



Christ Episcopal School High School Curriculum Guide 2015-2016

Our high school curriculum is driven by the interests and inspiration of our students. As the only Northshore ISAS accredited High School, we exceed the states' required curriculum and offer a broad course of study emphasizing a core curriculum, as well as, top-tier college entrance requirements such as Foreign Language, Speech, PE, and Fine Arts. Classes are typically small, challenging, and discussion-focused to promote reasoning and problem solving skills.

The school's small size, small class size, the use of the Harkness teaching method, and low student/faculty ratio (8:1) create a learning environment based on individual attention and strong relationships between students and faculty. CES students participate in a wide variety of visual and performing arts programs, unleashing creativity and discovering new talents and interests.

The academic climate is decidedly "college bound," and includes AP and honors courses for qualified students. Independent study opportunities are also available. Our ultimate goal is to create students who are committed to a life-long pursuit of self-learning and our approach lends itself to that goal.

High School Schedule

The Louisiana Board of Education requires 24 units to graduate from high school using the Core-4 program and those wishing to take advantage of the TOPS program will do so meeting these curriculum requirements. Christ Episcopal School requires 26.5 normally so that students are not only eligible for TOPS also to apply to competitive and select schools throughout the country.

Ninth Grade Schedule

English I	1.0 unit
Geometry or Algebra I or II	1.0 unit
Biology	1.0 unit
Spanish I, II, or III	1.0 unit
World Civilization	1.0 unit
Physical Education and Health	1.0 unit
Speech I or Fine Arts Elective	1.0 unit
	7.0 units earned

Tenth Grade Schedule

English II	1.0 unit
Geometry, Algebra II or Pre-Calculus	1.0 unit
Chemistry	1.0 unit
Spanish II, III, or IV	1.0 unit
American History or AP	1.0 unit
Physical Education and Health	1.0 unit
Fine Arts Elective or Speech	1.0 unit
	7.0 units earned

Eleventh Grade Schedule

English III or AP English Literature	1.0 unit
Algebra II, Pre-Calculus or Calculus	1.0 unit
Physics	1.0 unit
Civics or American Government AP	1.0 unit
Fine Arts Elective	1.0 unit
Spanish III, IV or Two sem. of Electives	1.0 unit
Electives or Study Hall	1.0 or 0.0 unit
	6.0 or 7.0 units earned

Twelfth Grade Schedule

English IV or AP English Language	1.0 unit
Pre-Calculus, Calculus, or Calculus II	1.0 unit
Biology II (Anatomy)	1.0 unit
World History or European History AP	1.0 unit
One semester of Senior Speak	.5 units
One semester of Episcopal Religion	.5 unit
Electives or Study Hall	2.0, 1.0, or 0.0 unit
	6.0 or 7.0 units earned

Total earned: 26.5 units minimum for Commencement

CES Requirements integrated with Louisiana Core-4

Mathematics:	4 years in the high school
English:	4 years
Science:	4 years
Social Studies:	4 years

must include: Civics or AP American Government; US History or AP, and two courses from World History, World Geography, Western Civilization, and AP European History

Health and Physical Education:	2 years
Fine Arts:	1 year
Spanish:	3 years
Speech	1 year
Episcopal Religion	.5 year
Electives:	3 years

Elective courses offered:

ACT/PSAT/SAT Preparation	.5 credits	1 semester
Choir	1.0 credit	Full Year
Creative Writing	.5 credits	1 semester
Debate/Speech I, II	1.0 credit	Full year
Economics	.5 credits	1 semester
Environmental Science	1.0 credit	Full year
Fiction	.5 credits	1 semester
Film as Literature	.5 credits	1 semester
Fine Arts Survey	1.0 credit	Full year
Harlem Renaissance	.5 credits	1 semester
Journalism	.5 credits	1 semester
Myth and Literature	.5 credits	1 semester
Poetry	.5 credits	1 semester
Psychology	1.0 credit	Full year
Publications I, II (Yearbook)	1.0 credit	Full year
Shakespeare	.5 credits	1 semester
Spanish IV	1.0 credit	Full year
Spanish AP Language	1.0 credit	Full year
Speech II	1.0 credit	Full year
Studio Art I, II	1.0 credit	Full year
Technical Theater	1.0 credit	Full year
Theater and Performance	1.0 credit	Full year
20th Century History	.5 credits	1 semester
20th Century American Literature	.5 credits	1 semester
World Religions	.5 credits	1 semester
3-D Modeling/Computer	.5 credits	1 semester

Mathematics at Christ Episcopal

Christ Episcopal School incorporates two tracks of mathematics throughout the high school years. Students are expected to take and pass Algebra I, Geometry, Algebra II, and Advanced Mathematics or Pre-Calculus. Students entering the high school as ninth grade students with an earned credit in Algebra I would then culminate their experience with Calculus as the fourth year course.

The second track for mathematics utilizes the Exeter system that involves the mathematics in an integrated format from Algebra through a second year of Calculus and is simply titled Mathematics I, II, III, and IV. These titles are re-coded for student transcripts to more conventional terminology. The program is designed for the exceptional mathematics student and is considered an honors path in this discipline.

Standardized Testing

Students enrolled at CES are afforded the opportunity to be administered near the end of the ninth grade year, "The ACT" utilized is a retired version of the traditional ACT of which the purpose is to identify those skills that have been deemed necessary for success in college. Appropriate assessment norms are provided.

All students in the tenth and eleventh grades are administered in October, the PSAT/NMSQT for two years. The initial year helps to identify those students who may require some additional work directed toward improving scores as they approach their applications to college. The second or junior is the actual year in which competitive scholarships are based on the score earned.

With that as a backdrop, CES has continued to offer a one semester class in ACT/PSAT/SAT preparation, but additionally provides an opportunity for students entering their junior year to enroll in an intensive four-six Saturday program in August for PSAT preparation away from campus in New Orleans with fellow CES students leading to the administration of the NMSQT (PSAT) in mid-October of the junior year.

Independent Study

With the approval of the division principal, students often have enrolled in programs outside of the school but correlated to the CES curriculum. These courses have included AP Spanish Language, Japanese I, Spanish V, Biology, English I, and Geometry. Benefits from this aspect of a student's education include allowing a transfer student to the school to acclimate and transition to the school's curriculum more easily, and those students who have accelerated beyond the levels of normal aspects of the school's curriculum have an opportunity to expand and broaden their knowledge base in another program. This occurs most often with world languages but can move into advanced placement courses not currently offered by Christ Episcopal. The school prefers the use of an organization which provides appropriate assessments for work completion and preparation. The currently recommended organization by Christ Episcopal School is Brigham Young University High School Independent Study. Students are limited to enrollment in one online program which is monitored by Christ Episcopal School.

English

Freshman English (English I or English I-Honors) One credit Full year

Freshman English is essentially a survey course offering extensive inquiry into writing and literary analysis. In this course, literature study focuses on varying themes that are traced through pieces from around the world, both canonical and non-canonical. Heavy focus is placed upon literary analysis and response as thinking in depth about a text is how we make meaning. Composition study requires the students write both analytically and creatively in several modes for a variety of purposes and audiences.

American Literature (English II or English II-Honors) One credit Full year

American Literature provides a study of literature and qualities of writing that are uniquely American and allow for students to develop an understanding not only on impactful themes throughout American history and literature but also to develop an understanding of what it means to identify oneself as American. The literature that is studied varies from year to year as our students vary from year to year, but significant literary analysis is required in every instance. Composition study requires that students write both analytically and creatively in several modes for a variety of purposes and audiences (with requirements and expectations exceeding those of

freshman English). Students work towards creating a major piece of writing by year's end (some examples of this major piece might be a multi-genre research paper, a lyric essay, or a large research paper).

World Literature (English III)

One credit

Full year

British/World Literature provides a study of literature and qualities of writing that are representatives of cultures and people from around the world (with a heavy first semester focus on British Literature). Literary pieces span time and region and will vary from year to year just as our student body does but as in every course taught by our English department, quality of in depth literary analysis is paramount. Composition study requires that students write both analytically and creatively in several modes for a variety of purposes and audiences (with requirements and expectations exceeding those of freshman English and American Literature). Students also work towards creating a major piece of writing by the year's end (some examples of this major piece might be a multi-genre research paper, a lyric essay, or a large research paper).

Advanced Placement Language and Composition

One credit

Full year

Advanced Placement Language and Composition is essentially a college level writing course in which rhetorical strategy and structure is explored in depth both through the writings of others as well through student composition. Our readings differ in this course from others, as the focus is very heavily centered on non-fiction pieces. Students are now analyzing the composition itself and the strategies employed by the writer rather than the usual literary analysis where they are looking more for the meaning buried in the text. Writing is obviously at the core of this class, so students should expect to compose abundantly in various forms for various purposes. All students sit for the Advanced Placement Examination in May.

Advanced Placement Literature and Composition

One credit

Full year

Advanced Placement Literature and Composition requires intensive study and close reading of texts of merit from various genres and periods. Though a variety of texts will be read, students should expect to become very familiar with a few of them. As a reader at this level, students should take the time to dig into the literary work and its complexity and to analyze the textual detail as well as the historical context. Interpretation and evaluation of the texts read will be represented in composition. As always, students will be required to write personal responses to the literature read, but will also be expected to compose essays that reflect analysis of language and structure, analysis of artistry, examination of social values, etc.

Senior Speak

One-half credit

One Semester

Senior Speak is a senior project reflective of the individual and a self-selected course of study. At the start of the senior year, a theme or topic of interest is chosen by the student with the intent of further investigation. In years past, students have selected topics such as conjoined twins, the increasing violence of male characters on television, Ulysses, critical pedagogy, and many others. Once a topic is selected and approved, students then begin their inquiry through the reading and evaluation of several texts, both fiction and non-fiction. It is the expectation that through broadening the individual's understanding of the topic, he/she will then better be able to select a topic to research further. The ultimate goal of this project is the composition of a 10-15 paged research paper on the specific area of interest on which the student is now an expert, as well as an evening presentation in the style of a TED talk. This self driven study is the capstone to our English program, and one that reflects the individual as well as his/her accomplishments as a thinker and a writer thus far.

Speech**One Credit****Full Year**

This performance course provides preparation in speech fundamentals with emphasis on rhetorical objectives, group discussion, and speech delivery. This is a course in communication skills and trains the student to think clearly and express themselves effectively before an audience in preparation for future academic and careers demands. Speech performance offers a study of poise, effective use of body and voice, speech writing, oral interpretation, and argumentation. Students also build critical analysis and listening skills as they analyze public addresses for their design and impact.

Debate/Speech**One Credit****Full Year**

This course was developed to support the competitive tasks of CES High School Speech & Debate team. Students work in collaborative groups and are coached individually in their categories. The program encourages the inclusion of students new to the debate style of interaction.

Fine Arts**Art Studio I, II, and III****One Credit Each****Full Year**

Open to grades 9-12. This year long studio course is for the student interested in developing in-depth art-making skills. Students will work with a variety of media through the study of drawing, design, painting, ceramics and sculpture while working to develop their individual style and creative problem solving skills. Discussions, class critiques, writing assignments and field trips to museums and galleries will develop the ability to respond, analyze and interpret their own artwork and the work of others.

Fine Arts Survey**One Credit****Full Year**

Open to grades 9-12. This course will provide an introductory knowledge of the arts - visual arts, music, dance and drama. Students will explore the components and relationships of the four arts, their history, and how they interact in our daily lives. The class will include discussion, field trips, guest speakers and out-of-class cultural assignments. Text: A History of Western Art, Laurie Schneider Adams, fifth edition.

High School Choir Course**One Credit****Full Year**

Concentration on the development of a healthy voice production and an understanding of fundamentals in music theory and sight reading skills is the focus of this program. The development of controlled breath support is stressed. Performing a variety of musical styles in ensemble and solo, the development of the best individual capacity and excellence in vocal performance, and participating in school and community performances are all part of the coursework.

Theater Tech**One Credit****Full Year**

Theater Tech/Set Design and Stage Production is an expansion of the terminology and techniques used in technical theatre. This course examines the physical theater, scenic construction and finishing techniques, stage equipment uses and safety, technical theater design communication including use of scale and drawings, stage lighting techniques and practices including use of intelligent lighting, stage sound techniques and practices including use of wireless microphones and sound effects, and backstage crew practices and safety. Students in this course will be actively involved in theater productions. Students involved will assume positions of stage manager, set manager, costume and makeup manager and lighting director for school productions and work under

the guidance and direction of the faculty director. The course is a celebration of creativity, fabrication and performance.

Theater and Performance

One Credit

Full Year

The activity style program incorporates elementary instruction into basic acting and as well as movement in the developing young person. Basic skills in this arena as well as drills are utilized to expand and stretch the young actor's repertoire in facial, physical, and vocal. Coursework includes the history of theater, analyzing texts, as well as set design and encompassing movement are all part and parcel of this endeavor. Individual and group performance highlight the year long activities with a high point being participating in stage productions at CES.

History

Civics

One Credit

Full Year

Civics is a required program in the curriculum and can only have the substitution of AP American Government as a curriculum opportunity. This academic course covers several aspects of government. Civics will explore the origins of the American democratic system while looking at how the constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. This will launch the class into discussing how constitutional values relate to other nations and world affairs. Throughout the course we will focus on how the people play an active role in government and the importance each citizen contributes to society. The course is normally offered to high school juniors and seniors.

AP American Government and Politics

One Credit

Full Year

The AP course on U.S. Government and Politics will give students an analytic perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics, the analyses of specific case studies and current events. The purpose of this course is to increase the understanding of the American political system, its framework, traditions and values, and to have the student pass the AP National Exam. This course is concerned with the nature of the American political system, its development over the past 200 years, and how it continues to function today. We will examine in detail the principal processes and institutions through which the political system functions, as well as some of the public policies which these institutions implement. This course will encourage informed participation in the political process and better citizenship.

American History

One Credit

Full Year

Beginning with the arrival of the first Americans via the Berignia Land Bridge and continuing through the modern era, the American History course examines the on-going consequences of the interaction between Indigenous, African, and European cultures, the political and physical geography of the United States, and the events and personages that have helped to shape the American Republic. History is about perspective, interpretation, evaluation, and analysis of available data, so in-class weekly writing assignments allow students to present their insights and opinions while continuing to improve their analytical and writing skills. Lecture and primary documents emphasize chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative. The study of history is essential in dealing with contemporary issues as it provides better insight, context and comprehensive understanding of the present, making the course relevant and personal for students.

AP European History**One Credit****Full Year**

The Advanced Placement program in European History is designed as a college-level survey course that introduces students to the rich political, cultural, social, and intellectual heritage of Europe. It is designed to prepare students to be successful on the AP European History Exam while providing them the opportunity to develop the skills and knowledge that will form a useful foundation for their continuing educational endeavors. In addition to providing a basic exposure to the factual narrative, the goals of Advanced Placement European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to express that in writing. The course includes history as both content and methodology. Emphasis is placed on students developing intellectual and academic skills including effective analysis of primary sources, effective note taking, clear and precise written expression, and the ability to weigh evidence and reach conclusions on the basis of facts.

AP United State History**One Credit****Full Year**

AP U.S. History is a challenging course that is designed to be the equivalent of a freshman college course. It is a two semester survey of American history from the age of exploration and discovery to the present. Emphasis is placed on critical and evaluative thinking skills, essay writing and interpretation of original documents. The goals of this class are to provide students with the opportunity to receive college credit, improve writing and research skills, and foster a passion for U.S. History and higher level learning. Themes of great importance are identity, peopling, ideas, beliefs, culture, work, exchange, technology, environment, geography, politics, power, and America's place in the world. Students learn the skill of historical research and writing. After critical analysis and evaluation of authentic source materials, students synthesize the information as it relates to an historical event or year. The distinguishing characteristic of this course is the emphasis on analytical and interpretive writing.

Psychology**One Credit****Full Year**

This course introduces students with information that all individuals encounter not only concerning themselves but in their relationships with friends, family and acquaintances. Students will learn about themselves – determining what influences their thoughts and behavior, as well as the best way to learn, how to improve their memory, how to handle stress and how to apply positive psychological concepts to their own lives. Topics covered in the first semester include past and current perspectives of psychology, perception, nature vs nurture, states of consciousness, memory, learning and the symbiotic relationship between taking care of your brain and their own happiness and success. The second semester we focus on human growth and development, personality, handling stress, motivation and emotion and ends with a unit on the basic areas of mental illness: abnormal behavior, treatments and therapy. Class time is divided between lecture, films, discussion, readings current articles from scholarly journals as well as magazines such as BrainWorld, Psychology Today and Scientific American Mind. Ted Talks and many other informational, yet entertaining, videos are utilized to demonstrate the exciting new concepts developing in neuroscience.

Mathematics

The Mathematics curriculum is composed of two tracks—a traditional sequence of courses taught with lecture and drill intended to meet standard graduation requirements, and an integrated sequence of courses taught as colloquia (Harkness method) for students who have demonstrated a high degree of motivation.

Algebra I**One Credit****Full Year**

Algebra I is an introductory course designed to provide a solid foundation for the continued study of higher mathematics. Objectives of the program include an understanding of variables, expressions, and equations and their use in problem solving. This course explores the foundations of Algebra through a study of properties, and basic axioms. Topics will be emphasized that include a focus on factoring and quadratic equations along with exponents and a system of equations. Development of application skills in numerous problem-solving situations encourages the development of critical thinking skills.

Geometry**One Credit****Full Year**

This Geometry course continues the development of concepts in Algebra I and Geometry but also introduces some of the concepts needed in Trigonometry and some advanced math courses. The textbook used is Geometry by Glencoe McGraw Hill. Comprehension of important vocabulary and formulas is needed, but students are also encouraged to participate in lesson presentations by using questioning, peer teaching and thinking skills.

Algebra II**One Credit****Full Year**

This Algebra II course continues the development of concepts in Algebra I and also introduces some of the concepts needed in Trigonometry and some advanced math courses. The text book used is Algebra and Trigonometry, Structure and Method, Book 2, by McDougall and Littell. Comprehension of important vocabulary and formulas is needed, but students are encouraged to participate in lesson presentations by using peer teaching and questioning and thinking skills.

Math Essentials**One credit****Full year**

Math Essentials is a terminating mathematics course offered at the junior or senior level of high school in mathematics for those students who are less skilled in their development of proficiency and competence in the learning of appropriate benchmark levels of math. This program concentrates on Algebra, Geometry, Probability, Statistics, and basic levels of Trigonometry. This program requires the recommendation of the mathematics department and the high school division head in order to enroll.

Advanced Mathematics**One Credit****Full Year**

The course covers traditional pre-calculus topics from a functional perspective. Topics include functional notation, concepts, and transformations, linear functions, polynomial and rational functions, and exponential and logarithmic functions. Triangle trigonometry, trigonometric functions, and trigonometric identities are also investigated. This course is taught in a lecture/drill format. Text: Pre-calculus, An Investigation of Functions, David Lippman and Melonie Rasmussen, licensed under a Creative Commons Attribution-Share Alike 3.0 United States License.

Pre-Calculus**One Credit****Full Year**

The Pre-Calculus course is an in depth study of polynomial, rational, exponential, and logarithmic functions during the first semester and is an expansion of the program offered in Advanced Mathematics. It is a study of trigonometry during the second semester. In both semesters students are asked to analyze functions both from an algebraic perspective as well as graphically viewed. In addition, students study conic sections and their relations are derived using a locus of point analysis.

Mathematics 1**One Credit****Full Year**

The course focuses on developing the ability to read problems carefully, analyze them, and develop appropriate abstract algebraic models for their solutions. Topics include real numbers, linear and quadratic equations and graphs, distinguishing linear data from nonlinear data, inequalities, the basic rules of exponents, and other traditional Algebra I topics. The course is taught as a colloquium. Phillips Exeter Academy Mathematics 1 problem set, <http://www.exeter.edu/documents/math1all.pdf>

Mathematics 1 Accelerated**One Credit****Full Year**

This program is an accelerated version of Mathematics 1 for students with a strong background in Algebra I.

Mathematics 2**One Credit****Full Year**

Mathematics 2 is a geometry course tied to algebraic processes. Students investigate lines, polygons, and vectors in both two and three dimensions. Right-triangle trigonometry is introduced, as are circles and parabolas, the latter viewed from a focus-directed definition. Linear motion is explored, using parametric equations in two and three dimensions. Optimal paths of travel are investigated with the use of graphing calculator applications. Similarity and congruence are studied by means of plane transformations—dilations and isometrics. Attention to the concurrence of special lines in a triangle allows for linear data analysis by the use of median-median lines. The course is taught as a colloquium. Phillips Exeter Academy Mathematics 2 problem set, <http://www.exeter.edu/documents/math2all.pdf>

Mathematics 3**One Credit****Full Year**

The purpose of the course is to enable students to expand their view of algebra and geometry to include nonlinear motion and nonlinear functions. The investigation encompasses circular motion and the functions that describe it, ellipses and hyperbolas, exponential and logarithmic functions, and dot products and matrices. Logarithms are used to straighten nonlinear data, and matrices are used to describe geometric transformations and various patterns of growth. Combinatorics and recursion are introduced, leading to the binomial theorem. Instantaneous rates of change and slopes of nonlinear graphs are approximated by means of difference quotients. The course is taught as a colloquium. Phillips Exeter Academy Mathematics 3 problem set, <http://www.exeter.edu/documents/math3all.pdf>. This course is a continuation of Mathematics 3.

Mathematics 4**One Credit****Full Year**

This four-term sequence presents a comprehensive and inductive approach to calculus. Working within contexts whenever possible, key concepts are developed with applications in mind. Students learn to read the language of differential equations and to appreciate that the two principal divisions of calculus—differential (rate problems) and integral (accumulation problems)—are unified by the Fundamental Theorem of Calculus. The course is taught as a colloquium.

Phillips Exeter Academy Mathematics 1 problem set, <http://www.exeter.edu/documents/math1all.pdf>.

Mathematics 4 Continued**One Credit****Full Year**

This course is a continuation of Mathematics 4.

Mathematics 5**One Credit****Full Year**

This course re-examines the differentiation and integration processes and investigates topics such as partial derivatives, level curves and gradients, moving frame description for space curves, the analysis of critical points, double and triple integrals, line integrals, vector analysis, the classical quadric surfaces, Lagrange multipliers,

cylindrical and spherical coordinates, and Jacobean matrices. The course is taught as a colloquium. Phillips Exeter Academy Mathematics 5 problem set, <http://www.exeter.edu/documents/math5all.pdf>

Physical Education

The Physical Education program is focused on providing every student with a foundation of movement experiences and knowledge that eventually lead to an active and healthy lifestyle. The program provides opportunities for students to learn how to move and to enjoy the process of discovering and exploring new ways to move. The activities emphasize self-improvement, participation, and cooperation instead of winning and losing. Every opportunity is taken to help each student be successful at the task. There is an adequate of equipment so that each student is actively participating in the learning experience and not waiting in line. The equipment is also modified to increase the success and enjoyment of the activity.

We believe in providing a balance of skills, games, rhythm, and movement experiences to improve the physical development of each student. We teach by using a variety of individual, dual, and team activities. We give physical fitness tests to assess the fitness level of the student and to help them understand the importance of health related fitness. The students are given opportunities to work together for the purpose of improving their social and cooperative skills. We recognize that the abilities and interests of each student differ. It is important that the dignity and self-respect of each student be maintained, so every student develops a positive self-image and to promote a lifetime of physical activity.

Science

Biology Honors

One Credit

Full Year

This course introduces students to the characteristics of life and the methods used to study life thus providing a basis for understanding the living world. Featured in this course will be the structures of the organism with special emphasis on the behavior and composition of cells, how continuity is preserved and why change can emerge, the organization of life through a taxonomic scheme, the principles of ecology and the human body with emphasis on its systems. Appropriate labs will be conducted throughout the course with emphasis placed on the microscope and comparative dissection. The Immortal Life of Henrietta Lacks by Rebecca Skloot is read and discussed during the fourth quarter. The role of the cell and ethical issues associated with medical research are examined. All students will do an experimental science project, utilizing the scientific method, during the first semester.

Chemistry Honors

One Credit

Full Year

This course introduces students to a discipline that overlaps all of the other sciences. Featured in this course will be the structure of the atom with special emphasis on the behavior of its electrons, the nature of bonds with special emphasis on how the properties of compounds are influenced by the kind of bond present, the assorted reactions involving reactants becoming products, the concept of the mole in specifying a quantity of material, kinetic theory with emphasis on the effects of pressure and temperature influencing the substance's state and the influence of energy in chemical reactions. Appropriate labs are conducted throughout the course to reinforce important concepts and promote correct technique in the use of lab equipment. All students will do an experimental science project, utilizing the scientific method, during the first semester.

Physics Honors**One Credit****Full Year**

This course introduces students to a conceptual approach of physics and unites it to familiar experiences in their everyday world. Mathematics is employed as a tool to quantitatively verify the truth of the concept. Featured in this course will be the classic work of Galileo and Newton which establishes physics as a legitimate science. Energy will be the unifying theme as motion, heat, sound, magnetism, electricity and light are explored. The course will conclude with Einstein's vision of special relativity. Students will come to appreciate that physics is not merely a classroom experience but an actual part of their surroundings. Appropriate labs will be conducted throughout the course to reinforce important concepts and promote correct technique in the use of lab equipment. All students will do an experimental science project, utilizing the scientific method, during the first semester.

Human Anatomy and Physiology**One Credit****Full Year**

This course introduces students to a detailed presentation of the structure and function of the body's systems. The presentation of information is divided into three segments: the ANATOMY of the system will examine the parts in relation to the whole body the PHYSIOLOGY of the system will examine the operation of the parts comprising the system and the PATHOLOGY will examine specific disorders to the abnormal functioning of the whole organism. Appropriate labs will be conducted throughout the course. Field trips will be scheduled upon completion of the course to the local medical school, dental school, Primate Center and veterinary school.

Environmental Science**One Credit****Full Year**

Environmental Science is an applied discipline; it incorporates concepts from other science disciplines and applies that knowledge to real world problems. In this course, students will explore complex environmental issues, including the benefits of biodiversity, sustainable use of natural resources, and the human impact on the environment, through project based learning. Also students will be involved in on-going environmental projects on the CES campus. This course will begin by asking "What makes Earth unique among planets?" We will then go on to answer that question beginning with ecology. Our research will include the basics of the different Earth systems: geophysical systems, the atmosphere and the ocean. The role of humans as part of the overall ecosystem will be explored, as well as learning what is needed to sustain human life. The effects of human actions on the different natural systems will be examined through a study of land use, air and water usage, biodiversity issues, and the extraction of resources.

Spanish

The Christ Episcopal School Spanish curriculum aims to develop near-native speakers and practitioners of the target language. The goal at all levels of high school Spanish is to create an environment for authentic learning where communication through speaking, reading, and writing in the target language is the main goal. As the students study and apply language structures and vocabulary through the various forms of communication, they also gain insights into the culture of the target language. Therefore, classes are conducted in Spanish in varying degrees, depending on the level of advancement, and students are expected to respond as often as possible in the target language. In this way, a mini-immersion environment is created, and students apply what they know in an authentic manner. Some explanations, particularly of grammatical structures, may be given in English as need at the Spanish I and Spanish II levels. Ultimately, students are working their way toward fluency. By Spanish III and Spanish IV, classes are conducted entirely in the target language, with students responding mainly in Spanish at the Spanish III level and only in Spanish at the Spanish IV level.

For all levels of Spanish (I, II, III, IV, V, and AP), the six basic areas of preparation and study include language structure and grammar, speaking and conversation, writing, and cultural knowledge.

Advanced Spanish I and II classes begin to receive cultural and historical information along with literature as the content from which to study all other areas of the language (listed above). In Spanish III, student discussions in Spanish center on historical, cultural, and literary topics. Students read short stories and poetry by both Spanish and Latin American authors and write essays in Spanish in response to their studies. In addition, students begin to write creatively in Spanish at the Spanish III level. By Spanish IV, students begin reading novels in Spanish and analyzing Latin American and Spanish movies.

AP Spanish Language has been introduced this current school year, and the students and teacher speak only in the target language. An alternative to the advanced placement class is offered in Spanish IV which focuses more on the cultural aspects of Spanish plus its use as the target language. Discussions center around topics on culture, current events, history, literature, and the like. Students give presentations in Spanish on specific events and issues related to these topics as an evaluative measure of their progress.

Wilderness Education

Through a combination of field trips and class instruction, the Wilderness Education program helps to teach students the skills and knowledge to safely enjoy the outdoors. The program provides opportunities for personal growth by engaging in challenging activities which increase self-esteem and confidence. Students learn group cooperation and improve social skills through activities. Leave no trace is practice to learn how to have a minimal impact on the environment. The field trips expose students to many local environmental issues and natural areas that can be enjoyed for many years.

Objectives:

Students demonstrate the knowledge, skills, and safety of canoeing.

Students demonstrate basic skills in camping and backpacking.

Students demonstrate basic skills of fishing, map and compass, outdoor cooking, tent setup, and leave no trace.

Students show concern for safety for self and others.

Students gain an appreciation and understanding for the natural world around them.

High School students do a moving water canoe trip on the Bogue Chitto River. A trip to Yosemite allows 9th grades to explore the environment and experience the giant sequoias. The students learn about climate change, geology, hydrology, and the history of Yosemite. In the 8th grade, students take a three to five day backpacking trip into the Sispey Wilderness area.

Electives

PSAT/SAT/ACT Prep

Half Credit

One Semester

This high stakes testing preparation course utilizes sophisticated and modern test-taking techniques and suggestions to introduce and develop skills for the individual student to assist in improving results in these national standardized tests. Techniques that are included involve the elimination of common mistakes made by the test-taker, better preparation for individual segments of the tests, repetition, practice in timed settings, and class discussions of the manner and timing behind the test-taking sessions. The class preparation cycle introduced is

based not the calendar administration of the standardized tests. The class is generally a fall semester course initiating with PSAT preparation, followed by the SAT, and completed with ACT techniques. Generally this course is offered to high school juniors and seniors.

Publications

Publications I

One Credit

Full Year

Publications I is a journalism elective for Juniors and Seniors. This course gives students a broad introduction to published journalism, including First Amendment rights, Associated Press style of writing, interviewing and other forms of written journalism. Photojournalism is also taught and practiced in this course. Students learn professional level publishing software such as Adobe Photoshop and Adobe InDesign. All students in this course are responsible for publishing Christ Episcopal School's yearbook.

Publications II

One Credit

Full Year

(Prerequisite: Publications I) Publications II is a journalism elective for Juniors and Seniors continuing and building upon course materials in Publication I. Students build upon the software skills learned in Publications I and are required to display dramatic improvement from the previous course. In the production of the yearbook, Publications II students act as editorial staff and act as leaders and publication supervisors for students in Publications I.