

CHRIST CHURCH EPISCOPAL

UPPER SCHOOL  
CURRICULUM GUIDE  
2011-12

*Character.*  
*Community.*  
*Excellence.*  
*Service.*

## MISSION STATEMENT

Christ Church Episcopal School  
is a coeducational college preparatory school  
in the Episcopal tradition  
for Primer through Grade Twelve  
that nurtures each student's intellectual and spiritual development,  
personal integrity, sense of community and self-worth,  
and promotes international understanding  
and an appreciation of the diversity of persons and cultures  
through strong academic programs,  
comprehensive athletics, and vibrant arts.

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# 1. THE CCES CHALLENGE

Welcome to the academic challenge of Christ Church Episcopal Upper School, where expectations are commensurate with strong preparation for college, leadership, and life. The International Baccalaureate (IB) Diploma, Advanced Placement and Honors classes provide the additional challenges and rewards sought by many of our students. We aim to provide students at all levels with a rigorous curriculum that fits their needs, interests, and goals.

In addition to the curriculum described in this guide, CCES also has a rich co-curricular program that encompasses 39 athletic teams and numerous different clubs and organizations. Community service activities are required for all grade levels and are an integral part of what makes a CCES student responsive to the needs of our greater community.

This curriculum guide has been created to assist in the selection of classes. **Please be advised that courses will be offered based on student interest and teacher availability.** Students will be provided extensive recommendations and guidance from faculty, advisors, and administration. They and parents should consider a variety of factors, including overall load, strengths and weaknesses, requirements for graduation, and goals for college and beyond, when selecting courses. To this end, examples of four-year plans are located in the section entitled “Course of Study” to assist in planning for the years ahead. Please feel free to contact the Upper School Director or Dean of Students with any questions regarding academic guidance.

## 2. UPPER SCHOOL GRADUATION REQUIREMENTS

English:	4 units
Mathematics:	4 units
History:	3 units ( <i>must include 1 unit of US History</i> )
Science:	3 units ( <i>Biology and Chemistry are prerequisites for 3<sup>rd</sup> lab course</i> )
Modern & Classical Languages:	3 units of same language ( <i>4 units recommended</i> )
Religion:	1 unit
Fine Arts:	1 unit
Sophomore Project	.5 unit
Physical Education:	1 unit ( <i>1/2 of which may be fulfilled through participation on a CCES athletic team during Upper School</i> )
Senior Thesis:	1 unit; <i>or</i> TOK and IB Extended Essay
Community Service:	15 hours per year
Additional Coursework:	2.5 units
<i>Total:</i>	<i>24 units</i>

*Note: Coursework completed during Middle School (prior to Grade 9) may advance a student's placement but will not count as credit toward a CCES diploma, even if that coursework was high school level.*

## 3. ADVANCED PLACEMENT & IB CURRICULA

All coursework at CCES is designed to be college-preparatory; however, students have the option of challenging themselves further by taking Advanced Placement, Honors, and International Baccalaureate courses.

### Advanced Placement (AP) Courses

Each department sets the criteria for admission to these college-level courses.

**All students taking an AP course are required to take the AP exam in the spring.** A grade of 3 or better out of 5 is considered a passing score on the AP exam. However, each college has its own policies for granting credit at the actual institution, independent of what CCES or the College Board says.

### *International Baccalaureate (IB) Diploma Program*

Designed for highly motivated students, the IB Diploma Program is a rigorous, pre-university course of study leading to externally assessed examinations. It is a comprehensive, six-subject, two-year curriculum recognized internationally. Each student's performance is measured against well-defined levels of achievement. Marks reflect attainment of knowledge and skills relative to set standards applied equally to all schools. Colleges and universities recognize the IB curriculum as the most rigorous, full standard curriculum available. While IB exams are graded on a scale of 1-7, IB students at CCES receive numerical grades in each subject as they would normally on report cards and transcripts. **Students who take an IB class must take the IB exam.**

### *IB Diploma Requirements*

- *Academics:*

Six academic subjects studied over two years chosen in consultation with the IB Coordinator according to students' strengths and interests. Examinations are offered at either a Higher Level or a Standard Level. In selecting subjects, students must plan three Higher and three Standard Level courses.

- *Extended Essay:*

An independent research paper of 4,000 words based on an investigation of an academic topic of special interest to the student.

- *Theory of Knowledge (TOK):*

An interdisciplinary course intended to stimulate critical reflection on knowledge and experience gained inside and outside the classroom. The TOK course is unique to the International Baccalaureate Organization.

- *Creativity, Action, Service (CAS):*

A variety of extracurricular activities in the arts, athletics, and community service, in which students log 150 hours over two years. The goal of the CAS requirement is to educate the whole person and help students become active, responsible, and compassionate citizens.

## 4. STUDENT PROJECTS

### Sophomore Project:

Work on the Sophomore Project begins in the spring of the ninth grade and concludes with a presentation in the spring of the tenth grade. The student chooses a topic or theme for research and exploration and is guided by a faculty mentor throughout the process. The Sophomore Project may take many forms, and the finished project includes a paper that reflects on the overall process. It is designed to assess the student's ability to organize and create, to draw conclusions and support findings, and to present the project to a selected audience.

### Senior Thesis:

The Senior Thesis is initiated in the spring of the junior year with the choosing of a topic and a mentor and is concluded in the spring of the senior year with a formal juried presentation. Papers receive pass, fail or honors grades and are recorded on a student's transcript. Students are required to complete the Senior Thesis as follows:

- A. Produce a research-based paper of approximately 15+ pages.
- B. Incorporate a project portion or hands-on activity relating to the paper.
- C. Select a faculty mentor to guide the student in the paper/activity.
- D. Complete 100 hours of documented time.
- E. Present an oral presentation as a major component.

### IB Extended Essay:

A required component of the IB Diploma Program, the Extended Essay begins in the spring of the junior year under the guidance of a faculty mentor and concludes in December of the senior year. In January and February, Extended Essay oral presentations are made.

## 5. COURSE OF STUDY

*Note: This chart represents examples of a possible 4-year sequence of courses. It is not meant to be inclusive and is subject to revision.*

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English I	English II English II H	English III English III H	English IV English IV H English A1 HL IB English Literature AP
Algebra I Geometry Geometry H Algebra II H	Geometry Algebra II/Adv. Algebra II H Precalculus H	Algebra II/Adv. Precalculus/Adv. Precalculus H Calculus BC AP	Probability/Statistics Precalculus Calculus AB AP Math HL/SL IB Statistics AP
Ancient & Medieval	US History US History AP	Modern European European History AP	Gov/Econ. US Comp Govt AP Chinese/Japanese History History of Europe HL IB Psychology SL IB
Biology	Chemistry Chemistry Honors	Physics Physics Honors  Biology Honors  Chemistry Honors Env. Science	Environmental Science Physics B AP Physics SL/HL IB Biology AP Biology SL/HL IB Chem AP Env. Science AP
Spanish I Spanish II Adv.	Spanish II Spanish III H	Spanish III Spanish IV Honors	Spanish IV Spanish V H Spanish Language AP Spanish B SL/HL IB
French I French II	French II French III H	French III French IV Honors	French IV French V Honors French Language AP French B SL/HL IB
Latin I	Latin II	Latin III Latin III Honors Latin Vergil AP	Latin IV Latin SL/HL IB
Biblical Studies		Spirituality in Ethics	
Fundamentals of Art Sculpture / Ceramics Dig. Photo Media	Sculpture II Ceramics II Dig. Photo Media II Dig. Design Media	Art Honors  Visual Art Honors Video Communications	Art Studio AP  Visual Art HL IB
Music History Concert Choir	Music Theory	Music Theory AP Singing for Non-Singers	Music SL/HL IB
Theatre I	Tech Theatre 101 Film Appreciation	Theater Honors	Theatre SL/HL IB
PE I		Personal Fitness Strength & Conditioning	
Comp. Applications	Databases Intro. Comp. Prog.	Computer Science AP	Computer Sci. SL IB

## 6. COURSE LISTINGS

### Key:

*	<i>Indicates semester class (1/2 unit of credit)</i>
**	<i>Indicates 1/4 unit of credit</i>
AP:	<i>Advanced Placement</i>
H:	<i>Honors</i>
HL IB:	<i>Higher Level IB</i>
IB:	<i>International Baccalaureate</i>
SL IB:	<i>Standard Level IB</i>

### English

English I  
English II  
English II Honors  
English III  
English III Honors  
English IV  
English IV AP Literature  
English A1 HL IB  
Sophomore Project  
Extended Essay  
Senior Thesis  
Creative Writing\*  
Southern Fiction\*  
Gothic Literature\*  
Journalism  
Yearbook Production  
English for Speakers of Other Languages (ESOL)

### German for Native Speakers

German I for Native Speakers  
German II for Native Speakers  
German III for Native Speakers  
German III Honors for Native Speakers  
German IV A1 HL IB

### Mathematics

Algebra I  
Geometry  
Geometry Honors  
Algebra II  
Algebra II Advanced  
Algebra II Honors  
Precalculus  
Precalculus Advanced  
Precalculus Honors  
Probability and Statistics

Statistics AP  
Calculus AB AP  
Calculus BC AP  
Mathematical Studies SL IB  
Mathematics SL IB  
Mathematics HL IB

### History/Social Sciences

Ancient and Medieval History  
United States History  
United States History AP  
Modern European History  
European History AP  
History of Europe SL IB  
History of Europe HL IB  
Psychology SL IB  
Economics SL IB  
Chinese & Japanese History  
Introduction to Psychology  
Government/Economics  
US Government and Politics AP/  
Comparative Govt. & Politics AP  
Current Issues\*  
History of the South\*  
World War II\*  
Government in Action\*  
Military History Through the Ages\*

### Science

Biology  
Biology Honors I  
Biology Honors II  
Biology AP  
Biology SL IB  
Biology HL IB  
Chemistry  
Chemistry Honors  
Chemistry AP  
Chemistry SL IB  
Physics  
Physics Honors  
Physics B AP  
Physics C AP  
Physics HL IB  
Physics SL IB

Environmental Science  
Environmental Science AP  
Digging into the South's Past\*  
General Field Biology of South Carolina\*  
Sports Medicine\*

### **Modern & Classical Language**

Spanish I  
Spanish II  
Spanish II Advanced  
Spanish III  
Spanish III Honors  
Spanish IV  
Spanish IV Honors  
Spanish V Honors  
Spanish Language AP  
Spanish B SL IB  
Spanish B HL IB  
Spanish Language in Action  
French I  
French II  
French II Advanced  
French III  
French III Honors  
French IV  
French IV Honors  
French Language AP  
French B SL IB  
French B HL IB  
French V Honors  
German I/II  
German IV Honors  
Latin I  
Latin II  
Latin III  
Latin III Honors  
Latin IV  
Latin / Vergil AP  
Latin SL IB  
Latin HL IB  
Mandarin I  
Introduction to Classical Greek\*

### **Religion**

Biblical Studies\*  
Theory of Knowledge IB (TOK)\*  
Spirituality and Ethics\*

World Religions\*  
Spiritual Disciplines\*  
Service Learning\*

### **Fine Arts**

Fundamentals of Art I  
Fundamentals of Art II  
Ceramics I\*  
Ceramics II\*  
Sculpture I\*  
Sculpture II\*  
Digital Photo Media I\*  
Digital Photo Media II\*  
Digital Design Media\*  
Video Communications\*  
Art Honors  
Art Studio AP  
Visual Art Honors  
Visual Art HL IB  
Theater I\*  
Film Appreciation\*  
Tech Theatre\*  
Theatre Honors  
Theatre HL IB  
Music History\*  
Singing for Non-Singers\*  
Music Theory\*  
Music Theory AP  
Voice Culture\*  
Concert Choir  
Music SL IB  
Music HL IB  
Instrumental Music  
Guitar\*\*  
Drums\*\*

### **Physical Education**

Physical Education I\*  
Personal Fitness\*  
Strength & Conditioning\*

### **Technology**

Computer Applications\*  
Web Design and Online Databases\*  
Mobile Application Development\*  
Introduction to Computer Programming\*  
Computer Science SL IB  
Computer Science (A) AP

## 7. ACADEMIC POLICIES

### Course Load

Students are required to attempt 6 academic credits each year. The standard load for 9<sup>th</sup> and 10<sup>th</sup> graders is 7 classes (though 6 are permitted), while the standard load for 11<sup>th</sup> and 12<sup>th</sup> graders is 6 classes each day. Any reduced course load must be approved by the Upper School Director.

### Grading System

The school year consists of two semesters of approximately 18 weeks each with a mid-semester reporting period every nine weeks. The mid-semester grades are interim checkpoints for reporting a student's progress. Only semester grades are used in calculating Honor Roll and Academic Status. A student's final numerical grade for the year is computed by averaging the grades earned in each semester and is the grade that will appear on a student's official transcript. Letter grades are indicated by a scale in the legend.

CCES used the South Carolina Uniform Grading Scale from its inception in 2000-2001 through 2007-2008. Beginning in 2008-09, the school implemented a new grading scale to more accurately reflect the rigor of its academic program. A numerical system from 0-100 with corresponding 10-point letter-grade bands is used to determine individual course grades, as below. These numerical course grades are then used to compute a student's GPA on the 100-point scale. In recognition of the increased demands of AP, IB, and Honors coursework, an extra 3 point weight is averaged into the GPA for each Honors course and an additional 7 point weight is averaged into the GPA for each AP or IB course. Neither grades nor GPAs from prior years were re-calibrated to the new scale, and thus cumulative GPAs for the Classes of 2009, 2010, and 2011 reflect a hybrid of the two scales. In reporting GPAs and grades to South Carolina institutions for the purpose of Palmetto Fellows, Life Scholars, and other state scholarships, CCES continues to follow the South Carolina Uniform Grading Policy and its scale as a separate calculation.

For the first semester only, no semester grade below 50 will be recorded. There is no minimum grade recorded for second semester. The intent of this policy is for students who find themselves in an early academic deficit to feel encouraged to make up that deficit as material accumulates through the school year. No exam grade below 40 will be recorded in either semester for a student who completes the entire exam in a course.

Students who earn final numerical grades in the F range will not receive credit for the course, and will be required to remediate that credit either in an approved summer school program or the following school year if the credit is required for graduation. In addition, students who earn final grades in the D range will be required to complete an approved summer tutoring program or to repeat the course the following year, based upon the recommendation of the teacher, Department Head and Director.

## CCES Grading Scale

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	65-69
B	83-86	F	64 and below
B-	80-82		

In addition to a numerical grade, the student receives an effort/conduct number for each discipline. These are recorded as follows:

1 – *Superior*: Displays exceptional effort; works enthusiastically and conscientiously; asks thoughtful questions; often goes beyond assigned work; willing to share thoughts; listens and contributes attentively and appropriately to class discussions.

2 – *Acceptable*: Completes assignments on time and with care; listens to class discussions; relatively independent work habits; seeks help when needed; generally shows interest; is punctual in attendance and with assignments.

3 – *Needs Improvement*: Deficient in one or more areas: attendance, class attention/participation, punctuality of assignments or attendance, attitude in class, lack of effort in seeking help.

*Honor Roll (Grades 9-12)*: A student earns Honor Roll for each semester in which his/her semester GPA (weighted as described above) for all graded courses is 90 or better with no more than one grade below 83 and none below 77 (or failure in a non-numerically graded course). High Honors is awarded for any student who passes all courses and has a semester GPA of 93 or better with no grade below 90.

*Cum Laude*: CCES is a member of the *Cum Laude* Society, an affiliate of *Phi Beta Kappa*. Membership in this academic honor society is based upon academic achievement, integrity, and leadership. Each year the school may induct up to 10 percent of the Junior Class and up to 20 percent of the Senior Class. Students are not considered for membership until they have completed one full academic year at CCES. Also, the Society may select faculty and honorary members each year.

### Academic Status

*Academic Concern*: At the end of a semester, any student with a grade below 70, two or more grades below 73, or a semester average below 77 will be on Academic Concern (AC) for the subsequent semester. A student on AC will have their progress closely monitored by the advisor and Dean of Students and is assigned to attend study hall instead of any free periods. In addition, a conference attended by the student, parents, advisor, Dean of Students or Director, and one or

more teachers may be called to discuss an improvement plan which may involve discontinuation of participation in extra-curricular activities. If a student's academic standing does not improve during the subsequent term, he/she will be placed on Academic Probation (AP).

*Academic Probation:* A student who scores below 70 in two or more courses for a semester will be placed on Academic Probation (AP) for the subsequent semester. If a student's academic standing is such that he/she would be on AC for a second consecutive semester, that student is instead placed on AP. The same restrictions apply as outlined for AC, with a greater sense of urgency. In addition, consideration may be given to the appropriateness of continuation as a CCES student.

*Note:* A student who is on Academic Concern or Probation, on Disciplinary Probation, or Honor Probation is not eligible to run for a school leadership position.

### *Add/Drop Period*

In the Upper School there is an add/drop period of three weeks at the beginning of the school year during which students may change their courses. Semester courses may be added or dropped during the first week of each semester. Any course dropped after the add/drop period may receive a grade of W/P (withdrew passing) or W/F (withdrew/failing). CCES is required on the transcript to show all coursework undertaken, including withdrawn courses.

### *Exam Schedules and Procedures*

Upper School exams are given at the end of each semester and carry a weight of 20% of the semester grade. Exams are designed for a two-hour time period. Any graduating senior who has earned a grade of 93 or better in both semesters of a course may be excused from sitting the second semester exam in that course at the teacher's discretion. Exams are expected to be taken according to the schedule provided. Requests for re-schedule should be made to the Upper School Director or Dean of Students with plenty of advance notice and will be granted only under the most extenuating of circumstances.

### *Students with Educational Disabilities*

#### *Directed Studies*

Directed Studies is a mentored study session during the school day at the Upper School. The program is designed for students who are motivated to succeed but require additional focus and structure in the academic program at CCES. Close contact is maintained with the students' content teachers so that together strategies for success may be developed and problems resolved. Students who participate in the directed studies program must have been identified with an educational disability from a credited educational evaluator within the last three years and have approval from Learning Resources at CCES.

### *Upper School Athletic Eligibility (SC High School League)*

According to the Education Improvement Act (EIA) academic requirements and the SCHSL, in order to be eligible to participate in sports, students in Grades 9-12 must achieve an overall passing average and *either one* of the following:

- (a) Pass at least four academic courses, including all required courses taken up to four, *or*
- (b) Pass a total of five academic courses for the preceding semester (90 days) of school.

*Transfers:* Any student who transfers to or from CCES after the ninth grade year will be subject to a one-year waiting period prior to being permitted to participate on any interscholastic team. This rule may be waived by the SCHSL *only* in extreme cases.

### *Summer Work*

Summer school work is best utilized for purposes of remediation or enrichment. For students seeking CCES credit for any courses offered at other institutions, pre-approval from the Director and appropriate department head(s) must be obtained. Approval documentation will be recorded in the student's file, credit will be granted but the grade will not be included in the CCES GPA.

### *Greenville Fine Arts Center*

All students are strongly encouraged to pursue their interest in Fine Arts on campus and within the academic framework of CCES. If, however, a junior or senior wishes to enroll in the Greenville Fine Arts Center while maintaining full-time status at CCES, the procedure below should be followed:

1. The student must express an interest in the Fine Arts Center in a letter presented to administrators before the student applies to the Fine Arts Center.
2. Upon written acceptance to the Fine Arts Center, the student will file a copy of his/her written acceptance and meet with the Dean of Students to plan for meeting remaining CCES graduation requirements.
3. The student's academic standing will be reviewed by CCES, and continuation at the Fine Arts Center may be rescinded if the student is on Academic Probation.

## 8. UPPER SCHOOL COURSE DESCRIPTIONS

### ENGLISH

All courses offered by the Department of English at CCES encompass study in the areas of grammar, vocabulary, oral presentation, composition, research, and literature.

#### English I

*Prerequisite:* Successful completion of 8<sup>th</sup> grade English

*Unit of Credit:* 1

English I is a genre-based course that includes units on Shakespeare, the short story, the novel, poetry, mythology, and selected world literature. While these works provide a focus for both class discussion and written analysis of literature, additional emphasis is placed on author's craft and literary techniques, concepts, and terms. The interrelation of clarity and grammar is emphasized in writing assignments as students begin to define their personal styles in written expression. Research skills using print and electronic sources are used to teach the process of writing a research paper. Vocabulary and grammar studies are integrated into the curriculum throughout the year.

#### English II

*Prerequisite:* Successful completion of English I

*Unit of Credit:* 1

In English II, students examine literary and historical trends in the evolution of British and American literature and certain pieces of world literature. A wide variety of genres is studied, including novels, plays, poetry, and other fiction and non-fiction prose. Analytical and creative writing assignments are integral parts of the course. A final formal grammar study is integrated into the curriculum. Vocabulary study focuses on preparatory work for the PSAT; students also continue to refine research skills.

#### English II Honors

*Prerequisites:* A minimum of 5 of the following 7:  
PSAT critical reading score - 56+  
PSAT writing score - 56+  
Grade in English I - 90+  
Critical reading example - 85+  
Grammar proficiency grade 90+  
Writing sample - 5+ (on an AP scale of 1-9)  
Recommendation of English I teacher

*Unit of Credit:* 1

This course of study incorporates a survey of both American and British literature, a continuing refinement of writing skills for both personal and analytical composition, a development of oral fluency, and an appreciation of the role of the media and of technology in today's world. Students study American and British literary traditions and their relationships with the historical events of the times. Multi-paragraph writing assignments include practice with guided commentary on literary passages. Oral presentations and vocabulary study in partial preparation for standardized tests are also integrated into the course.

## Sophomore Project

*Unit of Credit:* 1/2

The Sophomore Project is a unique opportunity for students to demonstrate the personal abilities and skills required to produce and present a truly creative work of their choice. Required of all tenth-graders, this project allows students to engage in personal inquiry, action, and reflection on specific topics and issues. While the Sophomore Project may take many forms, the finished product includes a structured writing component.

## English III

*Prerequisite:* Successful completion of English II

*Unit of Credit:* 1

English III is a survey course in which students examine the diverse cultures, literary trends and styles found in world literature. A wide variety of genres is studied, including novels, plays, poetry, and other fiction and non-fiction prose. Throughout the year, students write a variety of works, including their own poetry and personal essays, various types of expository and persuasive essays, and a literature-based research paper. A PSAT/SAT review, grammar review, and vocabulary study are integrated in the curriculum throughout the year.

## English III Honors

*Prerequisites:* A minimum of 4 of the following 6:

PSAT critical reading score - 56+

PSAT writing score - 56+

Grade in English II or II H - 90+

Multiple Choice – sample from an AP Language Exam (at least 50%)

Writing sample - sample from an AP Language Exam 5+ (on 1-9 scale)

Recommendation of English II teacher

*Unit of Credit:* 1

This course is the first in the two-year AP/IB English syllabus. It encourages students to broaden their appreciation of literature and culture beyond their own society. Through the study of world literature, the student gains an international perspective of literature and human thought. The student learns to apply critical standards independently, orally, and in writing, to specific works; to write for a variety of purposes in a variety of modes and styles; and to recognize relationships between the literary works of an author and the historical and cultural context in which he or she wrote.

## English IV

*Prerequisite:* Successful completion of English III

*Unit of Credit:* 1

With the exception of one final grammar review for seniors, this course emphasizes literary analysis and composition. The primary focus is on heightening the student's appreciation of imaginative writing in the twentieth century, and offering continued training and practice in writing analytical essays and papers. Using an evaluative approach to literature, students make critical judgments about literary works. Students have opportunities to write and discuss original poetry, fiction, and informal essay.

### English IV Honors

*Prerequisites:* A minimum of 2 of the following 4:  
Grade of 90 or better in English III or 85 or better in English III Honors  
Recommendation of English III teacher  
Multiple Choice Sample for Comprehension (at least 50%)  
Writing Sample for clarity and content

*Unit of Credit:* 1

This course will be a combination of an exploration of 20th century world literature focusing on the themes and philosophies that unify the works of various cultures as well as a study of some of the more sophisticated pieces of British literature that students were not ready for in the sophomore year. Students will explore how the events of the century shaped the culture and writings of the world. The focus of this course is analysis. Students will be asked to explore works, comment upon them critically, and discuss and write about the ideas that unify the pieces. This course is for students who have a high level of reading and writing competence, but who are not yet ready to sit the English AP exam. Writing assignments will focus on rhetorical modes, analytical commentaries, and evaluative essays. Some creative writing will also be included to encourage students to develop their own ideas.

### English IV AP Literature

*Prerequisites:* A minimum of 7 of the following 9:  
SAT critical reading score - 560+  
SAT writing score - 560+  
ACT English score, if available - 27+  
PSAT critical reading score - 56+  
PSAT writing score - 56+  
English III grade through Term 2 - 90+  
Multiple choice - sample from an AP Literature Exam (at least 50%)  
Writing sample - sample from an AP Literature Exam 5+ (1 - 9 AP scale)  
Recommendation by teacher in English III or English III Honors

*Unit of Credit:* 1

This course is the second year in the two-year Honors/Advanced Placement syllabus. Ideally, students will have been in English III Honors, but qualified students may enter from English III if they meet the criteria. Students study a wide variety of literary works from both Western and non-Western sources, and in so doing, review all genres. One major focus is British literature, studied in greater depth than in English II. Extensive reading and writing assignments involve in-depth analysis of literature. The class focuses on developing critical thinking skills and evaluating what is read. All students sit the AP Literature exam in lieu of a regular third-term exam.

### English IV AI HL IB

*Prerequisite:* English III Honors

*Unit of Credit:* 1

This course is the second year in the two-year IB English syllabus and is open *ONLY* to IB diploma candidates. It focuses on British, American, and world literature to encourage an appreciation of literature and to develop an understanding of literary criticism. Students'

writing and speaking skills are emphasized in a variety of styles and situations. While all students in the class receive a regular percentage grade toward the CCES diploma, the final IB diploma grade is assessed as follows: 20% from two world literature externally assessed papers; 30% from the classroom teacher; and 50% from the externally assessed exam that all students take in May.

### **English IV A2 IB**

*Prerequisite:* Non-native English speaker in IB Diploma Program

*Unit of Credit:* 1

The A2 course is for the non-native English student with a high level of competence in the language. This course is based on the study of language and literature, with the emphasis being on the reinforcement and refinement of language skills, as distinct from language acquisition. Students will also be given the opportunity to explore the culture(s) of the language, and to make connections between other languages and cultures with which they are familiar. They will use language for purposes and in situations involving sophisticated discussion, argument, and debate.

### **Extended Essay**

*Unit of Credit:* 1/2

Candidates for the IB diploma complete an Extended Essay, a 4000-word, independently researched paper, rather than a Senior Thesis. Working with a supervisory teacher of their choice, students have the opportunity to investigate an academic topic of special interest. The Extended Essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. As a last step, students also give an oral presentation before an appropriate group. The process begins in the spring of the junior year and the completed paper is submitted in December of the senior year.

### **Senior Thesis**

*Unit of Credit:* 1

In lieu of research papers in both English and history, the Senior Thesis is an integral part of the curriculum, as well as a required unit for graduation. Students choose a faculty mentor and an area of interest. If they are going to apply for Honors distinction, then they are assigned an English reader in addition to their mentor to help with rough drafts, research, etc. The last step in the process is an oral presentation before an appropriate group. The process begins in the spring of the junior year and is completed in the spring of the senior year.

## **English Electives (Offered According to Faculty Availability)**

### **Mythology**

*Unit of Credit:* 1/2

This course focuses on Greek and Roman myth and the impact that such classic myths have had on contemporary Western literature. Students should be familiar enough with these myths to understand the secondary level of meaning present when they are used in other pieces of literature. This course is required of all AP English students.

### **Southern Fiction**

*Unit of Credit:* 1/2

This course is a semester-long study that focuses on the critical reading of a selection of Southern short stories. The students gain an understanding of the genre through class discussion and essays pertaining to the stories. The final project is the writing of an original story.

### **Creative Writing**

*Unit of Credit:* 1/2

During this course, students examine and discuss poems and short stories to analyze and recognize the effective use of various literary techniques. Using a series of “prompts,” students apply their interpretation of these literary techniques in the writing of original poems, musical lyrics, plays, essays, and short fiction. Students are encouraged to submit their finished work to publications and competitions. The class may culminate in a public reading of selections of the students’ work.

### **Gothic Literature**

*Unit of Credit:* 1/2

This course is a semester-long study of the Gothic literature and film. Students will first study the beginnings of the Gothic genre and learn to recognize the elements that make a piece Gothic in nature. We will watch films and read a novella, short stories, and poetry from the Gothic tradition. Grades in the course will come from a reading/viewing journal which will include short film/book reviews, a comparative essay and creative pieces in which students will be able to write their own Gothic literature.

### **Journalism**

*Unit of Credit:* 1

This course emphasizes the fundamentals of newspaper writing. A variety of article formats will be discussed, and students will gain practice in writing publishable articles of many types, including interview, feature, news, entertainment, and sports stories. Students will also be familiarized with formal journalistic style and newspaper terminology. Most of the work written for the class will be done within specified publication of the *Cavalier Express*. During the second semester, many of these students will be taught the skills necessary to be editors and managers for the newspaper in the following year. Students will be assigned specific newspaper management and editorial jobs and will be responsible for the design and layout of the newspaper, the selection of articles to be covered, the scheduling and enforcement of deadlines, and the editing of the stories that will go into the newspaper. Students will also be responsible for coordinating the printing and distribution of the *Cavalier Express*.

### **Print Publications Production**

*Unit of Credit:* 1

This course is dedicated to developing skills used in production of student publications, including the yearbook and the literary magazine. Students will learn to use computers and software to organize information to create publications that are informative and esthetically pleasing. They will learn organization, leadership, writing skills, design elements, and computer and software skills while producing student print publications. All students will

be required to sell ads. Because the number of computers is limited in the publication classroom, class size may be limited. Determination for entry into the class will be made based on experience in photography, graphic design, art, or creative writing, as well as on teacher recommendations.

### English for Speakers of Other Languages (ESOL)

The ESOL Program offers an assessment of students' skills. Placement in small classes is designed to promote and develop English listening, speaking, reading, and writing skills for both communicative and academic proficiency. Recognizing that attaining second-language proficiency for academic success is a lengthy process, classes are designed to meet the specific needs of each student. deadlines and will be used in the

## **GERMAN FOR NATIVE SPEAKERS**

All courses offered in the German for Native Speakers program at CCES encompass study in the areas of grammar, orthography, composition, and literature. Students are expected to be native speakers of German. All classes are taught according to the Bavarian Curriculum for Gymnasium level.

### German I for Native Speakers

*Unit of Credit:* 1

This course is the equivalent of 9th grade German.

### German II for Native Speakers

*Unit of Credit:* 1

This course is the equivalent of 10th grade German.

### German III for Native Speakers

*Unit of Credit:* 1

This course is the equivalent of 11th grade German.

### German III Honors for Native Speakers

*Unit of Credit:* 1

This course is the first in the two-year IB German syllabus.

### German IV A1 HL IB

*Unit of Credit:* 1

This the second course in the two-year IB German syllabus.

# MATHEMATICS

The Mathematics Department strives to provide the foundations traditionally demanded for college admission and to instill within the students the mathematical skills required in a technological society. While developing an appreciation for the long and rich tradition of mathematical thought, students learn to reason analytically and communicate mathematically. Problem solving skills are developed to endow students with strategies for continuing to learn and use mathematics with confidence.

## Algebra I

*Prerequisite:* Pre-Algebra (8<sup>th</sup> Grade)

*Unit of Credit:* 1

This course includes a presentation of sets, properties of operations, rational numbers and the number line, open sentences, polynomials, factoring, fractions, equalities, inequalities, and irrational numbers. Throughout the year, emphasis is placed on graphs, systems of linear equations, quadratics, and the concepts and language of functions.

## Geometry

*Prerequisite:* Algebra I

*Unit of Credit:* 1

This course introduces the concepts of formal proofs and types of reasoning. Inductive reasoning develops new concepts, many of which are then proved by direct or indirect proof. Content includes perpendicular and parallel lines, congruent and similar polygons, arcs and chords of circles, constructions, perimeter, area, volume, transformations, vectors, and right triangle trigonometry. Algebraic applications of geometry ensure that algebra skills are maintained.

## Geometry Honors

*Prerequisites:* 1. Algebra I  
2. Department approval

*Unit of Credit:* 1

This course introduces and develops the concepts of logic with truth tables, Venn diagrams, proof, and reasoning. Inductive reasoning is used to develop new concepts; then proved, directly or indirectly, in either two-column or paragraph form. Content also includes perpendicular and parallel lines, congruent and similar polygons, arcs and chords of circles, constructions, perimeter, area, volume, transformations, vectors, and right triangle trigonometry. Coordinate geometry is emphasized with both two- and three-dimensional figures. Also, three-dimensional figures are drawn from different perspectives.

## Algebra II

*Prerequisites:* 1. Algebra I  
2. Geometry

*Unit of Credit:* 1

Functions and relations, real numbers, linear sentences of one and two variables, and systems of equations/inequalities are reviewed and expanded. Polynomials, rational expressions,

irrational and complex numbers, quadratic equations, exponential and logarithmic functions, and matrices and determinants are covered extensively. The use of a graphing calculator is introduced.

### **Algebra II Advanced**

*Prerequisites:*

1. A in Algebra I *or*
2. A or B in Algebra I Honors
3. A or B in Geometry *or*
4. C in Geometry Honors
5. Department approval

*Unit of Credit:* 1

This course includes essentially the same topics as Algebra II, but the concepts are extended to a higher level. The latter part of the year is devoted to conic sections, transformations, and higher degree polynomial functions. The graphing calculator is explored more thoroughly.

### **Algebra II Honors**

*Prerequisites:*

1. A in Algebra I H
2. A or B in Geometry H
3. Department approval

*Unit of Credit:* 1

This course includes essentially the same topics as Algebra II Advanced, but concepts are covered more extensively and in greater depth. This is a rigorous course and moves at an accelerated pace. There is more emphasis on mathematical models. The latter part of the year is devoted to sequences, series, probability and statistics, and right triangle trigonometry. Further trigonometry and vectors are introduced as time permits. Extensive use of a graphing calculator is explored.

### **Precalculus**

*Prerequisite:* Algebra II

*Unit of Credit:* 1

This course emphasizes and extends Algebra II concepts, and also includes a course in Trigonometry. Topics include solving and graphing linear, absolute value, quadratic, and cubic equations and inequalities; polynomial, rational, exponential, and logarithmic functions; operations on functions; right triangle trigonometry, including the Law of Sines and the Law of Cosines; and circular trigonometry.

### **Precalculus Advanced**

*Prerequisites:*

1. A in Algebra II
2. A or B in Algebra II Advanced
3. B or C in Algebra II Honors
4. A or B in Precalculus
5. Department approval

*Unit of Credit:* 1

This course is the study of polynomial, rational, exponential, logarithmic, and trigonometric functions, with extensive emphasis on using a graphing calculator. Other topics presented are complex numbers, polar coordinates, matrices, conic sections, sequences and series. Precalculus Advanced prepares students for the IB Math Studies, Statistics, or Statistics AP.

### Precalculus Honors

- Prerequisites:* 1. A or B in Algebra II Honors  
2. Department approval
- Unit of Credit:* 1

This course is an in-depth review of polynomial, rational, exponential, logarithmic functions. The trigonometric functions are rigorously presented and applied to complex numbers, polar coordinates, and vectors. Probability, matrices, conic sections, sequences and series are presented with applications. Extensive use of a graphing calculator is required. Precalculus Honors is a required prerequisite for Calculus AP, Mathematical Methods IB, or Higher Level Math IB.

### Probability and Statistics

- Prerequisites:* 1. Algebra II  
2. Department approval
- Unit of Credit:* 1

The topics for Statistics are divided into three major themes: (1) describing data, (2) producing data, and (3) interpreting data.

### Statistics AP

- Prerequisites:* 1. 600+ on Math SAT  
2. Precalculus Advanced or Honors  
3. Algebra II Honors  
4. Department approval
- Unit of Credit:* 1

The topics for AP Statistics are divided into five major themes: exploring data (observing patterns and departures from patterns), planning a study or experiment (deciding how and what to measure), data production (including producing models using probability and simulation), statistical inference (confirming models and drawing conclusions), and probability (the study of randomness). Students must take the Advanced Placement examination.

### Calculus AB AP

- Prerequisites:* 1. 650+ on Math SAT  
2. A, B or C in Precalculus Honors  
3. A in Precalculus Advanced  
4. Department approval
- Unit of Credit:* 1

Topics covered include polynomial, trigonometric, exponential, and logarithmic functions; differential calculus, including the increment of a function, the chain rule, differentials, Rolle's and Mean Value theorems, and applications; integral calculus, including indefinite and definite integral, techniques of integration, and applications. Students must take the Advanced Placement examination.

### Calculus BC AP

- Prerequisites:* 1. 700+ on Math SAT  
2. A or B in Precalculus Honors

3. Department approval

*Unit of Credit:* 1

The Calculus (BC) course includes the topics covered in the Calculus (AB) AP syllabus (see above), as well as several additional topics, including infinite series, parametric equations and vector-valued functions. Students must take the Advanced Placement examination.

### **Mathematical Studies SL IB**

*Prerequisite:* Department approval

*Unit of Credit:* 1

This is an IB course with a review of many Precalculus topics. A unit of statistics is emphasized. Additional topics include finance, set theory, logic, vectors, and three-dimensional trigonometry. Practical applications are stressed. A TI 83/84 calculator designed for statistics is to be used. Students will complete a project and take the Mathematical Studies IB examination.

### **Mathematics SL IB**

*Prerequisites:* 1. Precalculus Honors or Precalculus Advanced

2. Department approval

*Unit of Credit:* 1

This IB Standard Level course is for students who expect to go on to study subjects with a significant mathematical content, for example, chemistry, economics, geography, psychology, or business administration. The program consists of the study of six core topics (number and algebra, functions and equations, circular functions and trigonometry, vector geometry, statistics and probability, and calculus), along with one additional in-depth topic on statistical methods and further calculus. As part of their assessment, students are expected to complete an independent investigation arriving at a solution through a variety of techniques. Students must take the IB Mathematical Methods Examination and are required to submit portfolio assignments.

### **Mathematics HL IB**

*Prerequisites:* 1. Calculus BC AP

2. Statistics AP (completed or concurrent)

3. Department approval

*Unit of Credit:* 1

Mathematics HL IB consists of a college-level study of applications of vectors and complex numbers, statistics and number theory, further calculus, and differential equations. Connections between math and science are emphasized. Students must take the IB Higher Level Examination and are required to submit portfolio assignments.

# HISTORY/SOCIAL SCIENCES

The history courses at CCES are designed to prepare students for college-level topics. Western civilizations are emphasized, as well as opportunities for global study through the IB program. Recommended courses include Ancient and Medieval History, United States History (AP), and Modern European History (AP).

## Ancient and Medieval History

*Unit of Credit:* 1

This is a course in which students trace the path of Western civilization from its birth in the Middle East to the development of European nation states. The students acquire an understanding of chronology, historic cause and effect, and the meaning of civilization.

## United States History

*Unit of Credit:* 1

This course is a complete survey of American history from the colonial era to the 1980s. Emphasis is placed on the development of American political, economic and cultural institutions; the effects that various interpretations of the Constitution had and continue to have on the course of American history; and the definition of the American “character.”

## United States History AP

*Prerequisites:*

1. SAT verbal score of 550+; *or* PSAT verbal score of 55+
2. No grade lower than a 90 in previous history and English classes
3. Teacher recommendation with specific examples
4. Written application with an essay portion
5. Department approval

*Unit of Credit:* 1

This class begins with the Colonial Period in America and continues through the Reagan and Bush administrations of the 1980s. Special emphasis is placed on the assessment of historical materials by examining their relevance, reliability, and importance. Students study the political and cultural events in U.S. history. This course is designed as a college-level course and stresses the development of such skills as source interpretation, critical writing and evidence analysis. Students must be able to deal effectively with an abundance of reading material and develop efficient note-taking skills. All students will take the Advanced Placement exam at the end of the year.

## Modern European History

*Unit of Credit:* 1

Beginning with the 15<sup>th</sup> century, the course makes an in-depth study of the major political, cultural, and economic trends in European history, culminating in the two great global conflicts of the twentieth century and the Cold War. Special emphasis is placed on the problems created by the Industrial Revolution, urbanization, and nineteenth-century imperialism, and on the attempts to find humanitarian solutions to these problems.

## European History AP

- Prerequisites:*
1. SAT verbal score of 550+; *or* PSAT verbal score of 55+
  2. No grade lower than a 90 in previous history and English classes
  3. Teacher recommendation with specific examples
  4. Written application with an essay portion
  5. Department approval

*Unit of Credit:* 1

This course is a study of European history from the Renaissance to the present. Special emphasis is placed on essay writing and using primary sources. Students study political events and examine their social and cultural implications. IB students who choose to take the Higher Level history must take this class in their junior year. European History AP is a college-level course stressing the development of such skills as source interpretation, critical writing, and evidence analysis. Students must deal effectively with an abundance of reading material and develop efficient note-taking skills. All students will take the AP exam at the end of the year.

## Chinese & Japanese History

*Unit of Credit:* 1

This yearlong course will examine the political, military, cultural and economic evolution of the two major Eastern societies from the year 1000 to their current stations in world affairs. The effects that China and Japan have had on each other's history will also be explored. The purpose of this course is to help students:

- see the differences and similarities between the development of western and eastern civilizations
- understand the eastern perspective on the world and the human condition
- understand the positions of China and Japan in the present world

## Introduction to Psychology

*Unit of Credit:* 1

This yearlong course is an introduction to and overview of the field of psychology. Students are expected to emerge from this class with a heightened awareness and appreciation of the enormous complexity of human thought and behavior.

## Government/Economics

*Unit of Credit:* 1

A yearlong course divided between the study of American Government and Economics, strongly recommended for students considering attending a South Carolina state-supported college/university. In the half-year study of Government, emphasis is placed on the Constitution, federalism, civil rights and liberties, and functions of the executive, legislative, and judicial branches in an effort to inform students of their roles in American politics. In the half-year study of Economics, emphasis is placed on the American market system throughout the study of economic fundamentals, microeconomics, macroeconomics, and world economics.

## History of Europe SL IB

## History of Europe HL IB

*Prerequisite:* European History AP

*Unit of Credit:* 1

This course is designed as part of the IB program, and a strong emphasis is placed on preparing students for the IB exam. Topics covered include World War I, the Russian Revolution, the growth of totalitarianism, World War II, the Cold War, Communist China and Cuba. Students are required to do outside readings and complete an independent research assignment. *This course is offered at both Higher and Standard Levels.*

### **Psychology SL IB**

*Prerequisite:* Department approval, if IB certificate status

*Unit of Credit:* 1

Psychology is most appropriately defined as the systematic study of human behavior and experiences. Its historical development, however, has witnessed several difficulties in arriving at a precise clarification of its subject matter and methodological focus. In the nineteenth century, psychology was emerging from its ties with philosophical speculation, whereas contemporary psychology is increasingly empirical and scientific. Without disavowing its historical links with other fields of inquiry, modern psychology has found itself occupying a unique position as a meeting ground for both the natural and social sciences. Hence, the goals of the course are to:

- promote an awareness of and respect for the psychological diversity of human beings with reference to biological, social, and cultural influences
- develop an appreciation of the broad scope of psychology
- develop an appreciation of different theoretical approaches to understanding behavior
- introduce diverse methods of psychological inquiry
- promote ethical practices and responsibilities in psychological inquiry
- explore practical applications of psychology and demonstrate the relevance of psychology to daily life

### **Economics SL IB**

*Prerequisite:* Department approval, if IB certificate status

*Unit of Credit:* 1

This is a yearlong Standard Level course, meeting the requirements as an option for Group 3 (Individuals and Societies) for IB Diploma candidates. All students will be required to take the IB examination in the spring and prepare an internal assessment. The objectives of this course are to give the students a basic understanding of economic terminology so they may present economic arguments in a clear and logical manner while understanding and interpreting economic data and information. The course will emphasize the diverse nature of world economics and the role of economic institutions in domestic and international settings. The interrelation of economic variables will be examined for prediction of possible consequences arising from changing variables. The application of economic theory to diverse global events will be analyzed, and possible outcomes will be evaluated. Internationalism through the study of the interdependence of countries, development of an open international economy, economic and cultural implications of the global economy, the need for different solutions in different circumstances, the problems of economic development, and awareness of other cultures and their economic systems will be studied.

**US Government and Politics AP**  
**Comparative Government and Politics AP**

*Unit of Credit:* 1

Designed as a college-level course, this is a yearlong course divided between the study of United States Government and Politics and Comparative Government and Politics. Students must be able to deal effectively with an abundance of reading material, essay writing, and note-taking. Students will take both examinations (U.S. and Comparative) at the end of this course. Each exam presumes at least one semester of college-level preparation. United States Government and Politics will give students an analytical perspective on government and politics in the U.S. It includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U. S. politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Topics and questions explored include the following: constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government; public policy; and civil rights and civil liberties.

Comparative Government and Politics will provide students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structure and practices. The course will encompass the study of specific countries and their governments, as well as the general concepts used to interpret the political relationships and institutions found in virtually all national politics. The countries of Great Britain, France, China, Russia/ the former Soviet Union, and either India, Mexico, or Nigeria will be covered in depth. Topics will include the following: the sources of public authority and political power; the relationship of state and society; the relationships between citizens and states; political institutions and frameworks; political change; and the comparative model.

**Current Issues**

*Unit of Credit:* 1/2

This class focuses upon an examination of current events on a local, state, national, and international level. Students will examine such issues as terrorism, immigration, socialized medicine, and other pertinent topics present in today's political discussions. Different sources will be used in the examinations. This class is a good preparation for a further study in political science and is recommended for 10<sup>th</sup> - 12<sup>th</sup> graders.

**History of the South**

*Unit of Credit:* 1/2

The course is an elective course surveying the political, social, and economic development of the South emphasizing South Carolina. Themes from the Colonial Period through the present are designed to probe into the South and its place in the international community.

**World War II**

*Unit of Credit:* 1/2

This course covers the period from 1914-1945. The subject area will encompass political, social, cultural, and military history while exploring the transcending impact of World War II on the world and, especially, the United States.

## **Government in Action**

*Unit of Credit:* 1/2

A semester class designed to introduce students to various governmental processes through argumentation and rhetoric techniques, emphasizing national and world citizenship. Primary focus will be placed on development of speech and debate skills through parliamentary procedure and current event issues using simulations on the United States legislative branch, United States judiciary branch and an international governing body.

## **Five Thousand Years of Mayhem:**

### **Military History Through the Ages, From Arrows to A-Bombs**

*Unit of Credit:* 1/2

This course devoted to the study of military history will trace the evolution of weapons and tactics from the earliest civilizations to the present. A number of methods will be utilized, including text, PowerPoints, DVDs of films dealing with major conflicts or military leaders, and documentaries that cover both leaders and weapons or weapon systems. Field trips to museums, battlefields, reenactments, and visits to individuals that collect artifacts and military memorabilia, and perhaps demonstrations of some of the weapons used in major conflicts, will give students a better understanding and appreciation of these events.

# SCIENCE

The Science Department has three general goals for all students: knowledge, skills, and appreciation. Students should acquire the specific knowledge for each of the disciplines, as well as the general broad theories, such as conservation of energy, which may span several disciplines. They should acquire the skills of the scientific method, such as developing a hypothesis and reaching a valid conclusion, as well as specific skills of manipulation of laboratory equipment. Finally, they should develop an appreciation for science and the ability to judge claims made in the name of science. Three units of laboratory science are required for graduation. It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering, or technology take one course in all three fields: biology, chemistry, and physics. *Note:* All IB science courses require that an independent Group IV Project be completed. The Group IV project is an interdisciplinary study amounting to 10 hours in the sciences. Additional “practical” laboratory work will comprise the remainder of the Internal Assessment for the IB science of choice.

## **Biology**

*Unit of Credit:* 1

This course is an introduction to the concepts and fundamentals of biology; it provides students with an understanding and appreciation of the diversity and unity of life. Topics covered include the interaction of atoms and chemical bonds, ecology, cell structure and function, DNA replication and protein synthesis, genetics, evolution, and a detailed study of organism diversity. Labs will be largely exploratory, with an emphasis on experimental design and lab protocol. One of the course highlights will be an insect collection and display.

## **Biology Honors I**

- Prerequisites:*
1. Department recommendation based on ERB & PSAT scores, grade in previous science class, and recommendation from 8th grade Science, Math, and English teachers.
  2. Student-written essay

*Unit of Credit:* 1

This course is designed for 9th grade students seeking a fast-paced, rigorous introduction to the concepts and fundamentals of biology. Its purpose is to provide a challenging survey of biological topics for the college-bound student with a view to preparing these students for Advanced Placement Biology. The course will include units of study on chemistry of life, ecology, cell structure and function, heredity and genetics, evolutionary theory, a survey of kingdoms, and comparative physiology. It provides students with an understanding of the diversity and unity of life with an emphasis on independent experimental design and research projects.

## **Biology Honors II**

- Prerequisites:*
1. Biology and Chemistry
  2. Minimum grade of 90 in previous science courses
  3. Minimum PSAT Selection Index of 180
  4. Department recommendation

*Unit of Credit:* 1

This course follows a college-level curriculum; it is fast-paced and lecture/laboratory-based. Topics include cellular and molecular structure and function, organic chemistry, enzyme substrate interaction, cell energetics, genetics, evolution, a survey of the kingdoms, comparative physiology, and ecology. This course is intended for students who either wish to take Biology IB or students who have not taken any honors science course and wish to take AP Biology.

## **Biology SL IB / Biology HL IB**

- Prerequisites:*
1. Biology Honors II or AP Biology and Chemistry
  2. A or B in previous science courses
  3. Minimum SAT of 1200
  4. Department recommendation

*Unit of Credit:* 1

This course is designed to prepare students for the IB Standard or Higher Level examination. This course is taught at the higher level, but students may opt to take the standard level exam at the end of the year. It continues the topics of the honors course in greater depth, with more involved laboratory experiences. Time is allowed for extensive preparation for the examinations. All students will take the IB exam.

## **AP Biology**

- Prerequisites:*
1. Biology and Chemistry with at least one of these courses taken at the Honors level.
  2. A or B in previous science courses
  3. Minimum SAT 1200
  4. Department recommendation

*Unit of Credit:* 1

This course follows a college-level curriculum; it is fast-paced and lecture/laboratory-based.

Emphasis on experimental design and research projects are also heavily incorporated. Topics include cellular and molecular structure and function, organic chemistry, heredity & genetics, evolution, a survey of the kingdoms, comparative physiology, and ecology. Due to the rigor of the curriculum, students must be able to work well independently. All students will take the AP Biology exam.

### Chemistry

*Prerequisite:* Algebra I

*Unit of Credit:* 1

This course is an introduction to chemistry. Students study measurement, atomic and electronic structure, nuclear chemistry, periodicity, chemical bonding, reactions and stoichiometry, gas laws, solutions, acids and bases, oxidation and reduction reactions, thermochemistry, and organic chemistry. Laboratory work is emphasized. Applications of chemistry to current events are discussed within the context of these topics.

### Chemistry Honors

*Prerequisites:*

1. Biology
2. Concurrent Algebra II Advanced or higher
3. Permission of instructor
4. A or B in previous science courses
5. PSAT math score 55+

*Unit of Credit:* 1

This course is for students interested in an in-depth study of chemistry. It is taught from a college level text and assumes the ability to deal comfortably with mathematical relations. Topics include atomic theory, quantum theory and electronic structure, reactions and stoichiometry, gas laws, bonding, periodicity, kinetics, acid-base equilibria, thermo-dynamics, electrochemistry, nuclear chemistry, and an introduction to organic chemistry. Laboratory work is an important part of the course. IB students take the SL IB exam.

### Chemistry AP / Chemistry SL IB

*Prerequisites:*

1. Grade of A or B in Chemistry Honors
2. 1100 combined SAT I score; at least 600 on Math
3. Algebra II Honors (concurrent or completion)
4. Recommendation of current science teacher

*Unit of Credit:* 1

This course is designed as a second-year course to prepare students for the Chemistry AP and Standard Level IB examinations. It is taught from a college textbook and assumes mathematical fluency through Algebra II. Topics covered in Chemistry Honors are studied in greater depth and laboratory investigations increase in complexity. All students take the AP exam and/or the SL IB exam. *Notes for IB students:* This course covers more topics in greater depth than needed for the SL IB exam. Also, additional work outside of class is needed to complete all IB Diploma requirements.

### Physics

*Prerequisites:*

1. Completion of Biology and Chemistry AND one of the following three:
2. Completion of Algebra II OR
3. Concurrent enrollment in Algebra II Advanced or Honors OR

*Unit of Credit:* 4. Concurrent enrollment in Algebra II with department recommendation  
1

This course is designed as an introduction to physics. Students will study Newtonian mechanics, momentum, energy, gravity, fluids, heat, sound, light, electricity and magnetism, nuclear and atomic physics.

### Physics Honors

*Prerequisites:*

1. Biology and Chemistry and/or Physics
2. Successful completion of Algebra II Honors, *or*  
A in Algebra II Advanced and concurrent enrollment in Precalculus
3. Grades of A or B in preceding science courses
4. Math SAT score of 600+ or equivalent
5. Department recommendation

*Unit of Credit:* 1

This course is designed for students who are interested in an in-depth study of physics. It is taught from a college-level text and assumes mathematical fluency. It is a general survey of the main topics of physics and can lead to the AP examination or IB Higher Level or Standard Level examination in Physics after the second year. Topics include Newtonian mechanics, thermal physics, waves, optics, atomic physics, and fluid dynamics.

### Physics B AP / Physics SL IB / Physics HL IB

*Prerequisites:*

1. Physics Honors
2. Grade of A or B in previous science and math courses
3. 1100 combined SAT I score, with 600+ in math
4. Completion of Precalculus
5. Recommendation of current science and math teachers
6. Concurrent calculus course recommended

*Unit of Credit:* 1

This course is designed to prepare students for the AP Physics B exam or for the IB Standard or Higher Level examination. For those working toward their IB diploma, this course is taught at the higher level but students may opt to take the standard level exam at the end of the year. It is taught using a standard first-year college physics text and assumes a mathematical fluency through Algebra II and right angle trigonometry. During the year students will be introduced to methods of mathematical analysis of data and to some of the ideas of calculus, which will enhance their understanding of both physics and mathematics. Students are expected to exercise a degree of independence in their study. Covered topics include electricity and magnetism, astrophysics, nuclear physics, quantum physics, optics, atomic physics and relativity. All students will take the AP and/or the IB examination.

### Physics C AP

*Prerequisites:*

1. Physics Honors
2. Grade of A or B in previous science and math courses
3. 1100 combined SAT I score, with 600+ in math
4. Completion of Precalculus Honors
5. Recommendation of current science and math teachers
6. Concurrent Calculus course recommended

*Unit of Credit:* 1

The AP Physics course is designed to prepare students for the AP Physics C exam in mechanics, electricity, and magnetism. It is taught using a calculus-based first-year college physics text and assumes a mathematical fluency through precalculus. During the year students will be introduced to methods of mathematical analysis of data and to applications of calculus, which will enhance their understanding of both physics and mathematics. Students are expected to exercise a degree of independence in their study. Covered topics include mechanics and electricity and magnetism. All students will take the AP exam.

### **Environmental Science**

*Prerequisites:*       1. Biology and Chemistry  
                                  2. Physics recommended

*Unit of Credit:*       1

This course provides a comprehensive introduction to the environmental sciences and incorporates biology, chemistry, physics, and geology through an emphasis on the animals, plants and ecosystems of South Carolina. Students have the opportunity to explore such topics as coastal geology and ocean ecology, native fish and animals, and to identify many of the flora and fauna of South Carolina and their roles in the ecosystem. Significant laboratory exercises and experiences, including field trips within South Carolina, provide a better understanding of the environmental impact on our global future.

### **Environmental Science AP**

*Prerequisites:*       1. Biology and Chemistry  
                                  2. Grades of A or B in science courses  
                                  3. 1100 combined SAT I score, with at least 500 on math  
                                  4. Completion of Algebra II  
                                  5. Recommendation of current science teacher  
                                  6. Concurrent statistics course highly recommended

*Unit of Credit:*       1

This course is for motivated students who wish to pursue a challenging course in the biological sciences. Topics of this class include field biology, freshwater ecology, marine science, and in-depth laboratory investigations. Due to the nature of this class, field work is conducted outside the classroom and possibly on weekends. All students will take the AP examination.

### **Environmental Systems and Societies SL IB**

*Prerequisites:*       1. Biology and Chemistry  
                                  2. A or B in previous science courses  
                                  3. Department recommendation

*Unit of Credit:*       1

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of environmental issues that they will come to face. To aid students in developing a sound understanding of these interrelationships, students will be provided with experiences that foster their evaluation of scientific, ethical, and socio-political aspects of issues. Significant laboratory exercises and experiences will be provided. The environmental systems and society course is offered at SL level only, and the exam will be taken at the end of the year.

### Going Natural: General Field Biology of South Carolina

*Prerequisites:* Completion of Biology and Chemistry

*Unit of Credit:* 1/2

*Note:* This course does not count towards the lab science graduation requirement.

This term course will give students a comprehensive working knowledge of the animals and plants found in South Carolina. The major focus will be on the Upstate, but we will venture to the coast and Low Country now and then. During the term students will concentrate on the study of environments and habitats located in the state. They will study the abiotic components [nonliving] and biotic components [living things] found in each area. Students will observe, identify, collect and preserve an array of organisms utilizing a number of techniques. The semester will be divided into units that deal with: Plants, Insects, Birds, Fish, Mammals, and Reptiles and Amphibians. This is a course where we will spend considerable time in the field or away from school.

### Digging Into the South's Past: A Study of Geology, Archaeology and Paliobiology of Southern Coastal States from Georgia to Virginia

*Prerequisites:* Completion of Biology and Chemistry

*Unit of Credit:* 1/2

*Note:* This course does not count towards the lab science graduation requirement.

This course will focus on aspects of geology that have shaped the Southern Coast over the past 500 million years. The course will focus mainly on South Carolina but will also include unique features of some neighboring states. The class will utilize a variety of instructional materials, including text, PowerPoints, and DVDs, with work sheets and a lot of field work. There will be trips to a number of sites in South Carolina, and if the interest is strong, to some exciting sites in neighboring states. Trips will be arranged to real "dig sites" that are studying both archeology and paleontology at this time, as well as talks by experts from local colleges and universities that are involved in this exciting research. Students will compile and keep a field notebook and collections that they will be allowed to keep. These may be of use to them in the future in college, or perhaps just to start a new hobby.

### Sports Medicine

*Prerequisites:* Completion of Biology and Chemistry

*Unit of Credit:* 1/2

*Note:* This course does not count towards the lab science graduation requirement.

Sports Medicine emphasizes the prevention of athletic injuries, including the components of exercise science, anatomy, and principles of safety, first aid, CPR, and vital signs. Subject matter will also include discussion of legal issues, members of the sports medicine team, nutrition, protective sports equipment, environmental safety issues, taping and wrapping, mechanisms of injury, and application of other sports medicine concepts. Students interested in healthcare careers in athletic training, physical therapy, medicine, exercise physiology, nursing, biomechanics, nutrition, psychology, and radiology will benefit from this course.

# MODERN AND CLASSICAL LANGUAGES

The goal of modern language study at CCES is for students to attain functional proficiency in a foreign language, while also developing an understanding and appreciation of the cultures surrounding that language and “to know how, when and what to say to whom” as stated in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. Students are prepared not only to interact in a new language, also to reinforce and further their knowledge of other disciplines through the new language.

*Note: The Modern and Classical Language Department strongly recommends and encourages motivated students to continue their language studies beyond the three years required.*

## Spanish I

*Prerequisite:* None

*Unit of Credit:* 1

This first-year basic course emphasizes acquisition of new vocabulary, pronunciation, spoken syntactical patterns, grammar, reading and writing in a gradual development program. A heavy oral emphasis is maintained throughout the course.

## Spanish II

*Prerequisites:*

1. Spanish I
2. Recommendation of teacher, with consideration of semester exam and National Spanish Exam results

*Unit of Credit:* 1

This course concentrates on completing the study of basic Spanish grammar and structure. Students work toward improving their conversation, reading, and writing skills. The course gives a solid grounding for continued study in advanced courses.

## Spanish II Advanced

*Prerequisites:*

1. Spanish I
2. Recommendation of teacher, with consideration of semester exam and National Spanish Exam results

*Unit of Credit:* 1

Spanish II Advanced completes the basic study of Spanish grammar. Knowledge of the language and culture is pursued through reading, writing, listening, and speaking. New vocabulary and idioms are taught on a continuing basis. By the end of Spanish II Advanced, the student is expected to read, write, and speak basic Spanish with ease.

## Spanish III

*Prerequisites:*

1. Spanish II or Spanish II Advanced
2. Recommendation of teacher, with consideration of semester exam and National Spanish Exam results

*Unit of Credit:* 1

This course provides study in advanced grammar usage, as well as a thorough review

of grammar covered in the basic courses. Reading in the literature provides a solid base and introduces more subtle syntax and idiomatic structures for more advanced study of authentic reading materials. Emphasis is on composition as well as directed dialogue and extemporaneous conversation. The student continues to learn about the culture and history of the Spanish-speaking world.

### **Spanish III Honors**

*Prerequisite:* 1. Spanish II or Spanish II Advanced  
2. Recommendation of teacher, with consideration of semester exam and National Spanish Exam results

*Unit of Credit:* 1

This course accomplishes the objectives of the regular course, but at a more demanding level and pace. In addition, students are involved in individual/group projects and presentations to develop an intermediate level of proficiency.

### **Spanish IV**

*Prerequisite:* 1. Spanish III or Spanish III Advanced  
2. Recommendation of teacher, with consideration of semester exam and National Spanish Exam results

*Unit of Credit:* 1

This course continues the sequential development of the four language skills: listening, speaking, reading, and writing. Broadened cultural and geographical themes provide the basis for compositions, grammar and structured studies, class discussions, oral and listening practice, and group and individual projects.

### **Spanish IV Honors**

*Prerequisites:* 1. Spanish III or Spanish III Honors  
2. Recommendation of teacher, with consideration of semester exam and National Spanish Exam results

*Unit of Credit:* 1

This course has two main objectives: (1) preparation for the IB Spanish B and AP examinations, and (2) to allow students who wish to further their knowledge of Spanish language and culture the opportunity to continue at a fast pace. Students are expected to reach a high level of proficiency by the end of the course. Emphasis is on individual or small group projects and class presentations. Balance is pursued in the study of language, literature, art, and culture.

### **Spanish V Honors**

*Prerequisites:* 1. Spanish IV or Spanish IV Honors  
2. Recommendation of teacher, with consideration of semester exam and National Spanish Exam results

*Unit of Credit:* 1

This course is designed for the highly motivated fifth-year student who has successfully completed the fourth-level course and wishes to continue with the language. Spanish V Honors has a strong focus on Spanish literature and culture. A heavy oral emphasis is maintained throughout the course.

### **Spanish Language AP**

*Prerequisites:* 1. Spanish IV Honors  
2. Recommendation of teacher, with consideration of semester exam and National Spanish Exam results

*Unit of Credit:* 1

Highly motivated students may pursue a course of study in preparation for the Advanced Placement exam in Spanish Language. Students must take the AP exam at the end of the school year.

### **Spanish B SL IB**

### **Spanish B HL IB**

*Prerequisites:* 1. Spanish IV Honors  
2. Recommendation of teacher, with consideration of semester exam and National Spanish Exam results

*Unit of Credit:* 1

This course is for the highly motivated fifth-year student who plans to take the IB Spanish B Standard or Higher Level exam. Wide language functions are integrated in the study of themes through authentic materials. The course is conducted in Spanish, and it covers most aspects of contemporary Spain and Spanish-speaking countries. They include, but are not limited to, current social, cultural, and political issues. The Internet allows students to gain cultural knowledge. Students will demonstrate an understanding of the relationship between the practices, products, and perspectives of the cultures studied. All students are expected to take the IB exam.

### **Language in Action**

*Prerequisites:* 1. Completion of or enrollment in Spanish IV or Spanish IV Honors  
2. Teacher recommendation

*Unit of Credit:* 1/2

This class will focus on the application of foreign language in a community setting. Service work with the Spanish-speaking populace within our community will be required twice weekly. An emphasis will be placed on increasing the oral skills of students in order to promote a practical use of the target language. Writing strategies will also be an integral part of the class as students reflect upon their community work in journals each week. A faculty member will accompany the students off campus.

### **French I**

*Unit of Credit:* 1

Students gradually engage in basic conversations, learn how to provide and obtain basic information, and express themselves in the present, past, and future tenses. The vocabulary buildup is done thematically through daily life situations. As French and Francophone cultures are integrated through various activities and/or simple projects, including the use of the Internet, students begin to demonstrate understanding of these cultures. Students begin to produce basic language in written and spoken forms.

### **French II**

*Prerequisites:* 1. French I

2. Recommendation of teacher, with consideration of semester exam and National French Exam results

*Unit of Credit:* 1

Conversations become more sophisticated. Students are able to satisfy simple personal needs and begin to create with language. More language functions are studied, enabling students to express wishes, will, and other feelings. The vocabulary buildup continues thematically through daily life and social situations. French and Francophone cultures are an important, integrated part of the course. Technological support and the Internet help students master skills.

### **French II Advanced**

*Prerequisites:* 1. French I  
2. Recommendation of teacher, with consideration of semester exam and National French Exam results

*Unit of Credit:* 1

This course accomplishes the objectives of the French II regular course but at a more demanding level and pace. Themes are covered in more depth, and assignments require a more detailed approach. At the end of this course, students are expected to continue on to French III Honors.

### **French III**

*Prerequisites:* 1. French II or French II Advanced  
2. Recommendation of teacher, with consideration of semester exam and National French Exam results

*Unit of Credit:* 1

The objective of this course is to lead the students to an intermediate level of proficiency, as defined by the American Council on the Teaching of Foreign Languages. The students are able to satisfy some survival needs and limited social demands. To reach this goal, language functions are more comprehensive and include tools to communicate in more present, past, and future modes. Students are expected to produce written language in short, articulated paragraphs and to make short oral presentations.

### **French III Honors**

*Prerequisites:* 1. French II or French II Advanced  
2. Recommendation of teacher, with consideration of semester exam and National French Exam results

*Unit of Credit:* 1

This course accomplishes the objectives of the French III regular course but takes the students farther within the intermediate level of proficiency range. Activities give students an opportunity to use their critical thinking skills. Students make connections with other disciplines using the target language. At the end of this course, students are expected to continue to French IV.

### **French IV**

*Prerequisites:* 1. French III or French III Honors  
2. Recommendation of teacher, with consideration of semester exam

*Unit of Credit:* 1

This course continues the sequential development of the four language skills: listening, speaking, reading, and writing. Broadened cultural and geographical themes provide the basis for compositions, grammar and structured studies, class discussions, oral and listening practice, and group and individual projects.

### **French IV Honors**

*Prerequisites:* 1. French III or French III Honors  
2. Recommendation of teacher, with consideration of semester exam and National French Exam results

*Unit of Credit:* 1

This course has one main objective: to allow students to further their knowledge of French language and culture. Emphasis is placed on individual or small group projects and class presentations. Students are expected to reach the mid to high intermediate level of proficiency as defined by the American Council on the Teaching of Foreign Language (ACTFL). Assessment will reflect the ACTFL Guidelines for Performance. This course serves as the foundation preparation for the French Language AP, French B SL and HL IB examinations. The main focus is on language acquisition and development. French IV Honors will prepare the learner to use the language in a range of situations and contexts and for a variety of purposes. The curriculum and the assessment follow official IB guidelines and assessment criteria.

### **French Language AP**

*Prerequisites:* 1. French IV Honors  
2. Recommendation of teacher, with consideration of semester exam and National French Exam results

*Unit of Credit:* 1 \*course taught upon demand

This course is for the highly motivated fifth-year student who plans to take the Advanced Placement French Language exam. Wide language functions are integrated in the study of themes through authentic materials. The course is conducted in French, and it covers most aspects of French culture. The internet allows students to gain cultural knowledge. Students will demonstrate an understanding of the relationship between practices, products, and perspectives of the cultures studied. All students take the AP exam.

### **French B SL IB**

### **French B HL IB**

*Prerequisites:* 1. French IV Honors  
2. Recommendation of teacher, with consideration of semester exam and National French Exam results

*Unit of Credit:* 1

This course is for the highly motivated fifth-year student who plans to take the IB French B Standard or Higher Level exam. Wide language functions are integrated in the study of themes through authentic materials. The course is conducted in French, and it covers most aspects of French culture. Students will demonstrate an understanding of the relationship between practices, products, and perspectives of the cultures studied. All students will take the IB examination in the spring.

### **French V Honors**

*Prerequisites:* 1. Successful completion of French IV or French IV Honors  
2. Recommendation of teacher, with consideration of semester exam and National French Exam results

*Unit of Credit:* 1

This course has one main objective: to allow motivated students to further their knowledge of French language and culture. Emphasis is on current issues and on the culture and civilization of Francophone countries. Students are expected to reach the pre-advanced/ advanced levels of proficiency as defined by the American Council on the Teaching of Foreign Languages (ACTFL). Students are expected to produce more abundant, accurate language in written and spoken form through individual or small group projects and class presentations, reflecting the ACTFL Guidelines for Performance.

### **Intensive Beginning German**

*Unit of Credit:* 1

This demanding course combines German I and II into a single year. It is a thorough introduction to the rudiments of German grammar, and it develops proficiency in writing, speaking, listening, and reading German. It includes cultural studies of Germany, Austria, and Switzerland as well.

### **German II**

*Unit of Credit:* 1 \*course taught upon demand

This course continues a thorough introduction to the rudiments of German grammar as students concentrate on continuing to develop proficiency in writing, speaking, listening, and reading German. It includes cultural studies of Germany, Austria, and Switzerland as well.

### **German III Honors**

*Prerequisite:* German II

*Unit of Credit:* 1 \*course taught upon demand

This intermediate course includes a concentrated review of German grammar as it delves deeper into more complicated structures. Continued development of cultural proficiency of German-speaking countries as well as proficiency in writing, speaking, listening, and reading German are core components.

### **German IV Honors**

*Prerequisites:* 1. German II or German III Honors  
2. Recommendation of teacher, with consideration of semester exam and National German Exam results.

*Unit of Credit:* 1 \*course taught upon demand

This course has two main objectives: 1. preparation for the IB German B and AP examinations, and 2. to allow students who wish to further their knowledge of German language and cultures the opportunity to continue at a fast pace. Students are expected to reach a high level of proficiency by the end of the course. Emphasis is on individual or

small group projects and class presentations. Balance is pursued in the study of language, literature, art, and culture.

### **German B SL & HL IB**

*Prerequisite:* German III Honors

*Unit of Credit:* 1

This course is for the highly motivated fourth-year student who plans to take the German IB Standard or Higher Level exam. Wide language functions are integrated in the study of themes through authentic materials. The course is conducted in German, and it covers most aspects of contemporary Germany and German-speaking countries. They include, but are not limited to, current social, cultural, and political issues. The Internet allows students to gain cultural knowledge. Students will demonstrate an understanding of the relationship between the practices, products, and perspectives of the cultures studied. All students are expected to take the IB exam.

### **Latin I**

*Unit of Credit:* 1

This is essentially a reading course based upon the life of Horace (an author on both the AP and IB syllabi), who began as the son of an ex-slave and later became one of the leading poets of Rome. Despite the fact that the main character is male, female figures also have key roles. The course combines the “best features of modern and traditional methods” by being partly deductive and partly inductive. Students read selections first with understanding and then learn the grammar and syntax already met in context. This “nurtures confidence, accuracy, and speed in reading comprehension and translation.” All noun declensions and verb conjugations are studied. Students gain a better understanding of English grammar and vocabulary through their study of Latin. Students also acquire an understanding of Roman civilization through the Latin narratives, illustrations, and background sections. They learn that in many ways Roman civilization has served as a foundation for our own culture, but they will also see the differences between the two and develop a “sympathetic awareness of others’ motives and attitudes.” (*Oxford University Press*)

### **Latin II**

*Prerequisite:* Latin I

*Unit of Credit:* 1

This is a continuation of the material and objectives begun in Latin I. Students continue to read about the life of Horace, but the readings become increasingly complex. The subjunctive and its many uses are incorporated into the text, and the later chapters contain “real” Latin in the readings. By the end of the course, all basic grammar and syntax have been covered, and the student should be ready to tackle the unabridged texts of Latin III.

### **Latin III Honors**

*Prerequisite:* Latin II

*Unit of Credit:* 1

The basic objective of this course is progress in the ability to read, understand, and interpret Latin literature in the original language. The selections are in both prose and verse, including those on the AP and IB syllabi. These selections cover a wide range of topics and provide the

opportunity to study the culture and make literary comparisons. They show that Latin is still alive and has continued to have a powerful influence over the centuries. The Romans dealt with a range of topics and problems that are still relevant today.

### **Latin III/IV**

- Prerequisites:* 1. Latin II/III  
2. Permission of instructor
- Unit of Credit:* 1

This course continues the study of Latin literature in the original language. Students will read two prose selections (one each semester) from larger novels. Students will also read both stories in their entirety in English. At the conclusion of each semester, they will read some poetry and drama. The language lab will continue to be an integral feature. Selected authors will rotate each year, enabling students to read as wide a selection as possible.

### **Latin / Vergil AP**

- Prerequisite:* 1. Latin III Honors  
2. Permission of instructor
- Unit of Credit:* 1

This course is designed to prepare students for the Advanced Placement Vergil exam and the Vergil component of the IB exams. Students read selections from Books I, II, IV, VI, X, and XII of the *Aeneid* in Latin and the entire work in translation. Students learn to translate accurately, discuss general themes, and analyze characters. Scansion of dactylic hexameter, the study of figures of speech commonly used by Vergil, and a stylistic analysis of the epic are integral parts of the course. All students must take the AP exam.

### **Latin SL IB**

### **Latin HL IB**

- Prerequisites:* 1. Latin Vergil AP  
2. Permission of instructor
- Unit of Credit:* 1

According to the IB Organization, “It is only through a visceral understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. In order to broaden students’ knowledge of classical literature, additional texts are set for study in translation, but the foundation remains linguistic. It is intended that through studying the classical languages in their cultural context, students will see that culture and language are symbiotic, and that they shape one another. At the same time, it is hoped that students will enjoy the intellectual challenge of these languages and appreciate as wide a range of texts and registers within them as possible.”

Students preparing for either the Standard or Higher Level IB examinations have already read most of the Vergil selections and will read much of the Latin Literature AP syllabus; additional independent work is also required. Standard Level students will read additional selections from Vergil and Horace, plus numerous selections from Ovid’s *Metamorphoses* and *Amores*. Higher Level students will read additional selections from Vergil and Horace, plus numerous selections from Livy, Ovid’s *Amores*, and Propertius. All students must take the appropriate level IB exam.

### **Introduction to Classical Greek**

*Unit of Credit:* 1/2

This term course introduces students to the basics of classical Greek. Emphasis is placed on reading skills rather than composition. Ancient Greek society, history, and literature are integrated into the readings. Within a short period of time, students will be able to read lengthy selections and acquire an appreciation for the Greek culture.

### **Mandarin**

*Unit of Credit:* 1

This course, designed for the beginning student, introduces the fundamentals of modern Mandarin Chinese. The course will focus on listening and skills while students gain an awareness of and appreciation for Chinese culture.

## **RELIGION**

As a Christian school in the Episcopal tradition, CCES requires all students in the Upper School to complete 1 unit of religion: 1/2 unit of Biblical Studies (a combination of the former Old and New Testament courses) and 1/2 unit in either Spirituality and Ethics or IB Theory of Knowledge. With the foundational understanding of Scripture and its historical and literary significance, the electives are designed to encompass tradition and reason in order to equip students to think theologically and to act ethically.

### **Biblical Studies**

*Unit of Credit:* 1/2

This one-semester required study of the Old & New Testaments focuses on the historical context and theological themes of the Bible. This establishes a connection between the Hebrew people and the Christian Church, thereby creating an archetypal synthesis that ultimately points to the message of the Gospels: Jesus' birth, baptism, ministry of teaching and healing, death, and resurrection. The connection also establishes a contemporary and eternal relevance to life in the world today.

### **Spirituality and Ethics**

*Unit of Credit:* 1/2

This required semester course traces the history of the moral self, including the physical, moral, and religious development of humanity over the course of time. An understanding of our own individual development, along with the influences of family and community, are explored. Reaching beyond the cultural expressions of what is acceptable and normal, morality and ethics ultimately hold onto a "greater good" that comes from God. Within this context, we consider case studies that point to issues that high school students face today, and those they will face tomorrow. This course is intended for juniors and seniors.

## **Theory of Knowledge IB**

*Prerequisites:* Old Testament, New Testament  
Only open to full IB Diploma candidates.

*Unit of Credit:* 1/2 (*Taken in conjunction with Extended Essay*)

Theory of Knowledge is an interdisciplinary course required by and available only to full IB diploma candidates. The course focuses on critical reflection of knowledge and experience gained inside and outside the classroom. It challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence. Students are encouraged to reflect on all aspects of their work throughout the IB program. They examine the grounds for the moral, political, and aesthetic judgments that individuals must make in their daily lives.

## **Service Learning**

*Unit of Credit:* 1/2

This semester elective course will provide students with an academic background to a menu of community service opportunities. The course will explore the numerous social issues, causes, and possible remedies to the various issues. The students will focus on the areas of service related to health, education, culture, and environment. Students will have the opportunity to apply the classroom content to a service project, and will be responsible for reflecting on their experiences in a journal.

## **World Religions**

*Unit of Credit:* 1/2

This upper level course seeks to promote an awareness of religious issues in the contemporary world through a study of the concept of religion and five living religions: Christianity, Judaism, Islam, Hinduism, and Buddhism (which will also include a survey of Asian religions). The religions will be studied in such a way that students acquire a sense of how each influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others. The emphasis of the course is very much on a conceptual understanding of religion. Students are encouraged to explore the underlying currents in religion, seeking out commonalities as well as differences. The course develops the attributes of the learner profile, is truly internationally minded in nature, and will promote intercultural awareness and respect.

## **Spiritual Disciplines**

*Unit of Credit:* 1/2

This course is based on Richard Foster's book, *Celebration of Discipline*. Foster identifies 13 spiritual practices that engage individuals inwardly, outwardly, and corporately. The purpose is to introduce individuals to a prayerful life that will help draw them closer to Jesus Christ, and ultimately to the 'Good Life'. As Foster writes, "Their purpose is not to make life miserable but joyful, not to put us in bondage but to set us free, not to confine but to liberate." The course is pass/fail, meets 1-2 times a week, and is designed for students who are truly interested in walking more closely in faith through scripture, prayer, and practice.

# FINE ARTS

Fine arts courses provide students with opportunities to develop higher forms of thinking that call upon their creativity. The curriculum serves as a balance to help students integrate right- and left-brain functions. The Fine Arts Department encourages every CCES student to utilize creative expression to cultivate lifelong joy in the arts.

## Fundamentals of Art I

*Unit of Credit:* 1

This class includes drawing, painting, ceramics, sculpture with an emphasis on basic art and design skills such as the use of color, texture, composition and form. The goal of the course is to advance technical and conceptual skills. Coursework is planned with the teacher and the artwork is displayed in the CCES gallery. This course is a foundation for beginners and preparation for Visual Art HL IB, Art Studio AP, Art and Lifelong Appreciation of Visual Art. It is open to students in grades 9-12.

## Fundamentals of Art II

*Prerequisite:* Fundamentals of Art I

*Unit of Credit:* 1 or 1/2

This class focuses on creating a portfolio of work emphasizing skill development and quality. It is open to students in 10th - 12th grade.

## Ceramics I

*Unit of Credit:* 1/2

This course explores functional and sculptural forms. Students learn basic techniques of handbuilding, including pinch, slab, and coiling methods. Throwing on the potter's wheel, glazing techniques, and firing pieces in a kiln are part of the curriculum. It is open to students in grades 9-12.

## Ceramics II

*Prerequisite:* Ceramics I

*Unit of Credit:* 1/2

This course continues to emphasize the skills learned in Ceramics I. Students are encouraged to focus on their particular interest and to begin to develop a series of work in their own style. It is open to students in grades 9-12.

## Sculpture & Crafts I

*Unit of Credit:* 1/2

Focusing on three-dimensional art, students experience various sculptural techniques such as assemblage, modeling and carving. Crafts such as glass fusing and slumping are part of the course. Creativity, design and craftsmanship are the foundation for instruction. It is open to students in grades 9-12.

## Sculpture and Crafts II

*Prerequisites:* Sculpture and Crafts I

*Unit of Credit:* 1/2

This course continues to emphasize the skills learned in Sculpture and Crafts I. Students are encouraged to focus on their particular interest and to begin to develop a series of work in their own style. They may also explore new media. It is open to students in grades 9-12.

## Art Honors

- Prerequisites:*
1. Art Fundamentals I, *or*  
Digital Photo Media and Digital Media, *or*  
Ceramics I/II and/or Sculpture and Crafts I/II, *or*  
Art Fundamentals II
  2. Student portfolio of 6 artworks (two done outside of class)
  3. One-page essay describing why student would like to join class
  4. Department approval

*Unit of Credit:* 1

This course is designed to prepare students for Art Studio AP. Students complete artworks for the Section I, Breadth portion of their portfolio. They will choose among three options: drawing and painting portfolio, two-dimensional design portfolio, or three-dimensional design portfolio. It is open to students in grade 11 as long as they have met the prerequisites.

## Art Studio AP

- Prerequisites:*
1. Art Honors, with a portfolio grade of A or B.
  2. 12 quality art works, with slides taken of all of them
  3. Summer art class, workshop, or approved program (e.g., Governor's School, Pratt in New York, Greenville Museum of Art class, etc.), taken between Art Honors and Art Studio AP
  4. Demonstrated skills: (a) ability to meet deadlines, (b) adequate drawing skills, (c) ability to formulate ideas, and (d) self-direction
  5. Recommendation of art teacher
  6. Department approval

*Unit of Credit:* 1

This course is for students with a strong and demonstrated skill and interest in pursuing art in the future. Much independent work is required; the student must prepare a portfolio for presentation to the Advanced Placement Committee of the College Board. Students complete their portfolios focusing on Section II, Concentration. Each student develops a theme that evolves into a series of related artworks. Students are expected to do an "in-depth exploration of a particular artistic concern" (*AP Booklet*). A student show is required at the end of the course. It is open to students in grade 12 as long as they have met the prerequisites.

## Visual Art Honors

- Prerequisites:*
1. Art Fundamentals, *or*  
Digital Photo Media and Digital Design Media, *or*  
Ceramics I/II and/or Sculpture and Crafts I/II
  2. Student portfolio of 6 artworks (two done outside of class)
  3. One-page essay describing why the student wants to join the class
  4. Departmental Approval

*Unit of Credit:* 1

This is the first course in a two-year IB program for the highly motivated original thinker. Students complete several in-depth Investigation Workbooks that include ideas, concepts, historical and contemporary artists researched, cultural and social aspects noted, reflective thinking, visual and verbal experiments, preliminary drawings and designs that all relate to the students' studio work. It is open to IB candidates in grade 11 as long as they have met the prerequisites.

### **Visual Art HL IB**

*Prerequisite:*

1. Visual Art Honors, with a grade of A or B
2. Summer work in Investigation Workbook
3. Summer art class, workshop, or approved program (Greenville Art Museum class, UVA class, or summer college art class) taken between Art Honors and Art Studio AP
4. Demonstrated skills: (a) ability to meet deadlines; (b) adequate drawing skills; (c) ability to formulate ideas, and (d) self-direction.
5. Recommendation of art teacher
6. Department Approval

*Unit of Credit:* 1

This is the second course in a two-year program for the highly motivated original thinker. Students complete several in-depth Investigation Workbooks that include ideas, concepts, historical and contemporary artists researched, cultural and social aspects noted, reflective thinking, visual and verbal experiments, preliminary drawings and designs that all relate to the students' studio work. The year culminates with a powerful show of the student's artwork. Students are externally assessed either (a) by a visiting IB examiner, or (b) photographs of their work and copies of pages from their Investigation Workbooks are mailed for review by IB assessors along with an audio tape discussing their artwork. It is open to IB Candidates Grade 12 as long as they have met the prerequisites.

### **Digital Photo Media I**

*Unit of Credit:* 1/2

This class will explore a variety of media, centering around digital photography. We will explore composition and design, being creative with Photoshop, creating photo slide shows with music, making fine art on the computer, and doing podcasts. Open to students in grades 9-12.

### **Digital Design Media**

*Unit of Credit:* 1/2

This class will explore a variety of professional design projects centering on graphic design, 3-D architectural design, and packaging design. Beginning with a study of typography, students will create several projects on the Macintosh computer using a variety of software programs, such as Adobe CS3 Photoshop and Illustrator along with 3-D SketchUp. Open to students in grades 9-12.

## **Digital Photo Media II**

*Prerequisites:* 1. Grades 10-12 or teacher approval  
2. Photo I, or Digital Photo Media

*Unit of Credit:* 1/2

This class continues forward from the projects created in the first class and continues to enhance the student's personal vision. We will also introduce the traditional B&W darkroom experience and gain an understanding of the creation of the archival silver print.

## **Video Communications**

*Prerequisites:* 1. Student must be in grades 10 -12  
2. Photo I or Digital Photo Media

*Unit of Credit:* 1/2

This class will explore the creation of short videos, from writing to storyboarding to shooting and editing using iMovie and Final Cut Express on the Mac platform. We will introduce concepts such as learning to take ideas from words into visual expression, creating thematic moods with lighting, composition, sound and music, and using iDVD to archive student-created productions.

## **Theater I**

*Unit of Credit:* 1/2

This class is designed to look at theater from every possible aspect: pre-production, performance, and critique. In order to understand the complex nature of a theatrical experience, it is necessary to view a play as if it were an architect's blueprint. In this course, all elements of production will be covered: writing, lighting, sound, design, acting, costuming, criticism, and directing. Attending local performances is an essential part of the class, so all students are required to write reviews of various productions throughout the term. Students will also study some of the major eras and movements from theater history. Scripted and improvised scene work will be included.

## **Film Appreciation**

*Unit of Credit:* 1/2

This course approaches film from the point of view of a discerning critic. Students are exposed to several films that span many genres and countries. Composition, production roles, storyboards, and scripts will be studied in relation to viewing each film. Each section of the course is devoted to a particular filmmaker and their work.

## **Speech**

*Unit of Credit:* 1/2

This class does not place an emphasis on "accent correction" but focuses on vocal intelligibility and openness while recognizing the importance and make-up of all accents. It is taught through the IPA, the International Phonetic Alphabet, which allows students the ability to dissect the way people speak. The focus of the first half of the term will be a Self-Evaluation, followed by a study of foreign accents.

The second half of the term will focus on Public Speaking. Students will be required to write a

variety of speeches, learning key styles of delivery and vocal diction. We will assess each student's abilities and find the techniques needed to improve their confidence when speaking publicly. Students will also be asked to make announcements in assemblies and on other occasions. We also take time to practice Grade 10 Personal Projects and Senior Thesis Presentations when applicable.

### Theatre Honors

#### Theatre HL IB

*Unit of Credit:* 1

This course is a sixth subject option for eleventh- and twelfth-grade students seeking the IB diploma. The student is expected to demonstrate the following:

- knowledge of the major developments and techniques in the theatrical history of more than one culture
- the ability to interpret play scripts and other theatrical texts analytically and imaginatively
- understanding of the art of the stage and of the essential nature of criticism in the theatre, particularly self-criticism
- the ability to perform before an audience and to demonstrate an understanding of and some skill in acting techniques
- the acquisition of sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts
- understanding of the basic processes of theatrical production.

### Tech Theater 101

*Unit of Credit:* 1/2

This semester class will be for those with an interest in learning set construction, design, lighting, sound operation, and sound recording/mixing. Students will be directly involved in remote sound and lighting setups for CCES events throughout the semester. This class will serve as a team to assist Mr. Sims as the Auditorium Manager and Remote Sound Technician. There will be a Safety unit at the beginning of the course, including instruction in the operation of power tools and heavy equipment. Each student must pass a safety test before they are allowed to use shop equipment, hang or focus lighting instruments, or climb ladders and catwalks.

- *Lighting:* Students will learn how to hang and focus lights, program a console, and design a plot for production.
- *Sound:* Students will gain the ability to set up a PA system, mix live sound, and run wireless mics. Students will be responsible for recording sound for at least two concerts: Young Artist Series, Winter/Spring Concerts, The Cabaret, etc.
- *Set Construction:* Students will assist in the creation of sets for each divisional production.
- *Design:* Students will work with local designers, as part of various workshops, and be responsible for creating a production design for a hypothetical production.

### Music History

*Unit of Credit:* 1/2

This is an overview of music of the Western Hemisphere, a survey course of music from the Middle Ages to the twentieth century with studies of important musical genres and forms; it is particularly relative to more advanced students with an interest in history and a curiosity about master works. Guaranteed to improve your cultural awareness and aesthetic palette. Can double as a history elective! (for those who have completed history requirements) or as a fine arts elective. Attendance at two pre-approved concerts is required. No performance or musical skills required in this class.

### **Singing for Non-Singers**

*Unit of Credit:* 1/2

An approach to singing for the undeveloped voice and musical ear in a “safe” environment. No outside performance required; no musical skills necessary. Curriculum includes healthy breathing exercises, relaxation techniques, warm-up techniques, and learning how to engage the muscles for better speaking and vocal control. The course will build confidence in understanding how the voice works and learning how to negotiate one’s natural range. Articulation exercises will help the student become a better communicator. Students will have choices about songs they learn and will perform only for each other in a non-critical environment. Grades will be based on participation, journalistic reflection, and progress. Students must learn three songs to perform by memory during the course for the class itself. The final song will be the final exam.

### **Voice Culture**

*Unit of Credit:* 1/2

For students who wish to study “classical” voice in line with college vocal music programs. Appropriate vocal exercises, vocal technique, and appropriate repertoire for the individual voice will be taught. Repertoire will include Italian art song, English art song, twentieth century art song, and German lieder, but not all necessarily in the same semester. Students will perform in two recitals each term, one at midterm and the other as a final exam. Grades will be based on execution of musical elements, growth of technique, and documented daily practice regimen as well as recital performance.

### **Music Theory**

*Prerequisite:* Recommendation of instructor

*Unit of Credit:* 1/2

This term course is required as a prerequisite for AP and IB music courses. The syllabus covers music fundamentals, including pitch, common rhythms and meter, the major and minor modes, an introduction to sight singing, and ear training. It is open to students in grades 9-12 and is a prerequisite for Music Theory AP or Music IB. In addition, students will become acquainted with the Sibelius Notation program by transcribing a piece and by composing a simple melody with accompaniment.

### **Music Theory AP**

*Prerequisite:* Pre-AP Music Theory

*Unit of Credit:* 1

This is a comprehensive music theory course designed to fulfill the requirements for the Music Theory AP exam. Some use of keyboard is required. Sight singing and melodic

dictation are also incorporated. Music Theory AP is available to sophomores, juniors, and seniors. All students must take the AP Music Theory exam. This course is also required for Music IB. Criteria for placement include the following:

- prior approval of the instructor
- proficiency on an instrument at a strong intermediate to advanced level
- knowledge of keyboard (If the student does not have at least some keyboard experience, private or group instruction should be scheduled to attain a fundamental knowledge.)
- skills in sight singing, part singing, and solfège. (Chorus is highly recommended to develop vocal skills and the harmonic ear.)

### **Concert Choir**

*Unit of Credit:* 1

A yearlong course, concert choir requires no audition, but a developed ear is essential. The course includes acquiring a knowledge of breath support, diction fundamentals, music literacy, theory, ear training, *solfege*, and musical expression. Additional groups formed from members of this group as co-curricular activities are girls' *a cappella* and boys' *a cappella*.

### **Music SL IB**

#### **Music HL IB**

*Prerequisite:* Music Theory AP

*Unit of Credit:* 1

This course provides a history and analysis of music of the Western Hemisphere and world music (non-Western cultures) for both Higher and Standard Level students, plus composition for Higher Level students. Theory learned in Music Theory AP is critical to the analysis of music, the pursuit of creative composition, and the study of vocal and instrumental repertoire for performance purposes. Students must take either the Standard or Higher Level IB examination.

### **Instrumental Ensemble**

*Unit of Credit:* 1

The instrumental ensemble is a yearlong course. There is no audition required, but previous instrumental experience is necessary on traditional band and/or orchestral instruments. The class will work to further knowledge of music fundamentals including advanced key signatures, rhythms, and developing musical expression. Accuracy of posture, instrument placement, pitch and rhythm will be stressed. Small ensemble and chamber works fitting the instrumentation available in the class will be performed at concerts and chapels throughout the year. In addition, members will participate in orchestra and/or band with the students at the Middle School for concerts. It is necessary to be a member of this performing ensemble in order for students to audition for Region and All-State Ensembles.

### **Guitar I**

*Unit of Credit:* 1/4

No previous guitar experience is necessary. The basic motor skills required to play guitar are covered using chords to pop songs and elementary music reading. Artists covered include

Eric Clapton, James Taylor, Led Zeppelin, Beatles and current artists. This class meets Mondays and Wednesdays, yearlong, from 7:35 – 8:15 a.m. and requires an additional fee.

### **Guitar II**

*Prerequisite:* Guitar I

*Units of Credit:* 1/4

Intermediate to advanced level of rock, jazz, classical, finger style, music theory, and sightreading are covered. The class meets yearlong on Tues. and Thurs. from 7:35– 8:15 a.m. and requires an additional fee.

### **Guitar III**

*Prerequisite:* Guitar II

*Unit of Credit:* 1/4

This class meets once a week all year. An additional fee is required.

### **Drums**

*Unit of Credit:* 1/4

Private lessons are offered through this course. An additional fee is required.

## **PHYSICAL EDUCATION**

The CCES Physical Education Department is dedicated to the development of physical wellness, positive emotional growth, and social development. The purpose of this curriculum is to educate the students on the necessity of implementing a regular fitness plan that will help in preventing disease, enhance students' health, and improve their quality of life.

### **Physical Education I**

*Unit of Credit:* 1/2

This course introduces the student to the concept of physical fitness through health-and skill-related components. The program consists of instruction in physical fitness activities, lifetime sports, team sports, and health-wellness.

### **Personal Fitness**

*Unit of Credit:* 1/2

This course is an individualized personal fitness project. Each student keeps a portfolio, which includes the following:

- a personal health and fitness assessment
- specific short-term and long-term goals
- personal fitness journal, including personal reflections.

This class may not replace the required PE I and PE II classes.

## **Strength and Conditioning**

*Unit of Credit:* 1/2

Students in this course will focus on targeted improvements in their strength, speed, agility, and conditioning. This class may not replace the required PE I and PE II classes.

# TECHNOLOGY

This curriculum is designed to equip the student with the skills necessary to become a proficient user of computer technology, including a basic knowledge of computer hardware systems and applications relevant to the industry standard in today's academic and office environments. The goal of these courses is to make all students computer-literate so they can succeed in our high-tech world.

## **Computer Applications**

*Unit of Credit:* 1/2

This course is designed to be an overview of the basic PC essentials, theory, and applications, including the Windows operating system, word processing, spreadsheet design, presentation software, and keyboarding. Emphasis is placed on the components of the computer, hardware and software, the internet, and proper keying technique.

## **Web Design and Online Databases**

*Unit of Credit:* 1/2

This course presents introductions to many of the basic concepts, issues and techniques related to designing, developing, and deploying Web sites. During the course, students will learn about Web design, HTML, basic JavaScript, Flash, and Cascading Style Sheets (CSS). Students will implement a simple online database application. They will be introduced to issues of security, efficiency, usability, and ethics in technology. Students will complete a creative semester-long project and will build a website with style and design of their own choosing.

## **Mobile Application Development**

*Prerequisite:* 1 Upper School technology course

*Unit of Credit:* 1/2

Mobile devices are rapidly changing our society. People who are unaware and unable to use the full functionality of these devices will find themselves at a significant disadvantage in the modern, hi-tech job market. This introductory course is designed to familiarize students with the most common tools and techniques used to program mobile devices. The unique characteristics of programming in the mobile environment are introduced and explained. Hands-on experience in the form of exercises using the Android Programming Environment is included.

## **Introduction to Computer Programming**

*Prerequisite:* Algebra I, with a minimum grade of 86

*Unit of Credit:* 1/2

This course introduces students to a disciplined study of computer programming. Students learn a higher level programming language (Java) that allows them to understand the applications of computers and the discipline of computer science. Programming projects cover a wide range of examples from the subjects of mathematics, science, engineering, business, statistics, art, and the social sciences.

### **Computer Science SL IB**

*Prerequisites:* 1. AP Computer Science (A)  
2. Math PSAT score of 55+

*Unit of Credit:* 1

This Standard Level course focuses on software development, fundamentals of computer systems, and the relationship between computing systems and society. Computer science emphasizes the solving of problems using computers. Therefore, a full understanding of logical problem-solving is required, as well as a detailed knowledge of how computers operate. Students are guided by problem-solving strategies that are continually reinforced in their coursework. The emphasis is on the use of logical approach and analytical thinking in the context of using a computer to solve problems. Students are expected to acquire mastery of one high-level modular programming language. At the conclusion of the course, students must take the IB Standard Level Computer Science examination.

### **Computer Science (A) AP**

*Prerequisites:* 1. Intro to Computer Programming, or Programming experience  
2. Algebra II with a minimum PSAT score of 550 in math

*Unit of Credit:* 1

This course is strictly designed to prepare students for the AP Computer Science Test A. It is a fast-paced course, beginning with the fundamental principles of computer science, and quickly moving to the Java language and object-oriented programming. Students will complete hands-on activities in class and lab assignments as homework. It is highly recommended that students have a computer available at home.



SCHOOL MOTTO:

*The Beautiful is Difficult.*



**CHRIST CHURCH EPISCOPAL UPPER SCHOOL**

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