

**PROFESSIONAL
CHILDREN'S
SCHOOL**

CURRICULUM GUIDE

2023-2024

CONTENTS

SCHOOL MISSION	1
PHILOSOPHY OF EDUCATION	1
DIVERSITY, EQUITY, AND INCLUSION STATEMENT	2
INAPPROPRIATE LANGUAGE AND HATE SPEECH STATEMENT	2
LIBRARY MISSION STATEMENT	2
TECHNOLOGY INTEGRATION	2
PHILOSOPHY ON ACADEMIC INTEGRITY	3
Upper School	4
Middle School	5
MIDDLE SCHOOL PROGRAM	6
Humanities, English, Social Studies	6
Science	9
Mathematics	10
World Languages	11
The Arts and Physical Education	13
Skills Courses	14
Learning Support	15
UPPER SCHOOL PROGRAM	15
Outline of Graduation Requirements	15
Adding and Dropping Courses	17
Acceleration	17
Tests and Assessments	18
Departmental Credits and Policies	20
English	24
Guided Study Courses in English	27
History	28
World Languages	32
French	32
Spanish	34
Mathematics	36
Science	39
Courses for International Students	42
Arts Programs	43
Drama	44
Visual Art	45
Music	46
Non-Department Specific Courses	47
Summer Academy	48
ACADEMIC POLICIES	49
Letter/Number Grade Equivalents	49
Eligibility for Honor Roll	49
Transcripts and Records	49
Commencement Ceremony	50
Diploma Age Limit	50
ADMINISTRATIVE TEAM	51
FACULTY & STAFF	51
ADVISORS	53

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.

DIVERSITY, EQUITY, AND INCLUSION 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.

LIBRARY MISSION STATEMENT

The Professional Children's School library program aims to assist students in developing a thoughtful and critical approach to books, media, and digital resources that can serve them in many aspects of their lives. We strive to provide students, staff, and faculty with a broad selection of educational materials on all levels in a variety of different formats, with diverse appeal allowing for the representation of many points of view. The library's mission is to teach library, research, and media literacy skills so that students can successfully analyze, organize and interpret information while also developing a lifelong love and appreciation for learning and literature.

TECHNOLOGY INTEGRATION

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

PHILOSOPHY ON ACADEMIC INTEGRITY

At Professional Children's School, we believe that academic integrity is a critical element of a healthy and well-functioning community. We strive to instill these values in our students in all areas of school life. Academic integrity holds that all work must be one's own or attributed to the source from which it came. This belief is central to the academic philosophy at PCS. Specific standards of academic integrity are defined by the school and facilitated by each department and will be explained to the students at the beginning of the year as well as throughout the year.

One aspect of academic integrity is academic honesty, which students both in and out of the classroom must uphold.

Students demonstrate academic honesty by:

- Completing one's own work
- Performing one's responsibilities during collaborative activities
- Citing words, ideas, images, and artistic expressions of others and AI applications
- Seeking appropriate levels of help from others, both in school and at home
- Respecting the learning environment by not sharing one's work with others for copying purposes.

These standards apply whether students are learning in-person or on Guided Study.

Acting with academic integrity means avoiding cheating and plagiarism. Cheating is the obtaining of content and ideas by dishonest or deceptive means. Plagiarism is the undocumented or unacknowledged use of material that is not one's own. Plagiarism can occur through the general or specific use of quotations, ideas, or concepts when taken from, but not attributed to, another source.

Signs that may indicate a violation of our Academic Integrity policy:

- A student is incapable of reconstructing a main argument/thesis or supporting ideas used in a written assignment or steps in a mathematical process
- A student is unable to recreate fundamental syntax, vocabulary, and sentence structure used in a paper.
- A student is unable to reconstruct the research process (i.e. not able to explain how they did the work or where they got the ideas)
- A tremendous contrast between in-class work and take-home assignments
- Informal collaboration resulting in identical or near identical assignments among students
- A pattern of absences on quiz/test/assignment due dates
- Highlighted examples of plagiarism or missing citations from plagiarism and AI detectors

IN THE UPPER SCHOOL

Violations of academic integrity in the Upper School will initiate a restorative process that is grounded in learning and includes the tiered approach outlined below. Incidents accumulate over time and do not reset at the beginning of each school year.

Incident 1: The student will first meet with the teacher and then the Head of Upper School to review the issue and ensure that there is clarity about the learning expectations. The student's parents will be informed. The student will redo the assignment with no penalty. A note will be made in the student's file.

Incident 2: The student will first meet with the teacher and then the Head of Upper School to review the issue.

The student's parents will be informed and may be called in for a meeting. The student will redo the assignment to demonstrate understanding of the misstep, and there will be a grade penalty determined by the teacher and the Division Head.

Consequences will be reviewed, including that a third incident will result in a suspension that will be reported to colleges. A note will be made in the student's file.

Incident 3: The student will first meet with the teacher and then the Head of Upper School to review the issue. An additional

meeting will be held with the student, their parents/guardians, the Head of Upper School and the Associate Head of School. The student will be suspended - a consequence that will be reported by both PCS and the student in the college process - and will be informed that another infraction will result in expulsion. During the suspension, the student will be required to redo the assignment with a penalty decided upon by the teacher, which could include no credit at all. A note will be made in the student's file.

Incident 4: The student will first meet with the teacher and then the Head of Upper School to review the issue. An additional meeting will be held with the student, their parents/guardians, the Head of Upper School, and the Head of School. The student will be expelled.

IN THE MIDDLE SCHOOL

We believe that all Middle School students can learn and be successful with the proper guidance and the opportunity to practice a growth mindset. We encourage students to find their own voice in their learning across the grades. Our Policy on Academic Integrity provides a framework for students to follow with respect to their academic work, whether that be when collaborating with others or when completing work on their own.

Class time and Advisory is used to review our Policy and to discuss what academic integrity looks like both in and out of the classroom with respect to cheating and plagiarism. Educators will provide guidance and support in helping students meet these expectations.

Taking responsibility for one's actions is also an important life skill that we value in our Middle School. If a student does not adhere to our Policy, a teacher will make it a point to speak with the student using the meeting as a teaching moment.

If the issue continues, consequences may include:

- A meeting with the teacher, student and Division Head
- A meeting with the Division Head and the Parent
- A lowering of the grade or receiving a zero for the assignment/assessment
- An alternative assignment or recompletion of the original assignment

Repeated and deliberate cheating or plagiarism is taken very seriously and will be noted in a student's report card comment.

MIDDLE SCHOOL PROGRAM

The following list of courses describes our Middle School offerings for the 2023-2024 school year. Our program is geared specifically toward 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. World languages are introduced in Grade 7. 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. Along with life skills, higher-order learning skills such as goal setting, decision making, organization, problem-solving, and self-monitoring are areas addressed in all classes and reinforced in Study Skills 6/7, Research Skills 8, Health 6-8, and in 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.

MIDDLE SCHOOL HUMANITIES

GRADES 6/7 HUMANITIES

Humanities 6/7 is a two-year course, and this year's rotation will explore ancient civilizations and mythologies from various regions of the world. Students will delve into the history, culture, and politics of early societies as well as the mythology of Native America, Europe, Asia, and Africa. Students will learn how mythology and culture shape each other as they delve into novels, short stories, and poems. They will learn to locate the symbolic significance and cultural influences behind myths, deepening their understanding of the societies that crafted them. In addition, the class will take a deep dive into the exciting multimedia resource National Geographic: World Civilizations, which is both a textbook and an online platform that includes videos, maps, interactive timelines and a collection of varied primary and secondary sources. In addition to studying the units in the National Geographic: World Civilizations, students will engage in discussion, research, collaborative projects, creative and analytical writing, as well as oral presentations and research papers. Humanities 6/7 ensures that students will develop critical thinking skills and a comprehensive understanding of ancient civilizations and their enduring impact on the modern world.

Possible Texts Include:

National Geographic: World Civilizations
D'Aulaires' Book of Greek Myths

Summer of the Mariposas, Guadalupe Garcia McCall
The Odyssey (graphic novel adaptation), Gareth Hinds
The Serpent's Secret, Sayantani DasGupta

ENGLISH 8

The 8th grade English curriculum is designed to help adolescents become passionate, accomplished readers, writers, speakers and thinkers prepared to succeed in high school. Building on skills introduced in earlier grades, students engage in critical analysis of literature through novels, short stories, poetry, narrative nonfiction and drama, formulating and exploring questions and examining literary features and devices. Vocabulary and grammar skills are explicitly reinforced through NoRedInk, an online teaching platform, and integrated within each unit. Students have ample opportunities for formal essay and creative writing and collaboration, sharing ideas through traditional and 21st-century media. To help guide blossoming independent writers, English 8 includes a weekly, co-taught Writing Workshop where students refine their use of sentence structure, word usage, writing style and thesis development. Public speaking and presentation skills are developed regularly throughout the year.

Possible Texts:

I Am Malala (young reader's edition), Malala Yousafzai and Patricia McCormick
Long Way Down, Jason Reynolds
The Absolutely True Diary of a Part-Time Indian, Sherman Alexie
Fahrenheit 451, Ray Bradbury
Twelfth Night, William Shakespeare
20th-21st century African American poetry
Global current events essays and articles in connection with the curriculum
Independent reading selections

GRADE 6/7 WRITING WORKSHOP (3 times a week)

This course 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 and group instruction is routinely provided with goals for the development of written expression tailored to each grade level and/or student. There is a primary focus on punctuation, spelling, syntax, and vocabulary facilitated by the use of NoRedInk (an interactive program that develops writing skills). During writing workshop classes, the drafting and editing process will enhance the development of written expression for our middle school students. It encourages them to develop their individual voice and hone the skill of bringing knowledge, insight, and emotion into writing. This allows them to move on to high school with the skills to embrace the art of writing to share what they know and the expansive ideas they can express through words.

GRADE 8 WRITING WORKSHOP (1X a week push-in)

This workshop is an extension of the 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 and group 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 facilitated by the use of NoRedInk (an interactive program that develops writing skills). During writing workshop sessions, the drafting and editing process will enhance the development of written expression for our middle school students. It encourages them to develop their individual voice and hone the skill of bringing knowledge, insight, and emotion into writing. This allows them to move on to high school with the skills to embrace the art of writing to share what they know and the expansive ideas they can express through words.

ENL HUMANITIES I & II

Students identified as possibly needing English language support are assessed upon matriculation through placement testing. The Division Head and English as a New Language teacher then make individualized course recommendations to each student based on the English skills and academic language development that they need to master their academic and artistic disciplines. Students who need ENL support generally take two periods of ENL instruction daily.

During ENL I and II, students develop and strengthen their English proficiency through the four domains of reading, writing, listening and speaking. Students explicitly practice the receptive and productive language skills they need to succeed in academic settings, their professions, and in their daily lives. Vocabulary and grammar are embedded into every learning experience and explicitly practiced through NoRedInk, an online learning platform. In parallel with their peers, ENL students engage in rich, deep explorations of global literature throughout the year, deepening their connection to reading and storytelling. They engage in inquiry-based learning through the lenses of language, identity, and community. One culminating project is leading the entire PCS community in a Lunar New Year assembly and school celebration.

ENL Humanities explicitly embeds language acquisition within the exploration of civilizations and cultures across time, focusing on the interrelationships of geography, identity, and culture. New York City is the initial case study, inviting international students to form a deeper connection with their host city. Classroom instruction is extended through field trips, collaborative projects, interviews, and website creation. They conduct formal, inquiry-based research, focusing on their own interests and passions. Primary source analysis, research skills, and the development of critical thinking are emphasized as students prepare to enter mainstream History and English courses.

Middle and Upper School students may be mixed depending on the size of a course.

Possible Texts:

Literature circles: novels at student reading level

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

When Stars Are Scattered, Omar Mohamed and Victoria Jamieson

A Multicultural Reader: Collection One and Collection Two, Perfection Learning

American-Born Chinese, Gene Luen Yang

Readings on New York City history and culture, global current events, and scientific and technology innovations

Assorted texts on Lunar New Year's significance, history, celebrations and customs

My World Interactive World History, Pearson

SOCIAL STUDIES 8

In eighth grade social studies, students will develop skills in historical thinking and analysis, critical thinking, and expository writing. The course will focus on the history of the United States from 1619 to the end of the civil rights era. Students will learn the structure of the United States government, examine slavery, Indian Removal, the Revolutionary and Civil Wars, the Reconstruction Era, WWII, the Holocaust, and the civil rights movement of the 1950's and 1960's. The course's guiding questions are: What are the guiding principles of our nation? How did people stand up for justice and equality? What does it mean to be an American? Particular attention will be paid to how the events of the past affect our contemporary society with an emphasis on centering marginalized voices. Assignments will include readings, written responses, essays, oral presentations, as well as analysis of primary and secondary sources. Students will also read eyewitness accounts and memoirs to deepen their understanding.

Possible Texts Include:

Primary and secondary sources

To Be a Slave, Julius Lester

Night, Elie Wiesel

Warriors Don't Cry, Melba Patillo Beals

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 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 includes topics in life science as students explore the world of monerans, protists, invertebrates and vertebrates. The second part of the year is devoted to primate and human evolution. Evolution and the idea of common ancestry are interwoven within the curriculum and serve as the underlying theme. Rotation B (2023-2024) 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. Human anatomy and physiology 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 the 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 of 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, going to art exhibits and reflecting on their experience, or creating their own restaurant role-play, among others.

Text: D'accord ! (5th ed.), Vista Higher Learning Workbook

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; conversing about 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 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, or creating their own restaurant menu, among others.

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

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
D'accord 2! (5th ed.) Vista Higher Learning Workbook

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

PERFORMING ARTS, VISUAL ARTS & PHYSICAL EDUCATION

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.

ART

PCS students come from diverse artistic backgrounds and experiences; the middle school art curriculum meets individuals where they are, supporting the 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.

PHYSICAL EDUCATION

Middle School Physical Education introduces students to proper lifetime fitness skills. Sports 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 important aspects 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 Head of Middle School.

SEMESTER-LONG SKILLS COURSES

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 and meet for one semester. Topics covered include the following:

GRADES 6/7	GRADE 8
Introduction to Health and Wellness	Foundations of Health: Physical, Social, Emotional, and Mental Health
Puberty and Adolescence	Relationship Building and Human Sexuality
Alcohol, Tobacco, and Other Drug Use Prevention	Physical Activity and Nutrition
Well-being, Social Media and Technology	Well-being, Social Media and Technology

WEB TECHNOLOGIES

Web Technologies is a foundational course that meets twice a week and 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.

LEARNING SUPPORT SERVICES IN THE MIDDLE SCHOOL

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.

UPPER SCHOOL PROGRAM

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. ENL courses can be taken for equivalent credits.
History	3½ credits, including U.S. History and U.S. Government. ENL students: 3 credits.
World Languages	2 credits; must be taken for two consecutive years/levels; ENL students exempt.
Mathematics	2 credits
Science	2 credits
The Arts	1 credit
Health (Grades 9/10)	½ credit
Research & Information Literacy	½ 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 fulfill a three-year sequence in at least one of the following: World Languages, 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

All students are required by New York State law to take Physical Education. Physical Education is a PCS graduation requirement and 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 Upper School office. Medical exemptions may only be given with

a letter from a physician, and students must attend P.E. classes until an exemption is granted. Any student who will miss a week's worth of classes for professional reasons will be required to complete journal entries in lieu of being in class in order to earn a passing grade.

Summer Academy

Each summer PCS offers a variety of courses taught online. Courses vary from year to year; recent offerings include Health, U.S. Government, Conceptual Physics, and Environmental Science. Summer course offerings are announced early in the spring prior to Summer Academy sessions.

Transfer Credit

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. Credit-bearing PCS Summer Academy courses also earn credit.

For courses transferred to Professional Children's School transcripts, credits and grades are recorded, but 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 includes only academic courses taken at Professional Children's School.

ADDING AND DROPPING COURSES

Students may add a course up until the first interim reporting date of a marking period.

A student is permitted to drop a class during the first marking period of a semester. This policy applies to one-semester courses (i.e. U.S. Government) and full-year courses (i.e. Calculus and Advanced Physics). If a course is dropped during the first marking period, it will not appear on the student's transcript.

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, 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. The course will then be deleted from the transcript.

ACCELERATION

Occasionally there are students who are completing the 10th grade who request permission to combine their Junior/Senior years and graduate one year early. This request may be considered if the 10th grader has at least 12 credits, has a grade point average of at least 3.0, and there is a compelling reason or professional need that would make early graduation advisable. Since competitive colleges and universities generally frown upon early graduation, the following process is in place at PCS.

The parents must write a letter to the Associate Head of School requesting permission to combine Junior/Senior years. The specific reason for the request must be clear and compelling.

The parent and student must meet with or speak with the college counselor in order to understand potential consequences, especially if the student plans on applying to competitive colleges.

The Associate Head, Head of Upper School, and College Advisor will review the request and make a decision. They will consider both the academic performance and the maturity of the student in coming to their decision, and the decision is left to their discretion.

If permission is granted for acceleration and the student needs to take a course in summer school after the 10th grade, the course and the curriculum must be approved by the Associate Head.

The student must successfully complete the 10th grade before a revised contract is issued to Parents, and if a student doubles up on English in order to graduate early and then elects to remain at PCS for a fourth year, they must take English again the following year. English is required to be taken every year a student is enrolled.

TESTS AND OTHER FORMS OF ASSESSMENTS

While conflicting professional commitments remain the ongoing exception, we expect students to take tests and quizzes as scheduled.

Along with an adult contacting the attendance office to excuse an absence, students must be in contact with each of their teachers, either in person or by email, in order to reschedule an assessment.

Missing a test as scheduled and/or neglecting to contact the teacher after an absence may result in a grade sanction. Specifics of such sanctions are at the discretion of the teacher.

If the Division Head notes a pattern of absences or late arrivals on assessment days, a discussion will take place with the student and/or parents.

Midyear and Final Exams

In the Upper School, exams may be given at the end of each semester. Each exam period is preceded by a week of review and exam schedules are published in advance.

Rather than exams, teachers may choose to create ESLEs (End of the Semester Learning Experiences) in the classroom. Teachers use class time to work on projects, which students share with each other. Deadlines for these projects vary but teachers have been instructed to assign due dates prior to Exam week so that those students who are taking exams have time to study.

Some teachers will continue to teach during review and exam weeks but little or no homework will be assigned as students are studying for exams and/or completing ESLE projects.

While we remain supportive and flexible regarding professional commitments, during each exam period, we do our best to have students take their tests according to the exam schedule. It is in the student's best interest to take the exams according to schedule. It is not our practice to reschedule exams except for extraordinary or unavoidable professional commitments, and it is our policy that any student missing an exam due to illness must supply a doctor's note to verify their illness.

Exams must be taken at PCS or under conditions approved by PCS.

Exam Exemptions for 2nd Semester Seniors: All Second Semester Seniors are expected to attend classes through review week unless otherwise instructed by the subject area teacher. Subject area teachers will make final decisions regarding exemptions from final exams, and will inform exempted students during review week.

- A Senior who maintains an average of at least an A for a second-semester course may be exempted by the teacher from taking the final exam. All coursework for the 4th quarter must be completed and submitted before the first day of review week.
- Juniors who are taking Senior-level courses may not be exempted from exams.

The privilege is reserved for second-semester Seniors only.

DEPARTMENTAL CREDITS AND POLICIES

Dept. / Course	Credits	Prerequisite(s)	Co-requisite / Comments
English	4 credits to graduate		
Where I Come From (9)	½		
Where I'm Going (9)	½		
Power, Responsibility, and Coming of Age (10)	½		
The Danger of a Single Story (10)	½		
Literature of Obsession (11)	½		
Literature of Secrets (11)	½		
Power and Subjugation in 20th Century Literature (GS) (10-11)	½	Advisor recommendation	Grades 10-12 only
Class, Gender, and Race in 20th and 21st Century Literature (GS) (10-11)	½		
Law & Literature (12)	½		
What's So Funny? (12)	½		
ENL Humanities I	2	Faculty recommendation	Possible placement for Seniors new to PCS
ENL Humanities II	2	Faculty recommendation	Possible placement for Seniors new to PCS
Introduction to Literature	1	Faculty recommendation	Possible placement for Seniors new to PCS

History	3½ credits to graduate (ENL: 3 credits)		
World History I	1		
World History II	1		
U.S. Government	½		
U.S. History	1		
The American Nation	1	Faculty recommendation	Possible placement for Seniors new to PCS
History Since 1989 (12)	½	All previous required History courses	
Latin America (12)	½	All previous required History courses	
Senior Honors Seminar	½ per semester	All previous required History courses, faculty recommendation	Non-Full Guided Study
Mathematics	2 credits to graduate, 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 Algebra I/Geometry	
Computer Science II	½	Computer Science I, minimum grade B- or Algebra I & faculty teacher rec.	

Applications of Math	1	Algebra and Geometry	
Topics in Math	1	Algebra and Geometry	
Algebra II	1	Algebra I and Geometry	
Pre-Calculus	1	Algebra II (B-)	
Calculus	1	Pre-calculus (B-)	
Advanced Calculus	1	Calculus (B+)	
Science	2 credits including one lab science to graduate, 3 to establish a sequence.		
Biology	1		Algebra I
Conceptual Physics	1	Algebra I	
Chemistry	1	Biology and Algebra I	Algebra II
Advanced Physics	1	Physical Science or Conceptual Physics	Pre-Calculus
Environmental Science	1	Algebra I and Geometry	
Advanced Biology	1	Biology	
World Languages	2 credits to graduate, 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, faculty recommendation	
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, faculty recommendation	
Arts	1 credit to graduate		
Drama I	½ per semester		Non-guided study; 50% attendance required
Drama II	½ per semester	Faculty recommendation	Non-guided study; 50% attendance required
Studio Art	¼ per semester		Non-guided study; 50% attendance required
Advanced Studio Art	½ per semester	Grades 10 and up, faculty recommendation	Non-guided study; 50% attendance required
Chorus	½ per semester		Non-guided study; 50% attendance required
Poetics of Music	½		
Introduction to Modernism (Guided Study course)	½	Seniors needing Arts credit	
Physical Education	Each semester to graduate	All non-exempt students	Non-guided study; 50% attendance required
Health	½ credit to graduate		
Research & Information Literacy	½ credit to graduate		

COURSE DESCRIPTIONS

The following list of courses describes the curriculum for the 2023-2024 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 the 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 traditions, 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:

All American Boys, Bradon Kiely and Jason Reynolds
Romeo and Juliet, William Shakespeare
American Born Chinese, Gene Luen Yang
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, poetry, epistolary pieces, and memoir. Grammar and vocabulary exercises are also regularly assigned.

Possible Texts:

The Poet X, Elizabeth Acevedo

Clap When You Land, Elizabeth Acevedo

Frankly in Love, David Yoon

I'll Give You the Sun, Jandy Nelson

The Field Guide to the North American Teenager, Ben Phillipe

Counting by 7's, Holly G Sloan

Eleanor and Park, Rainbow Rowell

Power, Responsibility and Coming of Age - GRADE 10

Fall, ½ credit

What does it mean to come of age? What obligations do your parents owe you and what do you owe them? What happens if parents disappear or are absent? Through short stories, poetry, news articles and classic and contemporary science fiction, English 10 students explore these fundamental questions of world literature. As they engage in critical text analysis, students discover how authors and stories can guide them to formulate and express their own ethical beliefs and social critiques, offering both inspiration and warning. Bioengineering and Artificial Intelligence are explored as case studies, amplifying questions that emerge through literary texts.

Texts:

Science Fiction Literature Circles: Choice of Warcross, Marie Lu

Jurassic Park, Michael Crichton

Scythe, Neal Schusterman

Divergent, Veronica Roth

The Sound of Stars, Alechia Dow

Selections from Genesis (Oxford Annotated Bible)

Frankenstein, Mary Shelley

"The Ones Who Walk Away from Omelas" by Ursula K. Le Guin

The Danger of a Single Story - GRADE 10

Spring, ½ credit

We are all told about "the way things are," but that is not the only story. What other stories might be possible? In whose interest is one person's story privileged over another's? What do we think we know about others when we see them from the outside? Using Chimamanda Adichie's TED talk as a cornerstone, we complicate the idea of a single way of thinking, acting, and being. Maya Angelou's coming-of-age memoir is, in part, the story of how an individual reacts to, then resists, the story she is told of her own inferiority. The Crucible's narrative of tragic hero versus temptress is interrogated through a feminist lens informed by current events, contemporary drama, and a callback to Genesis 1-3. The year culminates with Macbeth, exploring aspects of tragedy, antiheroes, and heroism by examining the two purported "villains," Macbeth and Lady Macbeth.

Texts:

"The Danger of a Single Story," Chimamanda Adichie

I Know Why The Caged Bird Sings, Maya Angelou

Poetry by Maya Angelou, Paul Lawrence Dunbar, Audre Lorde and Amanda Gorman

The Crucible, Arthur Miller (excerpts)

John Proctor is the Villain, Kimberley Belflower

Macbeth, William Shakespeare

Throughout the year, English 10 students grow as independent writers through journaling, online discussions, research projects, formal essays, timed assessments and creative pieces. The curriculum emphasizes sentence structure, word usage, style and thesis development. Public speaking and presentation skills are also developed regularly.

Literature of Obsession - GRADE 11

Fall, ½ 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 is 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, ½ 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

Dragon Hoops, Gene Luen Yang

Law & Literature - GRADE 12

Fall, ½ 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 the 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, ½ 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's 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

GUIDED STUDY COURSES IN ENGLISH

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

Power and Subjugation in Twentieth Century

Literature - GRADES 10-12

Fall, ½ credit

This guided study English course covers works by three novelists of the twentieth century. We will first read *One Flew over the Cuckoo's Nest* by Ken Kesey. Kesey's novel focuses on tyranny, opposition, and heroism in a mental ward. We then turn to the challenging, surreal *Beloved* by Toni Morrison, a novel about the enduring effect of slavery on its victims in 19th century America. The course concludes with *A Thousand Acres* by Jane Smiley, a novel based on Shakespeare's *King Lear* and about human conduct, moral responsibility, and family relationships on a 1,000-acre farm in Iowa. Students will continue to develop their writing skills by fulfilling a formal writing assignment about each of the novels.

Texts:

One Flew Over the Cuckoo's Nest, Ken Kesey

Beloved, Toni Morrison

A Thousand Acres, Jane Smiley

**Class, Gender, and Race in Twentieth And
Twenty-First Century Literature - GRADES 10-12**

Spring, ½ credit

In the second semester, this guided study course presents three novels that each address a societal problem caused by natural but sometimes divisive characteristics of humanity. The class will first read *Deliverance* by James Dickey, a novel about class, freedom, and the struggle for survival out in the Georgia wilderness. We then will study *Ceremony* by Leslie Marmon Silko, a challenging read about race, rejection, and healing on the Laguna Pueblo Reservation after World War II. The course concludes with *The Vanishing Half* by Brit Bennett, an exploration of race, gender, and identity through a story that runs generations from the Deep South to California and from the 1950s to the 1990s.

Texts:

The Vanishing Half, Brit Bennett

Deliverance, James Dickey

Ceremony, Leslie Marmon Silko

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 9-11

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 each

World History is a two-year survey of the development of human societies and their interactions from 5,000 BCE to the late 20th century. In World History I, we explore the early societies of Asia and the Americas, the classical phase in Greece, Rome, and China, the birth and expansion of Islam, the rise of Russian civilization, as well as the Aztec and Inca empires. The following year, in World History II, our inquiry shifts to the modern period and the increasingly global character of its interactions; we investigate the revolutions that took place in the arts, religion, science and philosophy, politics, industry, and commerce from the 15th to the 19th centuries, before turning our attention to the growth and clash of political ideologies in the 19th and 20th centuries. If possible, it is preferred that students take these two courses in sequence.

A major goal of the course throughout these two years is to help students gradually develop their critical thinking and writing skills. Accordingly, students will spend a large portion of their time learning to evaluate and use evidence and to present and defend arguments. The assessment emphasizes writing but also includes quizzes and presentations.

Texts:

Ways of the World (Volume 1), MacMillian

The Webs of Humankind (Volume 2), Norton

The American Nation - GRADES 9-12

Full year, 1 credit

This yearlong History course is offered as an alternative to the United States History course and fulfills the graduation requirement of 1 credit in American History. During the year, students explore key themes, movements, events, and debates in U.S. History while moving from the

pre-colonial era to the present. They build conceptual knowledge, analytical and critical thinking skills, and the avid curiosity that leads them to embrace multiple perspectives and “think like historians.” Throughout the course, students develop and refine the language proficiency and discipline-specific vocabulary they need to succeed in higher education. They engage with primary sources and read and write daily, producing journal responses, creative reflections, rhetorical debate statements, short papers, annotated bibliographies and research projects inspired by their own interests and passions. Frequent discussions connect the past with current events. The course assumes diverse multinational identities and explores the U.S. within a wider global context. Students earn one full-year History credit towards graduation.

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 in 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
The American Yawp

History Since 1989 - GRADE 12

Fall/Spring, ½ credit

This course explores the events and developments that have defined the three and a half decades since the end of the Cold War. Politically, economically and socially, America today is not the same country it was in 1989. Likewise, the world faces new challenges that few observers would have foreseen 35 five years ago. Our goal will be to take stock of these changes, understand their significance, and trace the origins of our current challenges. At the international or global level, we will study such issues as the end of the Cold War, the subsequent expansion of

NATO, China's growing power and assertiveness, turmoil in the Middle East, climate change, nuclear proliferation, as well as ethnic cleansing in the Balkans, Myanmar, and Western China. On the American scene, we will investigate the origins of right-wing extremism, civil liberties since 9/11, the impact of Supreme Court decisions on voting rights and elections, and the current debates over sexual and gender identities and reproductive rights, among other issues. The assessment will consist of short papers, classroom discussions, and student presentations. The course may be taken either first or second semester, or both.

Prerequisite: All lower-level history courses.

Texts:

Documents from various volumes in the Bedford Series in History and Culture

Chapters from books such as Masha Gessen's *The Future is History* and Vaclav Smil's *How the World Really Works*

Articles and dossiers from *The Economist*, *Foreign Affairs*, and *The Atlantic*, among other sources.

Latin America - GRADE 12

Fall/Spring, ½ credit

With its focus on Latin American relations with the United States, this course offers students an opportunity to 1) explore the outsized role the U.S. has played in the development of Latin America, and 2) learn how, conversely, Latin America's problems have sometimes shaped social, political, and economic outcomes in the U.S. We will concentrate on the period since the Spanish-American War and will pay particular attention to Argentina, Brazil, Central America, Chile, Colombia, Cuba and the Caribbean, Mexico, and Venezuela. In addition to historical issues, we will study current concerns, including the corrosive power of the drug cartels, migration flows, and China's growing influence. The assessment will consist of short papers, document-based questions, quizzes and tests, and an end-of-year project. The course may be taken either first or second semester, or both. Prerequisite: All required lower-level history courses.

Texts:

Modern Latin America, Oxford University Press

Senior Honors Seminar in History - GRADE 12

Fall, ½ 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 at the discretion of the instructor, as would be the case in a college undergraduate seminar. Several class sessions are spent reviewing reading assignments focused on race in America, with these readings and discussions aimed at helping students discuss the content and the research behind each assignment as they consider their own research topics. 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, and 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 consecutive years/levels of the same 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, going to art exhibits and reflecting on their experience, or creating their own restaurant role-play, among others.

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

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.

Texts: D'accord 1! (5th ed.) Vista Higher Learning Workbook
D'accord 2! (5th ed.) Vista Higher Learning Workbook

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

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
Le Petit Prince, 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, Le Bourgeois gentilhomme, 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 Chaïbi, 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, and 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, or creating their own restaurant menu, among others.

Text: Vistas: Introducción a la lengua española (5th ed.), and 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

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

Spanish IV

Full year, 1 credit

Spanish IV is a course aimed at fostering fluency in Spanish, orally and in writing. 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. Students will complete oral presentations on these topics throughout the year.

Text: Imagina, (4th edition) Vista Higher Learning

Advanced Spanish Through Literature And Film

Full year, 1 credit

In Advanced Spanish through 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: La travesía de Enrique La arriesgada odisea de un niño en busca de su madre (Kindle Spanish Edition)

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.

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.

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 or Geometry is 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 students' abilities to reason with quantitative information in a way that will help them achieve career success, and to provide students with the critical thinking and quantitative reasoning skills needed to understand major issues in 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

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

Text: *Calculus: Early Transcendentals*, Stewart

SCIENCE

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, the 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, and 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 11-12

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: 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 heavily leaned upon 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 in biology 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: 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

Students identified as possibly needing English language support are assessed upon matriculation through placement testing. The Division Head and English as a New Language teacher then make individualized course recommendations based on the intensive English and academic language development that they need to master their academic and artistic disciplines. Students needing English support generally take two periods of ENL instruction daily.

Whether or not they are in ENL classes, most new students enroll in Math, Science, and Physical Education. Students also have the option of studying Music; drama or Studio Art and are required to take a Health course before graduation. Any student exiting the ENL Program at PCS is required to take only 3 years of history. Former ENL students are encouraged to take U.S. Government but are not required to take it to graduate. Any English Language Learner taking mainstream English by senior year must take Research and Media Literacy to graduate. Students who have been in the ENL Program are welcome to take another world language class but are exempt from this graduation requirement as well.

ENL Humanities 1 & 2 - GRADES 6-12

Full year, 2 credits

During this course, ENL students develop and strengthen their English proficiency through the four domains of reading, writing, listening and speaking. Students explicitly practice the receptive and productive language skills they need to succeed in academic settings, their professions, and in their daily lives. Vocabulary and grammar are embedded into every learning experience and explicitly practiced through NoRedInk, an online learning platform. In parallel with their peers, ENL students engage in rich, deep explorations of global literature throughout the year, deepening their connection to reading and storytelling. They engage in inquiry-based learning through the lenses of language, identity, and community. One culminating project is

leading the entire PCS community in a Lunar New Year assembly and school celebration.

ENL Humanities explicitly embeds language acquisition within the exploration of civilizations and cultures across time, focusing on the interrelationships of geography, identity, culture, and economics. New York City is the initial case study, inviting international students to form a deeper connection with their host city. Classroom instruction is extended through field trips, collaborative projects, interviews, and website creation. They conduct formal, inquiry-based research, focusing on their own interests and passions. Primary source analysis, research skills, and the development of critical thinking are emphasized as students prepare to enter mainstream History and English courses. Middle and Upper School students may be mixed depending on the size of a course.

Possible Texts:

Literature circles: novels at student reading level

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

ESL Grammar Intermediate Advanced, Research and Education Association

A Multicultural Reader: Collection One and Collection Two, Perfection Learning

American-Born Chinese, Gene Luen Yang

Readings on New York City history and culture, global current events, and scientific and technology innovations

Assorted texts on Lunar New Year's significance, history, celebrations and customs

My World Interactive World History, Pearson

Introduction to Literature - GRADES 9-12

Full year, 1 credit

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 the 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, William Shakespeare

Brave New World, Aldous Huxley

Paper Towns, John Green

Between the World and Me, 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, ½ 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- GRADES 11-12

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 and is not open to students who may be on guided study for more than 50% of the year.

Prerequisite: Students enrolling in this course must have completed Drama I, be in 11th or 12th grade and have received the approval of the teacher. (Class size limited to 12)

Musical Theatre - GRADES 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

The Visual Art Program at PCS nurtures and develops artistic expression. With new and existing skill sets promoted via each art project, project framework is medium-specific. Technicality of mediums and suitable project themes are carefully considered, not only in accommodating students' different learning needs and visual art experiences, but also in inviting them to create and share meaningful works with self-confidence. Artworks and art-making processes by artists of different and/or relatable heritages and backgrounds are crucial resources in displaying project themes, inspiring students to create their own artworks and deliberately exchange their stories, ideas, and feelings. In furthering the learning and appreciation of diverse artistic expressions, the program takes advantage of local and cultural opportunities, with students meeting with working artists and visiting museums or galleries where possible.

Studio Art

Fall/Spring, ¼ credit

Studio Art is a beginning/intermediate semester course, open to all students in grades 9 - 12. The course focuses on developing visual

awareness and technical skills to support creative self-expression through hands-on studio work, class discussions and critiques. Students are introduced to the technique and vocabulary of media, such as drawing, painting, printmaking, ceramics, and digital. Project is structured with specific medium and self-expression opportunities. On average, there are 3 projects per semester. 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-enroll in subsequent semesters or years. (Class size limited to 16)

Advanced Studio Art

Fall/Spring, ½ credit

Advanced Studio is an intensive experience for intermediate and advanced students who have previous experience working in two and three-dimensional media, and who want to develop their own voices as artistic creatives, while becoming technically proficient. The first half of each semester focuses on traditional and experimental approaches to design and two-dimensional image-making. Throughout and particularly during the remainder of each semester, students are encouraged to focus on self-expression and implement conceptual dialogue in their works. In this practice, students expand their pictorial and compositional vocabularies plus those relevant to specific media, bringing critical voice to studio practice through discussions and critiques. One independent project may be included in the spring semester as seen fit. On average there are 3 art projects per semester. Students must be self-starting and self-responsible.

Advanced Studio meets five days a week and is open to students in Grade 10 and above. It is a yearlong course that 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 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-enroll in subsequent years. (Class size limited to 12).

MUSIC

Chorus: Singing Techniques

Fall/Spring, ½ credit

The chorus explores various styles of singing, with repertoire ranging from classical and music theater to popular music. These concepts will be explored both individually and as a group, with individual coaching. 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 optional 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.

Poetics of Music

Fall/Spring, ½ 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.

Art and Music: From Modern to Contemporary – GUIDED STUDY

Fall, ½ credit

This online course introduces students to the history, theory, discourse, and the making of Visual Art and Music, spanning the period between Modernism and Contemporary. Visual Art meets in the first quarter, and Music meets in the second. In the Visual Art section, students begin with analyzing artworks and readings to examine paradigm shifts that influence our understanding of art. Weekly responses to texts are required in conjunction with research, art-making, and exhibition visits. In the Music section, students begin with basic music terms and listening skills. Album reviews, watching documentaries, and listening assignments are required, as well as completing two live concert reviews. This course is only open to juniors and seniors who need the ½ credit to graduate and cannot attend a regularly scheduled class. The course is only offered in the fall semester and students can only take this course once.

NON-DEPARTMENT SPECIFIC COURSES

Research And Information Literacy

Fall/Spring, ½ 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, ¼ 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 within the first two weeks of classes. 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 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 bolster their skills during the summer months. Students may have weekly scheduled sessions with instructors, along with assigned Q&A appointments by arrangement with the teacher. Some courses also have final exams which students have to take at school and are scheduled at the end of the summer. 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 Arts Intensive taught by Mr. Sagona and Dr. Inman 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, except for Physical Education, and while an A+ does not factor into a student's G.P.A. differently, it will appear on their transcript that goes to colleges/universities.

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 factored into the PCS G.P.A., and thus 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.
- All courses are factored into the G.P.A. and counted for honor roll, except Physical Education.

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 earn 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, if this first grade is earned at PCS, it continues to be factored into the PCS G.P.A.

PCS is not in the practice of changing grades of record or 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. Credit-bearing PCS Summer Academy courses also earn credit.

For courses transferred to Professional Children's School transcripts, credits and grades are recorded, but 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 includes only academic courses taken at Professional Children's School.

If a student takes an AP class at a previous institution, in addition to the course being listed on the PCS transcript, the AP score is also recorded under "Additional Notes" on the transcript. Official documentation of the AP score must be provided for this score to be listed on a PCS transcript. If a student takes an AP test independently, the student can elect to self-report this score and provide documentation.

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

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

Meghan Blakeman, B.A.

Director of Community Engagement

Assistant Director of Institutional Advancement

FACULTY & STAFF

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

Middle School & Upper School English and Social Studies

Upper School English

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.

Middle School & Upper School French and Spanish

Lambert Gingras, B.A., M.A., M.A.

Upper School History; Upper School Advisor

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

Upper School English & History

Jennifer Hill, B.A., M.A.

Middle School & Upper School Spanish

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

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

English as a New Language; Middle & Upper School English and History;
International Student Advisor

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

Middle School Science; Head of Middle School; Alumni Liaison

Jasmin (Jazzy) Pedroza-Watson, B.A.

Institutional Advancement Administrative Assistant

Ayana Peña

Registrar; Assistant to the Associate Head of School and Head of Upper School

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

Upper School Mathematics; Upper School Advisor

Altagracia Ramos

Custodian

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

Upper School Science

Cassandra Rhoades

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

Jean J. Scales

Business Office & Admissions Coordinator

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

Middle School & 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

Attendance Officer; Medical Records Coordinator; Receptionist

Fredrico Wilson

Facilities Manager

MIDDLE SCHOOL ADVISORS

Thea Kabacinski

Dania Nauholnyk

UPPER SCHOOL ADVISORS

Ernestine Byer-Tyre

Kevin Casey

Lambert Gingras

Jeffrey Laguzza

Danielle Lewis

Guthrie Porter

Sarah Rutledge

Vincent Sagona

International Student Advisor

College Advisor

Director of Summer Academy

Danielle Lewis

William Hirt

Vincent Sagona

PROFESSIONAL CHILDREN'S SCHOOL

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