films connected to each lesson's theme and authentic materials, they discuss a variety of topics including life in the city, well-being, careers and technology. They also continue their study of grammar in order to strengthen both oral and written expression. Culminating assessments include creative projects that incorporate newly acquired vocabulary and grammar as well as require students to demonstrate retention of language from past units.

**Text:** *D'Accord!* Level 2 (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 film excerpts and read a variety of short texts in order to strengthen their listening, speaking and writing skills. Topics covered include community & social interactions, city living, media, politics and the environment. In the second semester, we read and discuss Saint-Exupéry's *Le Petit Prince*. Grammar is reinforced through the study of logical articulations such as the expression of cause, consequence, goal, condition/hypothesis, comparison, and opposition and is primarily taught in a thematic context and

through the study of Saint-Exupéry's novella.

**Text:** *Imaginez (4th ed.) Vista Higher Learning Workbook for the above, Le Petit Prince by Antoine de Saint-Exupéry*

## **FRENCH V/ADVANCED**

*Full year, 1 credit*

French V/Advanced is a course that focuses on various literary movements, periods, and genres. The course also examines a selection of themes such as identity, social justice and Francophone cultures. While literature serves as the springboard to our class activities, a variety of films, music, and other authentic resources enrich the curriculum and provide real-world and relevant context to the texts we study.

Possible literary works may include *Le Malade imaginaire*, *Tartuffe* or *L'École des femmes* by Molière, *Le Mariage de Figaro* by Beaumarchais, *La Belle au bois dormant* or *Cendrillon* by Charles Perrault, *Au revoir, les enfants* by Louis Malle, *Moderato Cantabile* by Marguerite Duras, *Un Papillon dans la Cité* by Gisèle Pineau, *La Civilisation, ma mère!* by Driss Chraïbi, *L'Enfant de sable* by Tahar Ben Jelloun, poetry by Ronsard and Aimé Césaire and fables by La Fontaine. In addition to writing essays, making oral presentations, engaging in discussion, dialogues and debates, students also use various web technologies to conduct research and complete creative 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.

## **SPANISH**

### **SPANISH I**

*Full year, 1 credit*

In Spanish I, students will master grammar topics such as regular and irregular verb conjugation, prepositions, articles, adjective agreement, object pronouns and manipulation of thematic vocabulary. These 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; vacations and shopping. Students will use interactive activities and technology to practice authentic conversations, and play games to practice and reinforce language skills. They will use the present, the simple future and the preterite tense tenses to discuss topics studied in the course through speaking, reading, writing and listening tasks. 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 a Spanish speaking country, going to art exhibits and reflecting on their experience, creating their own restaurant menu, among others.

**Text:** *Vistas: Introducción a la lengua española (5th 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 simple preterite and the imperfect past tenses of regular and irregular verbs. In addition to strengthening their listening, reading, speaking and writing skills, students also broaden their cultural knowledge through music, and short video clips. 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, students will be introduced to new grammar structures such as the subjunctive mood and all perfect tenses. Students will develop linguistic fluency and cultural competence by working with authentic language resources relating to the themes of housing, city living, the environment, and well-being. Each unit is complemented with a cultural topic and video project connected to each of these themes.

**Text:** *Vistas: Introducción a la lengua española* (5th ed.) Vista Higher Learning  
Online workbook for the above

## ADVANCED SPANISH THROUGH LITERATURE AND FILM

*Full year, 1 credit*

Literature and Film, students will strengthen language fluency and cultural competency by exposure to a variety of contextual vocabulary, artistic mediums and historical contexts. Every unit is well balanced across thematic, cultural, and grammatical concepts, and students will regularly engage in thought-provoking discussions as well as analytical writing tasks. They will also learn about geography, history, and traditions of Spanish-speaking countries related to two films and one novel, and will get acquainted with the work of public figures such as artists, architects, and filmmakers from the Spanish speaking world. This course is suited for students in levels four and higher.

**Text:** *Intrigas*, (3rd Edition), Vista Higher Learning

## 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 Applications of Math are offered in alternating years, and may be taken to strengthen skills before studying Algebra II. Topics in Math and Applications of Math may also 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.

### Foundations of Algebra and Geometry

*Full year, 1 credit*

This course will enhance students' computational and problem-solving skills while learning topics in Algebra and Geometry. Students will build upon their understanding of variables, expressions and working with equations. They will learn to write and solve simple and complex linear equations, then apply this to angles, triangles and polygons in Geometry. Using the concepts of congruence, students will recognize and construct transformations as well as prove triangles congruent.

**Text:** *Foundations of Algebra and Geometry: An Integrated Approach*

## 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 will solve equations in one and two variables. The students will also learn the rules of exponents, operations on polynomials, factoring and square roots. The course will also include real life applications 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 will learn to appropriately use and apply various mathematical principles and to solve multifaceted problems.

**Text:** *Algebra 1* and *Algebra 1 Workbook*, 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.

**Prerequisite:** Algebra I

**Text:** Geometry and Geometry: Practice Workbook With Examples, McDougal Littell

## COMPUTER SCIENCE I

*Fall/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.

## COMPUTER SCIENCE II

*Spring, ½ credit*

This course builds on the foundations learned in Introduction to Computer Science and continues to instruct students in coding, problem solving, logical thinking, and computer language structure and syntax. Students in this course will learn the tools, major concepts, and best practices required to build their first cross-platform app. Introduction to Computer Science or approval from the instructor is required for entry into this course.

## ALGEBRA II

*Full year, 1 credit*

Algebra II class 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.

The class 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 & Geometry are required for the course.

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

## APPLICATIONS OF MATHEMATICS

*Full year or 1/2 year credit*

This course provides a general survey of mathematical topics that are useful to our contemporary world. Students will learn how mathematics can be applied to their lives in interesting, enjoyable and meaningful ways. The three goals of this course are: to help students acquire knowledge of fundamental mathematics, to show students how mathematics can solve authentic problems that apply to their lives, and to enable students to develop problem-solving skills, while fostering critical thinking, within an interesting setting.

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

This course and the Topics in Mathematics course are given in alternating years.

**Text:** *Using and Understanding Mathematics Bennett & Briggs*

## Topics in Mathematics

*Full year or 1/2 year credit*

There is no escaping the importance of mathematics in the modern world. The importance of mathematics lies not in abstract ideas, but in its application to personal and social issues. This course is designed with such practical considerations in mind. In particular, the course has two specific purposes: to develop your ability to reason with quantitative information in a way that will help you achieve success in your career, and to provide you with the critical thinking and quantitative reasoning skills you will need to understand major issues in your life.

This course and the Applications in Mathematics course are given in alternating years.

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

**Text:** *Using and Understanding Mathematics Bennett & Briggs*

## 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; and Mathspace

## 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 9th Edition, Stewart*

## ADVANCED CALCULUS

*Full year, 1 credit*

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. 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**

### **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 function 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, demonstrations and lab activities (online and hands on), 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:** *CK12-Conceptual Physics online text*

### **ENVIRONMENTAL SCIENCE GRADES 10-12**

*Full year, 1 credit*

This course is an introduction to the study of the natural world and how the ever-growing human population is affecting it. Additionally, this course provides the students with knowledge of the interaction between human activities, resources and the environment. Students will be introduced to researching current event articles related to a contemporary issue that is being discussed in class.

**Text:** *None. Scholarly articles, handouts, and presentations given throughout the course*

### **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 weekly quizzes. Topics include, but are not limited to, Mechanics, Vectors, Wave Phenomena, Electricity and Magnetism.

**Co-requisite:** Pre-Calculus or Calculus (and a B or higher in Algebra 2 taken in prior year)

**Prerequisite:** Chemistry and Biology

**Text:** CK12 Advanced Physics Online text

### **ADVANCED BIOLOGY - GRADES 11-12**

*Full year, 1 credit*

Advanced Biology is a full year course, which builds on previous knowledge from basic biology to develop a deeper understanding of biological concepts. Topics may include, but are not limited to: biochemistry, genetics, cellular respiration, photosynthesis, and human biology. Ethical and social issues will also be examined. Students will evaluate medical case studies, current research, non-fiction science books, and scientific journals as a way to relate abstract biological topics to real life applications. A variety of educational approaches including lectures, group discussions, laboratory activities, research, and independent study will be utilized for student learning.

**Prerequisite:** A prior biology course with a B or higher or approval by the science department.

**Text:** *None. Scholarly articles, non-fiction science books, handouts, and presentations given throughout the course.*

### **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 NEW LANGUAGE (ENL) - GRADES 6-12**

Upon registration, the International Student Advisor and the ENL teacher will make the appropriate course recommendation for each student. New students must meet with the ENL teacher to determine ENL course placement. International students take 2 periods of ENL per day. In addition, most new students enroll in math, science, 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. Any student who has been in the ENL Program at PCS is only required to take 3 years of history. Students who have gone through the ENL Program are permitted to take U.S. Government, but are not required to take it to graduate. Any English Language Learners taking mainstream English by senior year must take Research and Media Literacy to graduate. Finally, students who have been in the ENL Program are welcome to take a world language class, and are exempt from this graduation requirement as well. There are two levels of ENL 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 ENL 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 upper school students may be mixed depending on the size of a course.

## **ENL HUMANITIES I & II**

*Full year, 2 credits*

Upon registration, the ENL instructor will make the appropriate course recommendation for each student. New students must undergo a language level placement. International students take 2 periods of ENL instruction daily.

During the literature and language-focused period of this course, ENL students develop and strengthen skills in the four axes of language competence: reading, writing, listening, and speaking. Students explicitly practice receptive and productive language tasks necessary for success in other academic subjects as well as in their daily lives. Throughout the year, students engage in class projects with critical lenses on the themes of language, identity, and community. Students are evaluated through meaningful participation and collaboration, weekly quizzes, and formal assessments.

The second period of this ENL program is a humanities survey course which examines the driving forces of geography, identity, and language in the development and evolution of communities throughout global human history. Students develop and strengthen active literacies through an individualized approach in the four axes of language competence. A specific focus is cast on practicing primary source analysis in English and applying critical thinking skills in sociology and history texts. Outside of collaborative activities, students will choose their own area of thesis research to prepare them for mainstream History and English courses.

### **Possible Texts:**

*Literature Circle novels at student reading level*

*Grammar & Beyond (Level 2/Level 3/Level 4), Reppen et al.*

*Home of the Brave, Katherine Applegate*

*Anne Frank's Diary: The Graphic Adaptation, Ari Folman & David Polonsky ESL 2*

*A Multicultural Reader: Collection One, Perfection Learning*

*American-Born Chinese, Gene Luen Yang*

*Sit, Deborah Ellis*

*World History: Great Civilizations, National Geographic World Cultures & Geography, National Geographic*

*History: From the Dawn of Civilization to the Present Day, Smithsonian*

## **INTRODUCTION TO LITERATURE - GRADES 9-12**

*Full year, 1 credits*

This course is designed as a bridge between the ENL 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:**

*ESL Grammar Intermediate Advanced, Research and Education Association*  
*A Midsummer Night's Dream by William Shakespeare*  
*Brave New World by Aldous Huxley*  
*Paper Towns by John Green*  
*Between the World and Me by Ta-Nehisi Coates*

**ARTS PROGRAM**

The Arts Program provides students with opportunities to participate in multiple forms of artistic expression. The goal is to supplement, enhance and expand on the rich experiences our students engage in outside of school. It is our hope that the students will come to discover and appreciate how exposure to diverse art forms serves to enrich their understanding of the human condition in general, and to deepen their approach to their chosen professions in particular. The overarching goal is to help students to find their voices and to develop the confidence and skill to express their unique perspectives.

The following arts courses are open to all students except where a prerequisite is indicated, or 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 the 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 during the course of the semester for professional or medical reasons may have to withdraw from the class without penalty, but is welcome to re-enroll in subsequent classes.

**CREATIVE WRITING - GRADES 9-12** *¼ credit per semester or ½ credit in summer*

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

**DRAMA****DRAMA I - 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 develop 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. Students in grades 10-12 will be given preference for registration. 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 II- Grade 11-12 (Prerequisite: DRAMA I)***Full year, 1 credit*

This is an advanced drama class aimed at assisting students who have a solid base of previous acting experience. In order to take this class, students must have taken Drama I, be in the 11th or 12th grade and have received the approval of the teacher. 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 completed Acting I, be in 11th or 12th grade and have received the approval of the teacher. (Class size limited to 12)

## **MUSICAL THEATRE Grade (9-12)**

*Spring, ½ credit*

This course is designed to acquaint students with the history, development and establishment of musical theatre as a specific art form. The class explores the early influences of the genre and investigates how, through the decades, social context has shaped content. Successful musicals from each era are analyzed with an eye toward understanding how the themes reflect the times. Students will be given an opportunity to rehearse full scenes from a variety of musical theatre styles resulting in a performance for an invited audience.

## **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 as projects range from observational drawings to material exploration in two and three dimensions. Assignments vary from year to year as the class may be repeated for credit. Each individual is accountable for responsible studio use.

The class meets twice a week, and there is no prerequisite. However, there is a 50% attendance requirement; students who expect to miss more than 50% of the class cannot receive credit and will be asked to withdraw from the course. Students may re-enrol in subsequent semesters or years. (Class size limited to 16)

### **ADVANCED STUDIO ART**

*Fall/Spring, 1/2 credit*

Advanced Studio is an intensive experience for intermediate and advanced students who have strong technical skills and confidence in working from observation, which will be used as the point of departure for them to continue developing their own voices as artists.

The first quarter focuses on both traditional and experimental approaches to two-dimensional image making. 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 which cannot be added in the 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. There is a 50% attendance requirement, so that students who expect to miss more than 50% of the class cannot receive credit and will be asked to withdraw from the course. Students may re-enrol in subsequent years. (Class size limited to 12).

## **MUSIC**

### **CHOURS: SINGING TECHNIQUES**

*Full year, 1/2 credit*

The chorus explores various styles of singing, with repertoire ranging from classical, music theater, to popular music. These concepts will be explored both individually and as a group, with individual coachings. Students will study and practice vocal techniques including breathing, extending vocal range, vibrato, acting within the song, and performance poise. Music reading and ear training skills will also be applied. There will be several occasions for performance including masterclasses and an option recital. Students will perform choral music in school Music Assemblies once per semester (also includes Holiday Assembly). Students can also prepare recordings and audition materials. The course meets five periods per week.\*Prerequisite: must be able to match pitch. Please email Dr. Inman to schedule a brief audition: [linman@pcs-nyc.org](mailto:linman@pcs-nyc.org)

### **POETICS OF MUSIC**

*Full year, 1/2 credit*

The "poetics of music" is a phrase Igor Stravinsky coined to describe the inner workings of music both in terms of composition and observation. This course integrates both activities.

Students will learn to foster a deeper understanding of music through the development of informed listening skills. By placing music into its social and historical context, we will discover the importance and relevance of music in our culture and in the world at large. We will explore a vast collection of familiar and unfamiliar musical pieces to broaden our listening skills and we will make meaningful discoveries through thoughtful discussions. Students will learn and practice piano keyboard skills and integrate them, along with music technology tools, into short film-scoring compositions. Students will learn about and attend an opera performance and backstage tour at the Metropolitan Opera, as well as utilize the NYC Performing Arts Library for various topics. Lastly, Poetics is based on the individual needs of each student. This course is also available online.

## **NON-DEPARTMENT SPECIFIC COURSES**

### **INTRODUCTION TO MODERNISM – 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. In the Visual Arts section, 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 complete weekly responses, and submit three short analytical responses 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 students 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; understand the ethical issues involved in accessing and using information; present information in a new way for others to use. In this 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.

### **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 by the

expressed deadline in order to be considered. Students who have submitted an exemption form must continue to attend their Physical Education classes as scheduled until they hear that the exemption has been granted. Physical education exemption forms are available in Division offices. Medical exemptions may only be given with a letter from a physician, and students must attend Physical Education classes until exemption forms are completed and received.

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 ex- 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.

## SUMMER ACADEMY

The PCS Summer Academy offers online courses designed to provide students with an opportunity to earn credits and/or to bolster their skills during the summer months. Students may have weekly scheduled sessions with instructors, along with assigned Q and A appointments by arrangement with the teacher. The summer school courses are intensive: a semester or full year's worth of work is condensed into 9 weeks, so students opting for these courses must have time in their schedules to make this commitment.

In addition, PCS offers a Summer Acting Intensive taught by Mr. Sagona which takes place at the school and is open to both PCS students and students from other schools. PCS families may access the registration forms on the website under the Summer Academy tab, see course descriptions, select courses, and pay online.

## ACADEMIC POLICIES

### LETTER/NUMBER GRADE EQUIVALENTS

A+: 97-100 4.0	B+: 87-89 3.3	C+: 77-79 2.3	D+: 67-69 1.3	F: Below 60
A: 93-96 4.0	B: 83-86 3.0	C: 73-76 2.0	D: 63-66 1.0	
A-: 90-92 3.7	B-: 80-82 2.7	C-: 70-72 1.7	D-: 60-62 0.7	

G.P.A. calculations include all academic courses taken at PCS

- Exclusions: Performing Arts (chorus, art, and drama), Health, and Introduction to Modernism
- Inclusions: Poetics of Music (music theory, music history), and Research and Information Literacy

### 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 G.P.A. or better.
- 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, Health, Fine Arts, Introduction to Modernism, and Performing Art classes. Poetics of Music is counted for honor roll

## **Transcripts and Records**

Student grades are recorded on a formal transcript at the end of each semester.

Credit received for courses is calculated at the end of each school year.

- Students receive credit for courses in which they receive a D- through A+; they do not receive credit if they receive a grade below D-, or for a grade that is considered a failing grade from their previous school. If a failed course is a requirement for graduation, students must retake the course either at PCS or at an approved summer school, and a passing grade will be recorded once it has been earned. The grade for the first course is not taken off the transcript, and PCS is not in the practice of changing grades of record, semester grades, after they have been assigned.
- Transfer credit will be given for courses that are similar to courses offered at Professional Children's School. Credit will only be given for summer school courses if that credit was earned when repeating a failed course or to improve a low passing grade. 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).
- For courses transferred to Professional Children's School transcripts, credits and grades are recorded, and these courses are not factored into the Professional Children's School G.P.A. The G.P.A. listed on Professional Children's School transcripts include only academic courses taken at Professional Children's School.

## **Commencement Ceremony**

PCS values the opportunity to honor Seniors at our graduation ceremony once they have completed their graduation requirements. If a student fails a course that is required for graduation or has committed an egregious violation of our school's code of behavior, that student's participation in our annual ceremony may be in jeopardy and is decided by the Upper School Advisors.

## **Diploma Age Limit**

When students do not complete the graduation requirements or meet the departmental standards as outlined above due to professional reasons, they may extend their course of study beyond the end of Senior year. In order to receive a diploma from PCS, and in accordance with the policies of the NYS Education Department, the limit for such study is age 21.

## **ADMINISTRATIVE TEAM**

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

*Head of School*

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

*Associate Head of School*

**Sarah Rutledge, B.S., M.A.**

*Head of Upper School*

**Dania Nauholnyk, B.S., M.A.**

*Head of Middle School, Alumni Liaison*

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

*Director of Institutional Advancement*

**Lori Murphy, B.A.**

*Director of Admissions*

**Reem Abu-Amara, B.S., M.A., M.A.**

*Director of Technology*

**Paul Kane, B.S., B.S., M.A.**

*Director of Finance*

**John Tucker**

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

*Director of Public Relations*

## **FACULTY & STAFF**

**Sarah Barlow, B.A., M.A.**

*Middle School & Upper School English and Social Studies;*

*Upper School English*

**Meghan Blakeman, B.A.**

*Assistant Director of Institutional Advancement*

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

*Upper School Science; Upper School Advisor*

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

*Middle School & Upper School Physical Education; Middle School Health;*

*Upper School Advisor*

**Maureen Darcy, B.A., M.A.**

*Upper School & Middle School French and Spanish*

**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*

**Laura Inman, B.M., M.M., D.M.A.**

*Middle School & Upper School Music*

**Rocio Izurieta**

*Night Time Head Custodian; Security Coverage*

**Lisandro Jaquez**

*Custodian*

**Thea Kabacinski, B.A., M.S.**

*Learning Specialist; Middle School Advisor*

**Jeffrey Laguzza, B.A., M.A.**

*Upper School English; Upper School Advisor*

**Raquel Martinez, B.S.**

*Director of Human Resources/Controller*

**Ayana Mbaye, B.S., M.S.L.I.S.**

*Librarian*

**AJ McGuire, B.S.**

*Technology Integration Support Specialist; Middle School & Upper School*

*Computer Science*

**Brigid Le Minez, B.A., M.A.**

*Middle School & Upper School French; Upper School Advisor*

**Danielle Lewis, B.A., M.S.Ed.**

*English as a New Language; Middle & Upper School English;*

*International Student Advisor*

**Dania Nauholnyk, B.S., M.A.**

*Middle School Science; Head of Middle School; Alumni Liaison*

**Ayana Peña, B.A.**

*Assistant to the Associate Head of School and Head of Upper School*

**Angela Perozo-Jackson**

*Attendance Officer; Registrar*

**Guthrie Porter, B.A., M.A.**

*Upper School Mathematics; Upper School Advisor*

**Altagracia Ramos**

*Custodian*

**Kevin Rodd, B.S., M.S.**

*Upper School Science*

**Antonio Rodriguez**

*Security Officer*

**Joseph Rosado**

*Chef*

**Vincent Sagona, B.A., M.A., M.F.A.**

*Middle School & Upper School Drama; Upper School Health; Upper School Advisor; Director of Performing Arts; Director of Summer Academy*

**Robert Mark Savage, Ph.D.**

*Upper School History*

**Jean J. Scales**

*Business Office & Admissions Coordinator*

**Jodie Schaeffer, B.S., M.B.A., M.S.**

*Middle School and Upper School Mathematics*

**Rachel Soyk, B.S.**

*Middle School & Upper School Mathematics*

**Anh Ta, B.A., M.F.A.**

*Middle School & Upper School Art*

**Myron Toltsis**

*Network Administrator*

**Ashley Torres**

*Receptionist; Medical Records Coordinator*

**Fredrico Wilson**

*Facilities Manager*

## **MIDDLE SCHOOL ADVISORS**

Sarah Barlow

Thea Kabacinski

Dania Nauholnyk

## **UPPER SCHOOL ADVISORS**

Ernestine Byer-Tyre

Kevin Casey

Jeffrey Laguzza

Brigid Le Minez

Danielle Lewis

Guthrie Porter

Sarah Rutledge

Vincent Sagona

*International Student Advisor  
College Advisor  
Director of Summer Academy*

**Danielle Lewis  
William Hirt  
Vincent Sagona**



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