

A solid blue square containing the school's name in white, bold, sans-serif capital letters.

**PROFESSIONAL  
CHILDREN'S  
SCHOOL**

# **Curriculum Guide**

**2019-2020**



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# **PHILOSOPHY OF EDUCATION**

## **Beliefs**

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

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

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

## **Diversity and Equity Statement**

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

## **Technology Integration**

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

## **MIDDLE SCHOOL PROGRAM**

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The following list of courses describes our middle school offerings for the 2018-19 school year. Our program is geared specifically to middle school-age students with a developmentally appropriate sequence of classes that aid in progressing from concrete thinking to more abstract thinking. The 6/7th grade program is combined for English, Social Studies, Science, and the Arts, allowing for an interdisciplinary approach to those subjects. The 8th grade program is grade-level specific, with appropriate placements in math and world languages. The curriculum described below, along with classwork, independent projects, and homework, provides students with a variety of opportunities to grow and develop as thinkers. This includes the expectation of at least one and a half hours of homework each evening in order to reinforce the learning that takes place in the classroom.

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

## **ENGLISH**

### **GRADES 6/7**

English 6/7 is a two-year course, and this year's rotation will complement the ancient civilizations study in Social Studies. Students will investigate mythology from around the world, the hero's journey, and the history of storytelling. We will build critical thinking skills through regular class discussions, collaborative projects, and creative writing assignments. Vocabulary and grammar skills will be addressed through weekly lessons, which are then directly applied to independent reading and writing activities as students learn to communicate articulately.

#### **Possible texts:**

*D'Aulaires' Book of Greek Myths*

*Summer of the Mariposas*, Guadalupe Garcia McCall

*The Odyssey* graphic novel adaptation by Gareth Hinds

*The Serpent's Secret* by Sayantani DasGupta

*Grammar for Writing*

### **GRADE 6/7 WRITING WORKSHOP 2X A WEEK**

This course will focus on the craft and structure of writing. Each quarter students will focus on a particular style of writing (narrative, literary analysis, persuasive, and research). The teacher will work collaboratively primarily with the English teacher when creating assignments. The main focus is on the writing process: brainstorming, outlining, drafting, and revising. The class will begin with a whole group lesson and the remainder of time will consist of conferencing with individuals. Many of the assignments may overlap with other courses students are taking. At the end of each quarter students will have completed at least one final writing for the style studied. Students will be graded on both process and product.

### **GRADE 8**

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

#### **Possible Texts:**

*Flowers for Algernon*, Daniel Keyes

*To Kill a Mockingbird*, Harper Lee

*The Crucible*, Arthur Miller

*The Tragedy of Romeo and Juliet*, William Shakespeare

## **GRADE 8 WRITING WORKSHOP (1x a week)**

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

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

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

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

### **Possible Texts:**

#### **ESL 1**

Literature Circle novels at student reading level

*Grammar & Beyond (Level 2)*, Reppen

*Home of the Brave*, Katherine Applegate

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

#### **ESL 2**

*A Multicultural Reader: Collection One*, Perfection Learning

*American-Born Chinese*, Gene Luen Yang

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

*Sit*, Deborah Ellis

## **SOCIAL STUDIES**

### **GRADES 6/7**

The sixth and seventh grade social studies course is a two-year rotation in which students build skills in the social sciences: history, geography, economics, government, and culture. In the 2019-2020 school year, students will develop these skills through the study of ancient civilizations. The class will gain an understanding of the development of civilizations as well as their social, political, and economic structures with a particular focus on how their religious beliefs, mythologies, and philosophies continue to impact the world today. Through reading primary sources and examining visual resources, students will develop skills in historical analysis and critical thinking. Assignments include written responses to textbook and supplemental readings, essays, oral presentations, and creative projects.

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

## **GRADE 8**

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

**Text:** *United States History*, Holt McDougal

## **ESL HISTORY- GRADES 6 -12 International Students** Full year, 1 credit

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

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

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

**Text:**

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

## **SCIENCE**

### **GRADES 6/7**

This course is on a two-year rotation so that each student moves through both curricula as they complete 6th and 7th grade. The course focuses on several different approaches to learning, which include integrating and connecting different areas in science. Both curricula begin with an introduction to the world of science where students are taught to approach science as more than a subject, but as a way of thinking. Each year begins with a review of the scientific method and with exercises demonstrating the importance of observational skills in science. Rotation A includes topics in life science as students explore the world of protists, fungi, plants, vertebrates and invertebrates. The Theory of Evolution and the idea of a common ancestor are interwoven within the curriculum and serve as the underlying themes. Rotation B (2019-2020) covers topics in physics, engineering and technology as we conduct work in our Makerspace. Students learn to design and build bridges, build and code robots and experiment with gliders and other machines we create. Along the way, we design interactive notebooks as we study different physics concepts and their applications.

### **GRADE 8**

The eighth grade science course combines chemistry and biology to give students a more complete understanding of these two subjects. Basic chemistry concepts such as pH, chemical reactions, gas laws, and matter will be combined with biology topics such as macromolecules, properties of water, human anatomy, and organ systems. Through daily instruction, demonstrations, lab work, and current research experiments from scientific journals, students learn

to integrate key concepts with current scientific discoveries, to use evidence to describe, predict, explain and model, to manipulate materials while conducting labs. An end of year research project allows students to show their ability to use everything they have learned to plan, execute, analyze, and explain a scientific experiment of their own.

**Texts (ONLINE):**

*CK-12 Chemistry: Online Text*

*CK-12 Biology: Online Text*

## **ESL SCIENCE- International Students**

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

**Text:**

*Science - A Closer Look, MacMillian/McGraw-Hill*

## **MATHEMATICS**

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

### **CONCEPTS IN MATH**

The focus of this course is to strengthen students' math skills while at the same time introducing several new concepts using the algebraic approach. The intention is to make sure that the appropriate math skills are in place before students begin an in-depth course in pre-algebra. One of the primary goals for this course is for students to become mathematical thinkers and not just rote-learners. The first semester includes topics covering estimation and the basic concepts of working with decimals, variables and fractions. During the second semester, students will work with ratios, proportions, and percents. There will also be an introduction to geometry and integers. Throughout the year, the students work to develop their problem-solving and conceptual math skills.

**Text:** *GO Math Middle School Grade 6*

### **PRE-ALGEBRA**

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

**Text:** *GO Math Middle School Grade 7 Accelerated*

## **ALGEBRA**

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

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

**Text:** *Algebra I*, Prentice Hall 2007 *Mathspace*

## **WORLD LANGUAGES**

### **GRADES 7 & 8**

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

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

### **FRENCH I**

*Full year, 1 credit*

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

**Text:** *D'accord 1* (2019), Vista Higher Learning Workbook for the above

### **SPANISH I**

*Full year, 1 credit*

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

**Text:** *Descubre 1* (2017), Vista Higher Learning Workbook for the above

## **FRENCH II**

*Full year, 1 credit*

In French II, communication and comprehension skills continue to be the major goals through vocabulary building activities and the acquisition of new grammar structures and tenses. In addition to strengthening their listening, reading, speaking and writing skills, students also broaden their cultural knowledge through stories, music, Internet activities and films. Thematic vocabulary topics include clothing and shopping, vacations and travel, household items and chores, and food and dining habits. Students will complete written assessments as well as Imovie projects to demonstrate their acquisition of grammar, vocabulary, and speaking skills.

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

## **SPANISH II**

*Full year, 1 credit*

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

**Text:** *Vistas: Introducción a la lengua española (5th ed.), Vista Higher Learning*  
Online workbook for the above  
*Amaia se conecta, Juan de Nirón Montes*

## **THE ARTS, TECHNOLOGY, HEALTH AND PHYSICAL EDUCATION**

### **ART**

PCS students come from diverse artistic backgrounds and experiences; the middle school art curriculum meets individuals where they are, supporting development of technique and increased visual awareness. The program emphasizes drawing, painting and object making—from observation and imagination—using a variety of materials, allowing students to explore their creative voices in a non-judgmental environment. Students learn and apply the vocabulary of compositional and pictorial fundamentals, plus that of specific media, during discussion and making; they also learn to develop collective responsibility for the studio. The curriculum seeks out interdisciplinary collaborations where these may occur, and takes advantage of cultural opportunities that arise in the city, with students visiting museums or galleries where possible.

### **DRAMA**

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

### **MUSIC**

The Middle School music program emphasizes learning the foundations of music through singing, conducting, and playing various instruments. Students study music literature through guided listening, with repertoire ranging from the Western tradition, world music, jazz, blues, and contemporary/popular music. All grades study one opera per year.

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

## **WEB TECHNOLOGIES**

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

## **HEALTH**

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

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

## **PHYSICAL EDUCATION**

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

## **SKILL DEVELOPMENT AND SUPPORT RESEARCH SKILLS 7**

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

## **RESEARCH SKILLS 8**

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

## **LEARNING SUPPORT SERVICES**

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

## **HIGH SCHOOL COURSE DESCRIPTIONS**

### **Outline of Graduation Requirements**

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

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

### **Credit Requirements:**

Each student is required to take the following courses:

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

**Sequence:**

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

**Electives:**

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

**Physical Education:**

Physical Education must be taken each year. A student who is regularly enrolled in an instructed physical activity for at least two full hours a week may receive an exemption. Physical education exemption forms are available in the high school office. Medical exemptions may only be given with a letter from a physician, and students must attend Physical Education classes until exemption forms are completed. Any student who will miss a weeks worth of classes for professional reasons will be required to complete journal entries in lieu of being in class. Without these entries a passing grade may not be achieved.

**Transfer Credit:**

Transfer credit will be given for courses that are similar to courses offered at Professional Children's School. In the case of foreign transcripts, courses are sometimes blended since they frequently meet less than 200 minutes per week, i.e. history, geography, social studies. PCS Summer Academy: Each summer PCS offers a variety of courses taught online. Courses will vary from year to year, but recent offerings included Health, Creative Writing, Conceptual Physics, and Environmental Science. Summer courses for 2020 will be announced early in the 2nd semester of 2019-2020.

**Dropping and Adding Courses**

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

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

## Departmental Credits and Policies

<b>Department/Course</b>	<b>Credit</b>	<b>Pre-requisite</b>	<b>Co-requisite/Comment</b>
English	4 for Graduation		
Family in Lit. (9)	½		
Archetypes in Lit. (9)	½		
British Lit. (10)	½		
New York Stories (10)	½		
Literature of Conflict and Survival (11)	½		
Imposters, Villains and Antiheroes in Literature (11)	½		
English Guided Study (10-11)	½	Advisor recommendation	10th-11th Grades only
Life Journeys in Lit. (12)	½	Faculty recommendation	Placement for Seniors new to PCS
Self and Society (12)	½	Faculty recommendation	Placement for Seniors new to PCS
Culture Clash in Literature (12)	½	Faculty recommendation	Placement for Seniors new to PCS
Art & Identity in Lit. (12)	½	Faculty recommendation	Placement for Seniors new to PCS
A Sense of Place in Lit. (12)	½	Faculty recommendation	Placement for Seniors new to PCS
The American Dream in Lit. (12)	½	Faculty recommendation	Placement for Seniors new to PCS
ESL I	2	Faculty recommendation	Placement for students new to PCS
ESL II	2	Faculty recommendation	Placement for students new to PCS
Introduction to Literature	1	Faculty recommendation	Placement for students new to PCS
History	3½ for Graduation		
World History I	1		
World History II	1		
U.S. Government	½		
U.S. History	1		
ESL History	1		
Topics in American Nation	1	Faculty recommendation	
Modern Middle East	½ per semester	All previous required History courses	
Constitutional Law	½	All previous required History courses	
Introduction to Political Thought	½	All previous required History courses	Non-Full Guided Study
Current Politics	½	All previous required History courses	
Senior Honors Seminar	½	All previous required History courses	Non-Full Guided Study
Mathematics	2 for graduation; 3 to establish a sequence		Placement for students new to PCS
Algebra I	1		
Geometry	1	Algebra I (C-)	
Introduction to Computer Science	½	Simultaneous with or after Alg I/Geometry	
Advanced Computer Science: App Development	½	Intro. to Comp. Sci, minimu grade B- or Algebra I & teacher rec.	
Applications of Math	1	Algebra I & Geometry	
Topics in Math	1	Algebra I & Geometry	
Algebra II	1	Algebra I (C-)	
Statistics	1	Algebra II	

Pre-Calculus	1	Algebra II (B-)	
Calculus	1	Pre-calculus (B-)	
Advanced Calculus	1	Calculus (B+)	
Science	2 include one lab science for graduation; 3 to establish a sequence		
Biology	1		Algebra I
Conceptual Physics	1	Algebra I	
Chemistry	1	Biology and Algebra I	Algebra II for some
Advanced Physics	1	Physical Science or Conceptual Physics	Pre-Calculus
Environmental Science	1	Algebra I and Geometry	
Advanced Biology	1	Biology	
ESL Science	1		
World Languages	2 for graduation; 3 to establish a sequence	Placement test for all students new to PCS	
French I	1		
French II	1	French I (C)	
French III	1	French II (C)	
French IV	1	French III (C)	
French V	1	French IV (C)	
Advanced French	1	French V (rec. of teacher)	
Spanish I	1		
Spanish II	1	Spanish I (C)	
Spanish III	1	Spanish II (C)	
Spanish IV	1	Spanish III (C)	
Spanish V	1	Spanish IV (C)	
Advanced Spanish	1	Spanish V (rec. of teacher)	
Arts	1 for graduation		
Drama	½ per semester		Non-guided study; 50% attendance required
Advanced Drama	½ per semester	Teacher recommendation	Non-guided study; 50% attendance required
Studio Art	¼ per semester		Non-guided study; 50% attendance required
Advanced Studio Art	½ per semester	Gr. 10 and up, Studio Art and teacher recommendation	Non-guided study; 50% attendance required
Chorus	½ per semester		Non-guided study; 50% attendance required
Poetics of Music	½ per semester		
Creative Writing	¼ per semester		
Integrated to Modernism (Guided Study)	½	Seniors in need of art credit only	
Physical Education			Non-guided study; 50% attendance required
Seminar in Global Studies	½	Juniors and Seniors only	
Introduction to Computer Science	½		
Health	½ for graduation		
Research & Information Literacy	½ for graduation		

The following list of courses describes the curriculum for the 2019-2020 school year. Read all course descriptions carefully to learn about the focus and content of each course. Not all courses will be available to all students nor will all courses be offered every year. Please note if the course you wish to take has a prerequisite and/or may be taken only on recommendation of the instructor, department or advisor. Course choices may be limited by your professional schedule and/or by the master schedule.

## ENGLISH

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

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

### THE FAMILY IN LITERATURE - GRADE 9

*Fall, 1/2 credit*

"In every conceivable manner, the family is link to our past, bridge to our future." Alex Haley  
In this one-semester course, students will explore the dynamics of family relationships in literature with a particular focus on the adolescent in the family. Students will engage in close textual analysis. Writing assignments entail the outlining, drafting, revising, and editing of analytical and persuasive essays. Grammar and vocabulary exercises are also regularly assigned.

#### Possible Texts:

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

### ARCHETYPES IN LITERATURE - GRADE 9

*Spring, 1/2 credit*

This one-semester course introduces students to some of the foundational concepts, characters, symbolism, and imagery in literature. Students examine the development of archetypal themes in Greek drama and a Shakespearean tragedy, as well as, uses of classic archetypes in modern literature. Selected works provide students with a foundation for the future study of literature. Students will engage in close reading of text and further develop analytical skills. Writing assignments entail the outlining, drafting, revising, and editing of analytical and persuasive essays. Grammar and vocabulary exercises are also regularly assigned.

#### Possible Texts:

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

### NEW YORK STORIES - GRADE 10

*Fall, 1/2 credit*

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

#### Text:

*"Coming, Aphrodite!"* Willa Cather  
*The Great Gatsby*, F.Scott Fitzgerald  
*"Bartleby the Scrivener,"* Herman Melville  
*Intimate Apparel*, Lynn Nottage

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

*Spring, 1/2 credit*

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

### **Possible Texts:**

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

## **IMPOSTERS, VILLAINS AND ANTIHEROES IN LITERATURE- GRADE 11**

*Fall 1/2 credit*

This one-semester course takes a critical look at societal values by studying its less admirable figures. What do deceptions, posturing and confidence games tell us about the principles and standards of a culture or of an age? The novels, plays and short stories take a hard look into the fear of mediocrity and the allure of flash. Students fine tune their compositions by way of process writing in response to the literature studied. The grammar component of the course focuses on issues relevant to effective writing.

### **Possible Texts:**

*Six Degrees of Separation*, John Guare  
*The Ministry of Fear*, Graham Greene  
*First Sightings*, John Loughery, ed.  
*Bel-Ami*, Guy de Maupassant  
*Mrs. Warren's Profession*, George Bernard Shaw  
*Pygmalion*, George Bernard Shaw  
*Doubt*, John Patrick Shanley

## **LITERATURE OF CONFLICT AND SURVIVAL - GRADE 11**

*Spring, 1/2 credit*

This one-semester course surveys novels, plays short stories and poetry that address the search for life partners. Do societal imperatives predominate? Do preconceived notions about romance prevail? What does how we come to terms with self and desire tell us about our particular society? The semester will include a grammar component and the examination of different essay types. Students fine-tune their writing skills by writing in response to literature.

### **Possible Texts:**

*A Room With a View*, E.M. Forster  
*Typical American*, Gish Gen

## **English 12:**

### **LIFE JOURNEYS IN LITERATURE - GRADE 12**

The focus of Life Journeys in Literature is on the process of human development, particularly identity formation. How do the circumstances of history, family, race, gender, and class shape how individuals find their place in the world?

### **Possible Texts:**

*Notes From Underground*, Fyodor Dostoyevsky  
*Invisible Man*, Ralph Ellison  
*By the Way, Meet Vera Stark*, Lynn Nottage  
*Hamlet*, William Shakespeare

## **SELF AND SOCIETY IN LITERATURE - GRADE 12**

*Fall, 1/2 credit*

In Self and Society we will consider how individuals navigate between their own needs and desires, and the demands of history and the conventions of larger society. We will focus particularly on how authors represent the impact of race, class, and gender on individual choice.

### **Possible Texts:**

*Notes From Underground, Fyodor Dostoyevsky*  
*Othello, William Shakespeare*  
*House of Mirth, Edith Wharton*

## **A SENSE OF PLACE IN LITERATURE - GRADE 12**

*Fall, ½ credit*

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

### **Possible Texts:**

*Ragtime. E.L. Doctorow*  
*Howards End, E.M. Forster*  
*Our Lady of 121st Street, . Stephen Adley Gurgis*  
*The Third Man and The Fallen Idol, Graham Greene*  
*Twelfth Night, William Shakespeare*

## **CULTURE CLASH IN LITERATURE - GRADE 12**

*Spring, 1/2 credit*

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

### **Possible Texts:**

*The Only Ones, Carola Dibbell*  
*A Doll's House, Henrik Ibsen*  
*A Doll's House Part Two, Lucas Hnath*  
*Intimate Apparel, Lynn Nottage*  
*By the Way, Meet Vera Stark, Lynn Nottage*  
*White Teeth, Zadie Smith*

## **ART AND IDENTITY IN LITERATURE - GRADE 12**

*Fall, 1/2 credit*

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

### **Possible Texts:**

*Franny and Zooey, J.D. Salinger*  
*The Soloist, Michael Salzman*  
*By the Way, Meet Vera Stark, Lynn Nottage*  
*Mrs. Dalloway, Virginia Woolf*  
*To the Lighthouse, Virginia Woolf*  
*Are You My Mother? Alison Bechdel*  
*The Hours, Michael Cunningham*  
*Middlemarch, George Eliot*  
*The Flick, Annie Baker*

## **THE AMERICAN DREAM IN LITERATURE - GRADE 12** *Spring, ½ credit*

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

### **Possible Texts:**

*Envy*, Kathryn Chetkovich  
*Typical American*, Gish Gen  
*The Grapes of Wrath*, John Steinbeck  
*Sweat*, Lynn Nottage  
*Fences*, August Wilson  
*Radio Golf*, August Wilson

## **GUIDED STUDY COURSES IN ENGLISH**

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

## **POWER AND SUBJUGATION IN TWENTIETH CENTURY LITERATURE - GRADES 10-12**

*Fall, ½ credit*

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

### **Texts:**

*One Flew Over the Cuckoo's Nest*, Ken Kesey  
*Beloved*, Toni Morrison  
*A Thousand Acres*, Jane Smiley

## **CLASS, GENDER, AND RACE IN TWENTIETH CENTURY LITERATURE - GRADES 10-12**

*Spring ½ credit*

In the second semester, this guided study course presents three novels that each address a societal problem caused by natural but sometimes divisive characteristics of humanity. The class will read *Deliverance* by James Dickey, a novel about class, freedom, and the struggle for survival in the Georgia wilderness. We then will study *Ceremony* by Leslie Marmon Silko, a challenging read about race, rejection, and healing on the Laguna Pueblo Reservation after World War II. The course will end with *The Power* by Naomi Alderman, a harrowing science fiction story about what "gender" and "feminism" mean in our society. Writing style lessons will be taught throughout the semester and students will continue to develop their writing skills by fulfilling two formal writing assignments about each of the novels.

### **Texts:**

*The Power*, Naomi Alderman  
*Deliverance*, James Dickey  
*Ceremony*, Leslie Marmon Silko

## **HISTORY**

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

Three and a half years of history, including World History and United States History, are required for graduation. For highly competitive colleges, the school recommends four or more credits in history. Any student who has been in the ESL Program at PCS is only required to take 3 years of history.

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

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

### **WORLD HISTORY I AND II - GRADES 9-10** *Full year, 1 credit each*

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

#### **Texts:**

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

#### **Possible Texts:**

*Maus*, Art Spiegelman  
*Barefoot Gen*, Keiji Nakazawa

Other primary and secondary sources are used as appropriate

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

*Full year, 1 credit*

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

that focus on current events. Homework primarily consists of written responses to textbook and enrichment readings.

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

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

*Full year, 1 credit*

U.S. History is a year-long survey course in the study of the historical forces that shape the American nation, exploring concepts of identity, leadership, power and struggle. The course takes a thematic approach to the study of history using essential questions to guide student inquiry. Themes to be explored include the American presidency, perseverance through strife, modern parallels of the Gilded Age, and the American Dream. In these themes, students will explore aspects of the political, social, economic, diplomatic, intellectual, and cultural history of the United States and the interconnections between these disciplines. Current events are integrated into the curriculum and students are encouraged to read, listen and watch news coverage. Students will read and analyze primary and secondary sources, develop skills of visual literacy and interpretation, and evaluate historical data. Assignments will include regular reading, short and long form writing, papers, quizzes, and tests. Critical, analytical thinking is emphasized in all assignments and class activities.

### **Possible Texts:**

*American History: Connecting with the Past*, Alan Brinkley

*American Pageant*, David Kennedy and Lizbeth Cohen

*Give Me Liberty!: An American History*, Eric Foner

## **CONSTITUTIONAL LAW - GRADE 12**

*Fall, 1/2 credit*

US Constitutional Law examines the influence of our Constitution and the Supreme Court in American history and in our individual lives today. Beginning with a review of the Constitution, its background, creation and amendments, students will consider how national power and individual rights work—and sometimes conflict. Students present and debate court cases on a wide variety of issues—including separation of church and state and the rights of groups in American society, including women, ethnic and racial minorities, LGBTQ Americans, as well as those accused in criminal cases. The case study method is used and students learn to write elementary legal briefs. Written and oral briefs on each of the cases are assigned to the class. Students may also participate in simulations and they should expect to discuss various controversial issues.

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

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

### **Texts:**

*The Living U.S. Constitution*, Penguin

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

*American Legal History: Cases and Materials*, Oxford

*Gideon's Trumpet*, Random House

## **AN INTRODUCTION TO POLITICAL THOUGHT - GRADE 12**

*Fall/Spring, 1/2 credit*

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

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

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

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

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

Prerequisite: All required lower division courses

## **MODERN MIDDLE EAST - GRADE 12**

*Fall/Spring 1/2 credit*

This course consists of two independent semesters, Modern Middle East: The Mandate States and Modern Middle East: The Gulf States, which explore the history of post-WWI Middle East in order to illuminate the present. The Fall Semester concentrates on the states created after the war, Palestine, Transjordan, Syria, Lebanon, Iraq, as well as Persia - today's Iran. The Spring Semester concentrates on the Gulf States and Egypt.

Text reading and monitoring of the current situation are expected. Guest speakers are brought in on a regular basis. Three short papers and a culminating fourth are required. Grades are based on demonstrable completion of assigned reading and thoughtful contributions to the ongoing discussion as well as on the quality of the submitted papers.

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

### **Texts:**

*The Modern Middle East*, James L. Gelvin (2016)

*A History of the Modern Middle East*, Cleveland & Bunton (2016)

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

*Oslo*, J.T. Rogers (2017)

*Understanding the Palestinian-Israeli Conflict: A Primer* Phyllis Bennis (2009)

### **News Sources:**

Al Jazeera, BBC, Haaretz, New York Times, The Intercept, The Real News, Washington Post, Democracy Now!

## **CURRENT POLITICS AND CULTURE - GRADE 12**

*Spring, 1/2 credit*

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

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

Since some topics may be challenging or controversial, students will also learn to listen critically and to state their views effectively.

In order to place unfolding events into a broader perspective, several texts will be required. Recent texts have included: Joan Biskupic, *Breaking In: The Rise of Sonia Sotomayor and the Politics of Justice*; Barbara Demick, *Nothing to Envy: Ordinary Lives in North Korea*; Thomas L. Friedman and Michael Mandelbaum, *That Used to be Us: How America fell behind in the World it Invented and How we can Come Back*; Joseph S. Nye, Jr., *The Paradox of American Power* and his latest book, *The Future of Power*—as well as *The New York Times* and other newspapers and news magazines.

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

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

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

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

## **WORLD LANGUAGES**

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

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

## **FRENCH**

### **FRENCH I**

*Full year, 1 credit*

In French I, students will master grammar topics such as regular and irregular verb conjugation, prepositions, articles, adjective agreement, object pronouns and manipulation of thematic vocabulary. These themes include greetings/introductions; expressing and asking about personal preferences and desires; discussing time and weather; describing family and friends; talking about school life and hobbies; and exploring French and francophone cuisine, fashion, and music. They will use the present and futur proche tenses to discuss topics studied in the course through speaking, reading, writing and listening tasks. Students will use interactive activities and technology to practice authentic conversations, navigate websites in French, and play games to practice and reinforce language skills. They will complete a number of Cultural Participation and Research Projects according to their own interests.

These may include researching the origins of a particular dish and preparing it for their family, creating an itinerary for a dream trip to Paris, going to art exhibits and reflecting on their experience, creating their own restaurant menu, among others.

**Text:** D'accord 1 (2019), Vista Higher Learning Workbook for the above

## **FRENCH II**

*Full year, 1 credit*

In French II, communication and comprehension skills continue to be the major goals through vocabulary building activities and the acquisition of new grammar structures and tenses.. In addition to strengthening their listening, reading, speaking and writing skills, students also broaden their cultural knowledge through stories, music, Internet activities and films. Thematic vocabulary topics include clothing and shopping, vacations and travel, household items and chores, and food and dining habits. Students will complete written assessments as well as Imovie projects to demonstrate their acquisition of grammar, vocabulary, and speaking skills.

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

## **FRENCH III**

*Full year, 1 credit*

In French III, students use the extensive audio visual resources and activities of the D'Accord! Level 2 online learning environment in order to become highly competent communicators. Through the use of short films connected to each lesson theme, they discuss a variety of topics including personal relationships, life in the city, the media, immigration and technology. They also continue their study of grammar in order to strengthen both oral and written expression.

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

## **FRENCH IV**

*Full year, 1 credit*

French IV is a course aimed at fostering fluency in French, orally and in writing. In the first semester, students view a series of short films and read a variety of short texts in order to strengthen their listening, speaking and writing skills. In the second semester, we read and discuss *Le Petit Prince*. Grammar is reinforced through the study of logical articulations such as the expression of cause, consequence, goal, condition/hypothesis, comparison, and opposition. The Internet and various web technologies are used to foster learning and self-expression.

**Text:** *Imaginez (Vista Higher Learning)*

## **FRENCH V**

*Full year, 1 credit*

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

Literary readings may include Molière's plays, *Le malade imaginaire* and *L'école des femmes*; *Le Mariage de Figaro* by Beaumarchais; *L'Etranger* by Camus; *Moderato Cantabile* by Duras, *Un Papillon dans la Cité* by Gisèle Pineau as well as a selection of works by francophone authors such as *Une si longue lettre* by Mariama Bâ and *La Civilisation, ma mère!* by Driss Chraïbi. In addition to writing essays and making in-class oral presentations, students use the Internet and various web technologies to conduct research and complete assigned projects.

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

## **FRENCH IV-V**

*Full year, 1 credit*

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

## **SPANISH**

### **SPANISH I**

*Full year, 1 credit*

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

**Text:** *Descubre 1 (2017)*, Vista Higher Learning Workbook for the above

### **SPANISH II**

*Full year, 1 credit*

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

**Text:** *Vistas: Introducción a la lengua española (5th ed.)*, Vista Higher Learning  
Online workbook for the above  
*Amaia se conecta*, Juan de Nirón Montes

### **SPANISH III**

*Full year, 1 credit*

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

**Text:** *Vistas: Introducción a la lengua española (5th ed.)* Vista Higher Learning  
Online workbook for the above  
*Indagaciones por Madrid*, Lorenzo Guerrero

## SPANISH IV

Full year, 1 credit

In the fourth year of Spanish, students will strengthen language fluency and cultural competency by exposure to contextual vocabulary, authentic cultural readings, and short films. Every unit is well balanced across thematic, cultural, and grammatical concepts, and all four language proficiency skills—listening, speaking reading and writing—are practiced on a regular basis. Students will read and interpret two book-length literary works: a play and a short novel. They will also learn about geography, traditions, regional idioms or linguistic variations from Spanish-speaking countries, and get acquainted with the work of public figures from the region such as artists, architects, and filmmakers. Topics include personal relationships, city living, media, stages of life, and politics.

**Text:** *Imagina: Español sin barreras* (3rd ed.), Vista Higher Learning  
Online workbook for the above  
*La casa de Bernarda Alba*, Federico García Lorca

## SPANISH V

Full year, 1 credit

The fifth year of Spanish is a course that focuses on the mastery of interpersonal, interpretive and presentational modes of communication. The course integrates various types of authentic content including visual, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine or newspaper articles, all aiming to the exploration of the target language in real-life settings. The use of these varied realia in Spanish promotes a more diverse learning experience. Students will examine contemporary social and political issues in addition to daily life within the Hispanic world. They are encouraged and expected to communicate using rich, advanced vocabulary as well as complex grammatical structures, which will help students build a proficiency that resembles that of the advanced level of communication. By using exclusively Spanish to engage in class discussion, and to write essays and make in-class presentations, students will demonstrate a profound understanding of the Hispanic cultures, literatures, and the target language.

### LITERARY WORKS:

*La Cuarterona*, Alejandro Tapia y Rivera  
*El túnel*, Ernesto Sabato  
*El coronel no tiene quien le escriba*, Gabriel García Márquez  
*Ardiende paciencia*, Antonio Skármeta  
*La casa de la laguna*, Rosario Ferré  
*Como agua para chocolate*, Laura Esquivel

## MATHEMATICS

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

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

## ALGEBRA I

Full year, 1 credit

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

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

mathematical principles and to learn to solve multifaceted problems.

**Text:** *Algebra 1*, Bellman, Bragg, Charles, et al.

## **GEOMETRY**

*Full year, 1 credit*

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

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

**Prerequisite:** Algebra I

**Text:** *Discovering Geometry*, Kendall Hunt

## **INTRODUCTION TO COMPUTER SCIENCE**

*Fall/Spring, ½ credit*

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

## **ADVANCED COMPUTER SCIENCE: APP DEVELOPMENT**

*Spring, ½ credit*

App Development with Swift and Xcode is the perfect starting point for learning to develop apps for iOS, macOS, watchOS, and tvOS. This course builds on the foundations learned in Introduction to Computer Science and continues to instruct students in coding, problem solving, logical thinking, and computer language structure and syntax. Students in this course will learn the tools, major concepts, and best practices required to build their first app. Introduction to Computer Science or approval from the instructor is required for entry into this course.

## **ALGEBRA II**

*Full year, 1 credit*

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

We will also study the algebraic relations that define various conic sections. We will approach these relations from an algebraic point of view in order to further emphasize the usefulness of viewing algebra as a study of transformations. Manipulating algebraic expressions, equations, inequalities, systems of equations and inequalities, sequences, properties of real numbers, radicals and exponents will all be covered within the context of the study of relations, in particular functions.

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

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

## **STATISTICS**

*Full year, 1 credit*

This full year course provides an introduction to statistics: gathering information, interpreting patterns, drawing conclusions, and visualizing and presenting data. Statistics provides a way

to explore a wide range of topics: from history and science to business and popular culture. It is also an excellent way to practice and extend the skills acquired in Algebra I and Algebra II while building proficiencies required for higher level math. Students will learn to use a variety of technological tools to manipulate and present data. They will be assessed by examinations and independent research projects.

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

**Text:** *Elementary Statistics*, Bluman

## **APPLICATIONS OF MATHEMATICS**

*Full year or 1/2 year credit*

This course provides a general survey of mathematical topics applicable to our modern world. The selected topics include problem solving, graph theory, voting, statistics, game theory, and consumer mathematics. Problem-solving techniques will be developed and applied to real-world situations and to examples taken from standardized tests.

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

**Text:** *Mathematical Excursions*, Aufmann, Lockwood, et al

## **PRE CALCULUS**

*Full year, 1 credit*

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

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

**Prerequisites:** Geometry and a B- average in Algebra II

**Text:** *Advanced Mathematical Concepts*, Glencoe 2006

## **CALCULUS**

*Full year, 1 credit*

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

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

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

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

## **ADVANCED CALCULUS**

*Full year, 1 credit*

This college-level course is a second year of calculus for highly motivated students. After taking a closer look at the foundation of the subject, students will study more techniques of integration and examine further applications of differentiation and integration. Topics covered

during the remainder of the year include infinite sequences and series, parametric equations, polar coordinates, vector functions, partial derivatives, and multiple integrals.

**Text:** *Calculus: Early Transcendentals*, Stewart

## SCIENCE

### BIOLOGY - GRADE 9

*Full year, 1 credit*

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

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

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

**Text:** Biology, Miller and Levine

### CONCEPTUAL PHYSICS - GRADE 10

*Full year, 1 credit*

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

**Prerequisite:** Algebra I

**Text:**

*Inquiry into physics E-book*, Ostdiek / Bord

Webassign.net online homework.

### ENVIRONMENTAL SCIENCE GRADES 10-12

*Full year, 1 credit*

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

**Text:** *Annenberg Learner: The Habitable Planet*

### CHEMISTRY - GRADES 11-12

*Full year, 1 credit*

The goal of this course is to help students understand how chemical principles and concepts are derived, and how these principles can be used to explain phenomena in the laboratory and in everyday life. Throughout the course, students will gain an understanding of the basic

concepts underlying chemical formulas and reactions. Students will also develop the critical thinking and problem-solving skills necessary for chemistry and other scientific fields.

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

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

**Text:** Chemistry, Prentice-Hall

### **ADVANCED PHYSICS - GRADES 11-12**

*Full year, 1 credit*

This course provides a systematic introduction to the main principles of physics, and emphasizes the development of problem solving ability. Mathematics is leaned upon heavily in this course. It is assumed that the student is familiar with algebra, geometry, and trigonometry. Students enrolling in physics should consider it an introduction to some of the rigors of college science.

Advanced Physics will require attention to detail, rigorous weekly homework packets and challenging weekly quizzes and bi weekly tests. Topics include, but are not limited to, Mechanics, Vectors, Wave Phenomena, Electricity and Magnetism, and modern physics.

Co-requisite: Pre-Calculus or Calculus

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

**Text:** Cutnell, Physics, 10e (*via Webassign E-book*)

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

*Full year, 1 credit*

This is a full year course, which builds on previous knowledge from basic biology to develop a deeper understanding of biological concepts. Topics include DNA replication, protein synthesis, cellular respiration, photosynthesis, and physiology. Emphasis will be placed on enzymatic structure and function, stereochemistry of proteins, and organic chemistry, while using medical case studies, current research, and scientific journals as a way to relate these abstract topics to real life applications. Laboratory include microscopy, microbiology, and biochemistry skills. Students will learn to apply the scientific method to each experiment. At the end of the year, a culminating research project will evaluate students on the ability to apply all the topics and skills they have learned this year to their own project.

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

**Text:** *An On-Line Biology Book*, Michael J. Farabee  
*Kimball's Biology Pages*, John W. Kimball

### **HEALTH - GRADES 9-10**

*Fall/Spring, 1/2 credit*

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

**Text:** Selected readings

## **COURSES FOR INTERNATIONAL STUDENTS**

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

Upon registration, the International Student Advisor and the ESL teacher will make the appropriate course recommendation for each student. New students must meet with the ESL teacher to determine ESL course placement. International students take 2 periods of ESL per day. In addition, most new students enroll in math, science, ESL History, and physical education. Students also have the option of studying music; drama or visual art and are required to take a Health course before graduation. Any student who has been in the ESL Program at PCS is only required to take 3 years of history.

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

#### **ESL I**

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

This is a course for beginning to early-intermediate English language students focusing on developing essential reading, writing, listening and speaking skills and improving confidence in communication. Students will read short academic texts and novels to increase reading stamina for their other academic courses. Texts provide the opportunity to learn new vocabulary, acquire basic comprehension skills and focus on understanding main ideas. Students will learn how to structure an expository and argumentative essay. Writing assignments will be both academic and creative, with extensive student support for basic grammatical mastery of English.

##### **Possible Texts:**

Literature Circle novels at student reading level

*Grammar & Beyond (Level 2)*, Reppen

*Home of the Brave*, Katherine Applegate

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

#### **ESL II**

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

This course is for intermediate to early-advanced students who are refining their abilities to use English for academic purposes. Advanced grammar and academic reading will be used to improve critical thinking and communication skills in English. Short stories and at least one novel will be read to introduce the student to the form of literary writing and analysis. Writing is a strong focus throughout the course. Students will learn how to structure a five-paragraph essay as well as the different kinds of essay: narrative, cause/effect, comparison/contrast and personal opinion.

##### **Possible texts:**

*A Multicultural Reader: Collection One*, Perfection Learning

*American-Born Chinese*, Gene Luen Yang

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

*Sit*, Deborah Ellis

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

*Full year, 1 credit*

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

**Texts:**

*ESL Grammar Intermediate Advanced*, Research and Education Association

*The Giver* by Lois Lowry

*The Tragedy of Romeo and Juliet* by William Shakespeare

*Boxers* by Gene Luen Yang

*Saints* by Gene Luen Yang

Short Stories by authors including Ray Bradbury, James Joyce, and Kurt Vonnegut

**ESL WORLD HISTORY GRADES 9-12**

*Full year, 1 credit*

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

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

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

**ESL SCIENCE - Grades 9-12**

*Full year, 1 credit*

ESL Science is designed for ESL I and ESL II students. It prepares students for success in a mainstream science program with a broad overview of biology, environmental science, chemistry, research skills, and physics. All activities are differentiated. The topics covered will help build content knowledge, skills, and learning strategies that can be transferred from the students' native language to their target language. Reading strategies, interpreting charts, basic experiments, and science vocabulary are explicitly taught and modeled throughout the course to help students access and build mastery of science content as well as language.

**ARTS PROGRAM**

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

The following arts courses are open to all students except where a prerequisite is indicated, or with permission from the instructor. Students are required to have one credit in the arts for graduation, but all students are urged to expand their aesthetic appreciation and knowledge by electing additional arts courses.

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

**CREATIVE WRITING - GRADES 9-12**

*Fall/Spring, ¼ credit per semester*

The purpose of the course is to give students an opportunity to explore their own voice through playwrighting, personal narrative, short fiction, and poetry. Class sessions will consist of individual writing time, group workshop, group writing exercises, discussion of short readings, and direct instruction

**Possible Texts:**

*Writing Down the Bones*, Natalie Goldberg

*Rhyme's Reason*, John Hollander

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

## **DRAMA**

### **DRAMA I - GRADES 9-12**

*Fall, 1/2 credit*

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

### **DRAMA I - GRADES 9-12**

*Spring, 1/2 credit*

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

### **DRAMA II- Grade 11-12 (Prerequisite: DRAMA I)**

*Full year, 1 credit*

This is an advanced drama class aimed at assisting students who have a solid base of previous acting experience. In order to take this class, students must have taken Drama I, be in the 11th or 12th grade and have received the approval of the teacher. Emphasis will be placed on developing technique and craft through improvisation, theatre games, and scene-study. The training is based on the book: *A Challenge for the Actor*, by Uta Hagen. The second semester of the course will focus on a school-wide production. Members of the class will have the opportunity to explore all aspects of production, including costumes, lighting, props, and sound.

The course meets five days per week and requires a full school year commitment, not open to students who may be on guided study more than 50% of the year. Students enrolling in this course must have completed Acting I, be in in 11th or 12th grade and have received the approval of the teacher. (Class size limited to 12)

## **VISUAL ARTS**

### **STUDIO ART**

*Fall/Spring, 1/4 credit*

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

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

### **ADVANCED STUDIO ART**

*Fall/Spring, 1/2 credit*

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

Advanced Studio meets five days a week, and is open to students in Grade 10 and above. It is a yearlong course and cannot be added second semester. Prerequisites include at least one year of Studio Art or its equivalent AND the permission of the instructor. The class may be repeated for credit. There is a 50% attendance requirement, so that students who expect to miss more than 50% of the class cannot receive credit and will be asked to withdraw from the course. Students may re-enrol in subsequent years. (Class size limited to 12).

## **MUSIC**

### **CHORUS**

*Full year, 1 credit*

The chorus explores ensemble singing, with repertoire ranging from classical, music theatre, to popular music. Skills such as vocal technique, performance poise, and variety of singing styles will be explored both individually and as a group. Music reading and ear training skills will also be applied. There will be several occasions for performance during the school year, including optional solo/duet/small group recitals. Students who expect to be out frequently on guided study should not register for this course. The course meets five periods per week.

### **POETICS OF MUSIC**

*Full year, 1 credit*

The “poetics of music” is a phrase Igor Stravinsky coined to describe the inner workings of music both in terms of composition and observation. This course integrates both activities. Students will learn to foster a deeper understanding of music through the development of informed listening skills. By placing music into its social and historical context, we will discover the importance and relevance of music in our culture and in the world at large. We will explore a vast collection of familiar and unfamiliar musical pieces to broaden our listening skills and we will make meaningful discoveries through thoughtful discussions. Students will learn and practice piano keyboard skills and integrate them, along with tools such as GarageBand, into short film-scoring compositions. Students will learn about and attend an opera performance and backstage tour at the Metropolitan Opera, as well as utilize the NYC Performing Arts Library for various topics. Lastly, students will learn how instruments “work” and experiment making their own creations, ultimately creating an original sample library. This course is also available online.

#### **Texts include:**

*Harmony and Voice Leading*, Edward Aldwell and Carl Schachter *Counterpoint in Composition*, Felix Salzer and Carl Schachter *Anthology of Musical Analysis*, Charles Burkhart *Listen*, Joseph Kerman

### **INTRODUCTION TO MODERNISM – GUIDED STUDY**

*Fall, 1/2 credit*

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

## **NON-DEPARTMENT SPECIFIC COURSES**

### **FRESHMAN SEMINAR**

*Fall/Spring semesters, N/C*

This course consists of five sessions designed to acclimate and assist students in their transition to the rigors of high school, the specifics of PCS, and the challenge of balancing all of their academic and professional commitments. This seminar will help students hone their skills in backwards planning, project pacing, self-reflection, note-taking, and studying. Each

session will address a different set of skills, and interactive activities will be utilized throughout. All freshmen will take this non-credit bearing course which will be held during their regularly scheduled English classes. Some homework will be assigned prior to, or as reinforcement to, some sessions

**RESEARCH AND INFORMATION LITERACY** *Fall/Spring, 1/2 credit*

This course is taught entirely online and requires students to submit weekly assignments. The following information literacy skills are emphasized: determine the extent of information needed; access the needed information effectively and efficiently; evaluate information and its sources critically; incorporate selected information into one’s knowledge base; use information effectively to accomplish a specific purpose; understanding the ethical issues involved in accessing and using information; present information in a new way for others to use. In this online course, students will be encouraged to learn through project based activities, collaborative experiences, and exploring web based tools that will facilitate their research process.

**Text:** *Writing a Research Paper: A Step by Step Approach* 3rd Edition, Phyllis Goldenberg  
*Blur: How to Know What’s True in the Age of Information Overload*, Bill Kovach

**PHYSICAL EDUCATION** *Full year, 1/4 credit*

All students are required by New York State law to take Physical Education each year. There is a minimum requirement of two hours a week. Students must wear athletic footwear and appropriate clothing for physical activity. Physical Education exemptions may be granted to students who are regularly engaged in supervised physical training outside of school for at least two full hours weekly. Exemptions are commonly granted for students taking dance classes and training in competitive sports. All students who feel they qualify for an exemption must submit the PCS exemption form, signed by both their instructor and their parents by the expressed deadline in order to be considered. Students who have submitted an exemption form must continue to attend their Physical Education classes as scheduled until they hear that the exemption has been granted. Physical education exemption forms are available in Division offices. Medical exemptions may only be given with a letter from a physician, and students must attend Physical Education classes until exemption forms are completed and received.

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

**ACADEMIC POLICIES**

**LETTER/NUMBER GRADE EQUIVALENTS**

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

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

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

## Eligibility for Honor Roll

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

\*Academic courses are all courses with the exception of Physical Education, Research & Information Literacy, Health, Fine Arts, Creative Writing, Introduction to Modernism, and Performing Art classes. Poetics of Music is counted for honor roll.

## Transcripts and Records

Student grades are recorded on a formal transcript at the end of each semester. Credit received for courses is calculated at the end of each school year.

- Students receive credit for courses in which they receive a D- through A+; they do not receive credit if they receive a grade below D-, or for a grade that is considered a failing grade from their previous school. If a failed course is a requirement for graduation, students must retake the course either at PCS or at an approved summer school, and a passing grade will be recorded once it has been earned. The grade for the first course is not taken off the transcript.
- Transfer credit will be given for courses that are similar to courses offered at Professional Children's School. Credit will only be given for summer school courses if that credit was earned when repeating a failed course or to improve a low passing grade. In the case of foreign transcripts, courses are sometimes blended since they frequently meet less than 200 minutes per week (i.e. history, geography, social studies).

## Commencement Ceremony

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

## Diploma Age Limit

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

## **ADMINISTRATIVE TEAM**

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

*Head of School*

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

*Associate Head of School for Academic Affairs*

**Loryn Evanoff, B.S., M.F.A.**

*Head of Upper School*

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

*Dean of Middle School Life, Alumni Liaison*

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

*Director of Institutional Advancement*

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

*Director of Admissions*

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

*Director of Technology*

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

*Director of Finance*

**John Tucker**

*Assistant to the Head; Assistant to the Board of Trustees;  
Director of Public Relations*

## **FACULTY**

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

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

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

*Upper School Science; Upper School Advisor*

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

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

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

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

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

*Upper & Middle School Social Studies*

**Rubén González-Jiménez, B.A., Ph.D.**

*Upper School & Middle School Spanish*

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

*Upper School English & History; Upper School Advisor*

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

*Upper School History; College Advisor*

**Caroline Holder, B.F.A., M.F.A.**

*Upper School & Middle School Art*

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

*Upper & Middle School Music*

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

*Director of Technology, Upper School Advisor*

**Nicholas Kurian, B.A., M.A.**

*Upper School Math and History*

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

*Upper School & Middle School English; Upper School Advisor*

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

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

**Sarah Murphy, B.A., M.L.S.**

*Librarian; Middle School English*

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

*Middle School Science; Dean of Middle School Life*

**Renata Nikolayev, B.A., M.A.**

*English as a Second Language; International Student Advisor*

**Thomas Orefice, B.A., J.D.**

*Upper School English; Upper School Advisor*

**Erika Petersen, B.A., M.A.**

*Upper School History*

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

*Upper School & Middle School Mathematics; Upper School Advisor*

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

*Upper School Science*

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

*Upper School & Middle School Drama; Health; Upper School Advisor*

*Director of Performing Arts, Director of Summer Academy*

**Robert Mark Savage, PhD**

*Upper School History*

**Rachelle Sclan, B.A., M.A.**

*Upper School English and Creative Writing; Upper School Advisor*

**Meghan Formwalt Shann, B.F.A., M.F.A., M.S.Ed.**

*Upper School and Middle School Learning Specialist*

**Rachel Soyk, B.S.**

*Upper School & Middle School Mathematics*

**Alissa Wall, A.B.**

*Upper School Mathematics*

## **MIDDLE SCHOOL ADVISORS**

**Maureen Darcy**

**Brigid Le Minez**

**Dania Nauholnyk**

## **UPPER SCHOOL ADVISORS**

**Evelyn Alexander**

**Ernestine Byer-Tyre**

**Kevin Casey**

**Loryn Evanoff**

**Rubén González-Jiménez**

**Catherine Henry**

**Shari Honig**

**Laura Inman**

**Jeffrey Laguzza**

**Sarah Murphy**

**Renata Nikolayev**

**Tom Orefice**

**Guthrie Porter**

**Vincent Sagona**

**Rachelle Sclan**

**Alex Shaurette**

*International Student Advisor*

*College Advisor*

*Learning Specialist*

*Director of Performing Arts*

*Director of Summer Academy*

**Renata Nikolayev**

**William Hirt**

**Meghan Shann**

**Vincent Sagona**

**Vincent Sagona**

## **STAFF**

**William Acevedo**, *Plant Manager*

**Marco Banegas**, *Custodian*

**Christine Dziegielewski**, *Receptionist/Medical Records Coordinator*

**Luz Fernandez**, *Custodian*

**Rocio Izurieta**, *Night Time Head Custodian*

**Raquel Martinez**, *Director of Human Resources/Controller*

**A.J. McGuire**, *Technology Integration Support Specialist*

**Ayana Peña**, *Assistant to the Associate Head of School and Head of Upper School*

**Angela Perozo-Jackson**, *Accounts Payables Coordinator/Registrar*

**Altagracia Ramos**, *Custodian*

**Antonio Rodriguez**, *Security Officer*

**Habibi Rodriguez**, *Security Officer*

**Jean J. Scales**, *Business Office & Admissions Associate*

**Noël Soisson**, *Institutional Advancement Associate*

**Myron Tolsis**, *Technology Support Specialist*

**Fredrico Wilson**, *Day Time Head Custodian*

**Ashley Worthey**, *Assistant to the Dean of Middle School Life; Attendance Officer*

**Jerry Musillo**, *Food Service Manager*



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