

# **Crossroads College Preparatory School 2020-2021 Curriculum Guide**

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# English & Literature

The English department offers a diverse and challenging curriculum developed through assessment of our students' interests; it also reflects our striving for justice and equity in our curriculum, our pedagogy, and our classrooms. The curriculum includes a wide body of contemporary and classical fiction, poetry, drama, and essays. To develop strong, independent, confident writers, we offer individual feedback as we prepare students for the demands of college-level writing by maintaining high expectations with appropriate support and scaffolding starting in seventh grade and continuing through senior year.

## REQUIRED COURSES

*The sequence of courses in grades 7–11 is required for all students. Students in junior and senior year have the option of taking a once-a-week seminar class to prepare for the AP English Language exam.*

**Fundamentals of World Literature (7th):** This class has three basic objectives: to refine the students' reading ability, to help them become effective writers, and to explore literature set outside modern America; in this examination, our unified human experience is made manifest. Students work on close critical reading skills and learn to articulate their observations and analysis both verbally and in well-constructed analytical paragraphs and essays. Vocabulary (through Latin roots) and grammar are taught to enhance the students' writing and reading skills. Representative works are *The Night Diary* by Veera Hiranandani, excerpts from *Homegoing* by Yaa Gyasi, *Lord of the Flies* by William Golding, and *The Samurai's Garden* by Gail Tsukiyama.

**Introduction to Literature of the United States (8th):** Through American literature set mostly in the early 20th century, this class emphasizes the writing process and the reading of literature for understanding and pleasure. Students hone their close critical reading skills and learn to express their interpretations in well-constructed full-length essays. The course includes a fiction writing unit and a personalized study of the Harlem Renaissance. We also continue our study of Latin and Greek roots. Representative literature includes *To Kill a Mockingbird* by Harper Lee, excerpts from *Homegoing* by Yaa Gyasi, and *Of Mice and Men* by John Steinbeck.

**World Literature I (9th):** This World Literature class includes texts that shape literary and cultural traditions from the ancient world through contemporary society. By recognizing thematic and archetypal connections among the selected works, students conduct a critical examination of the commonalities among humans across ages and cultures. We focus on ideas that course through the hero's journey and Greek tragedy, while examining the epic tradition. Students continue to develop as writers with an increasing emphasis on independent revision. Required texts include *The Odyssey*, *Othello*, and *Things Fall Apart*.

**World Literature II (10th):** This class examines the developments in literature from the English Romantic period to the twentieth century, beginning with significant British works and moving to works from other parts of the world that offer varied cultural glimpses of identity. Several works parallel the historical periods in Modern World History as well as the corresponding artistic movements students examine in Art in Perspective, thereby synthesizing these artistic movements and eras. Readings include *Frankenstein*, *Macbeth*, *The Refugees*, and *Chronicle of a Death Foretold*.

**Literature of the United States (11th):** Literature of the United States is a study of the development of American thought as expressed by diverse authors, exploring the variety of perspectives and experiences in our nation and our literary history. The encompassing questions of the class are about the search for identity — who are we? who and what define us? — and the question of authority — who claims it? who bestows it? how is it challenged? As literature provides great insight into the culture and ideals of a country, this class also increases student understanding of the growth of a collective American identity. Some of the works read are *The Bluest Eye* by Toni Morrison, *The Great Gatsby* by F. Scott Fitzgerald, and *The Joy Luck Club* by Amy Tan.

**Honors Literature Seminar (11th and 12th-Optional Addition):** Honors American Literature Seminar is a supplement to the regular American Literature class that all Crossroads eleventh graders take. This class, which meets once a week, will prepare students for the AP Language & Composition exam. Students explore readings written for diverse purposes and audiences and learn to write using multiple rhetorical strategies. Through this practice, students continue to refine their abilities to read critically, analyze thoroughly, and write effectively. All students who enroll are expected to take the AP English Language exam in May.

## ELECTIVES

*Upper school students have an array of English electives from which to choose. Note that some electives are limited to specific grades. Elective classes with an \* are not offered every year.*

**\*Based on a True Story (Semester, 9th-12th):** Many true events have been depicted powerfully in literature. These portrayals are sometimes broadly imagined and fictionalized and in some cases detailed and accurate, approaching history. This course examines these real events through the lens of excellent writing as the composition of the story shapes the reader's experience of the event. Events may include slavery, WWII, a deadly season on Everest, and a school shooting. This is not historical fiction, but the more intimate portrayal of a real moment with a fictional touch. There are two essays and a final project which focuses on the ability to depict a real event well.

**\*Dystopian Literature (Semester, 9th-12th):** In our age of *The Hunger Games* and *The Handmaid's Tale*, most people are relatively fluent with the concept of an imagined, perfect society gone terribly wrong: a dystopia. The tradition has deep roots, and this course immerses students in the most famous stories of the tradition as well as some of the newer ones. Representative texts may include *1984*, *A Brave New World*, *The Giver*, *The Handmaid's Tale*, *The Bees*, *The Road*, *Man in The High Castle*, *Never Let Me Go*, or *All the Birds in the Sky*. The course will have two analytical essays and two projects.

**\*Graphic Novels (Semester, 9th-12th):** This class examines the graphic novel's unique intersection of typical genre classifications, specifically considering the interplay of words and images to make meaning for the reader. Students explore the genre by reading several highly acclaimed graphic novels with serious themes and experiment with the combination of language and text in their own creative projects, enabling them to grow as readers, writers, and artists. Students will write two formal essays, and they will create panels which represent scenes from classic novels and from their own lives. Although they need not be strong artists, they will be asked to draw and create images.

**\*LGBTQ+ Literature (Semester, 9th-12th):** LGBTQ+ authors from the United States have created fiction, poetry, essays, and drama to express and define themselves as well as to affirm their identity and experience for several decades. In this class, we will discuss themes of identity, gender- and sexuality-based bias, stereotypes, and prejudice in the context of excellent literature by LGBTQ+ authors and poets. We will also examine how LGBTQ+ writers have used their stories to subvert mainstream culture and to contend with changing social and cultural contexts. The course will have two analytical essays and two projects.

**\*Lit and Film (Semester, 9th-12th):** With five excellent texts in hand, this course seeks to develop an eye for how screenwriters, producers, and directors make decisions about portrayals of literature. What is lost and what is gained in the translation? We will read the literature to ascertain central themes, analyze characters, and examine other literary choices such as narrative perspective and imagery. Our abiding question in the comparison is how do the choices made in production on the screen affect the success of the work? There are two essays and a final project.

**\*Modern Drama (Semester, 9th-12th):** Covering a period from the early twentieth century to the present, this course will help students understand and appreciate drama, as they read, analyze, interpret, and discuss works by representative modern playwrights. They will consider each play's historical context and examine how the plays have been staged. During many class periods, students will read the plays out loud together, thus bringing the genre alive as was intended and enhancing their understanding of text. The course will include journal and essay writing. Playwrights include Tennessee Williams, Edward Albee, and Sam Shepard.

**\*Nonfiction (Semester, 9th-12th):** English classes have traditionally focused on reading and writing fiction, poetry, and drama. However, there is excellent writing to study in nonfiction genres as well. This class will read from the compilations *Best Sports Writing* and *Best American Essays of the Century*. Using their knowledge of literary and rhetorical analysis, students will turn to nonfiction works, in which the same linguistic devices are used and close reading is similarly rewarding. Students will be asked to write their own sport and science articles to reflect their knowledge of these devices and rhetorical choices as well as more traditional analysis.

**\*Young Adult Lit and Ethics (Semester, 9th-12th):** This course studies literature for and about young people, looking specifically at moments when protagonists are challenged to make difficult decisions and must reason through while developing their understanding of right and wrong. Students will explore the genre by reading widely both classic and modern texts, sampling a variety of the experiences and perspectives represented in YA literature. Using their knowledge of literary analysis, and developing a vocabulary for discussing ethics, students will refine their reading and writing skills, generating two formal essays and a final project.

**\*Creative Writing (Semester, 9th-12th):** This course explores various modes of writing, speaking, and listening, through investigating various genres, reading widely and carefully, writing purposefully, and presenting original work. Writing assignments will include fiction, nonfiction, and poetry, both formal and informal pieces, and both polished and unpolished works, all of which will help students become better thinkers and better writers. Students will participate in workshops on student drafts, and

substantive revision of each workshopped piece is expected in the final version. Students will produce a workshopped, revised example of fiction, nonfiction, and poetry as well as a formal, extended project in a genre of their choosing.

**\*Advanced Creative Writing (Semester, 10th-12th):** Students who have previously enrolled in Creative Writing may enroll in an advanced course which is offered within the general Creative Writing course. These students will continue to refine their skills in multiple genres through separate, more challenging projects than those in the general course.

**\*African American Literature: Autobiography (Semester, 11th-12th):** In this course, we read and study autobiographies written by six African Americans who experienced slavery, prejudice, Jim Crow, and the Presidency of the United States of America. We will explore ways in which each author creates his or her sense of self and each author's experience with race, gender, class, and community. Students will use Reader Response and Critical Race Theory as frames for reading, thinking, and writing about the autobiographies in this class. Students will also write brief critical analyses, one formal essay, and two personal narratives as a part of this course.

**\*Authors at the Margin (Semester, 11th-12th):** In this course, we study minority and non-traditional U.S. authors from the Civil Rights Movement to the present. We read fiction by authors who identify as people of color, LGBTQ+, differently-abled, or any other identity that puts their experience at the margin of what may seem traditional or mainstream. This course will give students an opportunity to discuss themes of identity as well as issues-bias, stereotypes, and prejudice and how marginalized authors have used writing as a means to define themselves. Students will use reader response and critical theory as frames for reading, thinking, and writing about the literature in this class. Students will also write a personal narrative, or other creative piece, to add their voice to the voices we study.

**AP English Literature and Composition (Full Year, 12th):** Advanced Placement English Literature and Composition simulates the reading and writing demands of an introductory college class in literary analysis while encouraging each student's love of reading and writing and preparing them to take the AP Literature exam in May. Major themes — explored through works of fiction, poetry, and drama — are the nature of tragedy, gender and self-fulfillment, and the individual, family, and society. Works read include *The Dubliners* by James Joyce, *As I Lay Dying* by William Faulkner, and *Invisible Man* by Ralph Ellison.

# Mathematics

Higher-level math success is determined by the strength of the mathematical foundation a student builds in his/her early years. An integral part of this early development is mastery of algebra concepts, and initial mastery gives every student the best chance of developing confidence as a math student, going on to be successful at higher level mathematics, and performing well on the standardized tests required for college entrance. Placement is based on math mastery, confidence, and the level of challenge most appropriate for fostering success. In all classes, students are expected to demonstrate cumulative mastery. The math sequence follows NCTM principles. Most students follow the sequence beginning with Algebra in seventh grade. There are honors classes available in grades 9–11 that lead to AP Calculus in 12th grade.

**Algebra 1A (7th):** Algebra 1A is our introductory mathematics course, grounded in a constructivist, problem-solving approach. Students make conjectures, refine their thinking with manipulatives and practice, share and debate ideas with peers, apply a variety of problem-solving strategies, and move to quick and accurate application of mathematical ideas and algorithms. The first year algebra student receives a well-rounded approach to mathematics including everything from big ideas to computational fluency. Topics include, but are not limited to, variables and functions, rational numbers, solving equations, solving inequalities, graphs and functions, and linear equations and graphs.

**Algebra 1B (8th):** This Algebra class covers the more formal, abstract language of mathematics. Algebra I students make conjectures about patterns present in the world and learn how to move from conjectures to generalizations to equations. Topics covered include variables, proportional reasoning, linear equations, solving equations and inequalities, solving systems of equations and inequalities, exponents and exponential models, functions, transformations, polynomials, factoring polynomials, quadratic equations.

**Algebra I (9th):** Students in Algebra 1 learn all the basic principles of Algebra. Emphasis is on graphing and solving linear and quadratic equations, solving inequalities, and becoming familiar with and adept in using algebraic concepts.

**Geometry & Honors Geometry (9th-10th):** Geometry focuses on informal and formal proofs of geometric relationships. Emphasis is placed on practical applications including constructions and the analysis of geometric principles. Topics in this course include line and angle relationships, polygons and their properties, circles, the Pythagorean Theorem, area, and volume. Students are expected to master geometric logic and deductive reasoning through the use of formal proofs.

**Algebra II/Trigonometry & Honors Algebra II/Trigonometry (10th-11th):** Algebra II/Trig covers all the topics in Algebra II from a functions approach. Linear, polynomial, root, rational, and trigonometric functions will be studied in great depth, while other types of functions, including exponential and logarithmic, will be introduced. Students will work with functions represented in a variety of ways — graphically, numerically, verbally, and analytically — and understand and explain the implications of these representations. Graphing calculators will be used extensively.

**Pre-Calculus (10th-12th):** Pre-Calculus completes the formal study of the elementary functions begun in Algebra I and Algebra II. Students focus on the use of technology (graphing calculators will be used daily in class and on homework), modeling, and problem solving. Functions studied include polynomial, exponential, logarithmic, rational, radical, piece-wise, and trigonometric and circular functions and their inverses. Students will continue to work with these functions represented in a variety of ways.

**Honors Pre-Calculus (10th-12th):** Honors Pre-Calculus covers all topics from Pre-Calculus at an accelerated pace. In addition, this course covers several topics in calculus, including the concept of limit applied to functions and to infinite sequences and series. Students explore exponential and logarithmic functions, rational algebraic functions, irrational algebraic functions, quadratic relations and systems, higher-degree functions, and complex numbers. Graphing calculators are used in this curriculum and students are expected to apply these skills to real-world problems involving economic, business, and scientific applications.

**Introduction to College Algebra (12th):** Intro to College Algebra solidifies the knowledge and skills learned in Algebra II and Pre-Calculus and builds upon them to prepare students for the rigors of a college mathematics course. Students will develop a more sophisticated appreciation of functions through extensive inspection of applications and examples. Students will be challenged to understand statistical concepts both from a practical and analytical standpoint. This exploration will be supported by graphical, numerical and analytical methods.

**AP Statistics (11th-12th):** AP Statistics is a college level course requiring departmental approval and a B+/A in an Algebra II course. AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad, conceptual themes: exploring data, describing patterns and departures from patterns; sampling and experimentation: planning and conducting a study; anticipating patterns: exploring random phenomena using probability and simulation; and statistical inference: estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may

receive credit, advanced placement, or both for a one-semester introductory college statistics course.

**AP Calculus AB (11th-12th):** AP Calculus AB is a college level course requiring departmental approval and a B+/A average in Honors Pre-Calculus. This advanced calculus course will follow the AP curriculum to prepare students for the AP Calculus AB exam in May. Students will engage in a complete analysis of limits of ratios (derivatives) and perform the same analysis on limits of sums (integrals). In mastering the derivative and integral, students will continue to work with functions represented in a variety of ways — graphically, numerically, verbally, and analytically and understand and explain the implications of these representations.

**AP Calculus BC (12th):** Calculus BC is a college level course requiring departmental approval and a B+/A average in AP Calculus AB. Calculus BC is an extension of Calculus AB rather than an enhancement; it includes all topics in Calculus AB as well as Parametric, Polar, and Vector functions, and Series. This advanced calculus course will follow the AP curriculum to prepare students for the AP Calculus BC exam in May.

# Science

Modern science is interdisciplinary, bridging all areas of STEM (science, technology, engineering, and mathematics). The science department curricula reinforce core scientific principles and practices; by mastering these, students build skills necessary to become scientifically literate, ethical citizens, and environmental stewards in a world of rapid technological change. Classroom teachers are committed to equitable teaching practices and use a developmentally appropriate, inquiry-based model of instruction. In addition, teachers provide students with rich extracurricular opportunities to explore their own interests.

## REQUIRED COURSES

*The sequence of courses in grades 7–11 is required for all students.*

**Integrated Science A (7th):** Data collection and analysis are skills that are critical for success in science. In this introductory course, students develop skills in taking measurements and recording observations, learn to analyze claims, and draw conclusions. Students will have the opportunity to practice experimental design, including crafting a well thought out hypothesis and designing clear experimental protocols. Topics explored include: properties of matter, conservation of matter and energy, atomic theory, Earth and its place in the universe, weather, ecology, cell theory, and cell structure and function. Throughout the year, students will learn and demonstrate how energy transfer, equilibrium, and structure/function relationships shape physical, chemical, ecological, and biological systems. All Middle School science students complete a science fair project in the third quarter. Class time and resources are dedicated to the project. In addition to work on campus, Crossroads College Prep works in partnership with the National Great Rivers Research and Education Center as a Swarovski Waterschool. Through this program, students explore issues related to water access and use on a global scale. They also design and implement a stewardship project.

**Integrated Science B (8th):** In the second year of Middle School Science, students continue to refine and develop the skills they gained in 7th grade Integrated Science. Data analysis skills include graphical analysis and basic statistics. Topics explored include: energy, motion, chemical reactions, genetic patterns of inheritance, organismal biology, evolution, ecology, and human disease and health. Throughout the year, students will learn and demonstrate how information and energy are transferred in living and non-living systems. As in 7th grade Integrated Science, science fair is required and significant class time and resources are dedicated to its completion in the third quarter. Crossroads College Prep works in partnership with the Audubon Center at Riverlands.

Through this partnership, students apply what they learn about global water needs and usage to local water sources. In addition, Riverlands provides hands-on opportunities for students to explore the adaptations of various plant and animal species to their environment.

**Conceptual Physics (9th):** Physics offers students an introduction to the classic topics of physics. This class is a conceptual introduction and relies on basic mathematics for its computations. Topics covered include motion, gravity, momentum, energy, states of matter, thermal energy, vibrations and waves, light, electricity and magnetism, and nuclear physics. This is a laboratory class that incorporates the use of relevant technology and introduces students to data gathering and manipulation in a laboratory setting.

**Chemistry (10th):** Chemistry is a laboratory and quantitative problem-solving course. Laboratory experiments stress precision, accuracy, and quantitative reasoning. Lectures, demonstrations, reading assignments, computer programs, and problem sessions emphasize the chemical bond, polarity, quantum model of the atom, periodicity of the elements, nuclear chemistry, gas laws, types of reactions, stoichiometry, and the mole concept. The history of chemistry and of modern technology is presented when it serves to enrich and clarify ideas. A research paper on a chemistry related topic continues the development of scientific writing skills.

**Biology (11th):** Biology is a laboratory course designed as a survey of major biological principles. Topics covered include: life processes at the cellular level; an examination of how physical traits are controlled, expressed, and inherited; evolution and natural selection; ecology; and basic physiological processes of multicellular organisms. The scientific method is emphasized throughout this course, along with the practice of both written and oral scientific communication. Students compose a major research paper on a current biology topic as a way to practice scholarly research.

## **ELECTIVES**

*Upper school students may choose from several elective science courses. AP courses are generally limited to 11th and 12th graders. Note that some electives are limited to specific grades. Elective classes with an \* may not be offered every year.*

### **Introduction to Engineering (Full Year, 9th-12th with mastery of Algebra 1):**

Introduction to Engineering uses University of Texas at Austin's Engineer Your World curriculum, funded by the National Science Foundation. Engineer Your World is an innovative, high-quality, year-long high school engineering design curriculum that engages students in authentic engineering practices in a project-based environment, scaffolds student learning over a series of engaging and socially relevant design challenges, and requires the purposeful application of relevant STEM concepts. This course gives students an introduction to the scope of possible engineering careers and to the collaborative nature of engineering.

**\*Science and Society 1 (Semester, 9th-12th):** This course teaches students about the major scientific discoveries that affect our lives in the fields of medicine, DNA technology, cosmology, nanotechnology, and other topics determined by student interest. The course will begin with a study of medical ethics. Students will study various scientific ideas through current events, debates, film, fiction, and scientific literature. Students may take Science and Society 1 independent of Science and Society 2.

**\*Science and Society 2 (Semester, 9th-12th):** This course teaches students about the major scientific discoveries that affect our lives in the fields of forensic science, environmental sustainability, energy, cosmology, information technology, genetic engineering, artificial intelligence, and other topics determined by student interest. The course will begin with a study of policy and decision-making. Students will study various scientific ideas through current events, debates, film, fiction, and scientific literature. Students may take Science and Society 2 independent of Science and Society 1.

**\*Eco-Act (Full Year, 11th-12th):** Eco-Act is a program coordinated by the Missouri Botanical Garden to engage high school students with science and the environment and to bring high school science students into the elementary school classroom for weekly visits in which they teach 4th and 5th graders about ecology. The high school course begins in the summer, with an intensive orientation by Missouri Botanical Garden personnel. During the school year, students attend after-school workshops, develop lesson plans, take their elementary school students on field trips, and spend time working and learning outdoors. They also research an environmental topic of local interest and develop an action plan to be carried out in their school or local community.

**\*Advanced Chemistry (Full Year, 11th-12th):** This course is designed to introduce advanced level topics in chemistry. Each student will understand lab testing of various concentrations of chemical solutions, leading into the study of kinetics and thermodynamic reactions. They will then work on chemical equilibrium and acid-base theory. Students will balance chemical reactions involving oxidizing and reducing agents. Electrochemistry, organic chemistry, biochemistry, and nuclear chemistry will also be explored.

**\*Advanced Physics (Full Year, 11th-12th):** Advanced Physics is a college-level survey course. Students are challenged to discover physical principles using a process of observation, experimentation, data analysis/interpretation, and interactive discussion. The class builds upon the foundation of knowledge of the physical universe gained through the conceptual physics course in 9th grade. This course assumes a thorough understanding of algebra and trigonometry. Topics covered include one and two-dimensional motion, force, energy, momentum, rotational motion, waves (light and sound), electricity, and magnetism.

**\*Anatomy and Physiology (Full Year, 11th-12th):** This course introduces students to human physical development, microscopic and gross anatomical structure, and the functions of human organ systems. This course includes a laboratory component centered on vertebrate dissection. Eleventh grade biology is the normal prerequisite for this course; juniors who receive permission from the Science Department Chair may enroll concurrently with their biology course.

**\*AP Environmental Science (Full Year, 11th-12th):** AP Environmental Science is a laboratory-based course which focuses on understanding how human beings and other organisms on earth interact with each other and with the non-living components of the environment. AP Environmental Science is interdisciplinary, drawing from the fields of chemistry, biology, geology, meteorology, economics, and political science, among others. Fieldwork is an important aspect of this course. In addition to the text, students also study current environmental issues using a variety of sources. Students take the AP Environmental Science exam in May.

**\*AP Biology (Full Year, 12th or with instructor's permission):** AP Biology is a college-level laboratory course designed to meet the guidelines established by the College Board. It provides a thorough grounding in basic biological concepts. Topics include the relationship between structure and function at the molecular, cellular, and organism levels; the production and use of energy in living systems; genetics and its reflection in inheritance and expression in individuals and populations; the relationship between organisms and their environment; the use of evolutionary theory to explain

biological adaptation and diversity; and the historical study of science. Students are prepared for the AP Biology exam in May.

**AP Psychology (Full Year, 11th-12th):** This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena of each of the sub fields. Significant themes in psychology, landmark research findings, awareness of ethics in research, the history of psychology, and basic statistics are central. The course will be the equivalent of a college introductory class and will prepare students for the AP exam in May. (It may be considered either a social studies class or a science class.)

# Social Studies

The Social Studies Department at Crossroads College Preparatory School strives to offer a curriculum that prepares students to be active, engaged, and informed members of their communities who value diversity and recognize the role of individuals and institutions in shaping history. Students in the required core classes in the department are exposed to multiple viewpoints and perspectives through both a range of primary sources and analytical secondary sources. Students have opportunities to explore areas of interest to them within the required classes as well as through a broad range of electives in the social sciences. The Social Studies Department's curriculum supports the larger mission of Crossroads College Preparatory School and is aligned with the C3 Framework for Social Studies established by the National Council for the Social Studies (NCSS).

## REQUIRED COURSES

*The sequence of courses in grades 7–11 is required for all students. Sophomores have the option to take a weekly class in addition to the required Modern World History class to prepare for the AP World: Modern exam. Juniors may choose between US History or AP US History.*

**World Cultures (7th):** This course takes students on an exciting journey to each of the major regions of our world. They will examine how the geography of each region shaped the development of the many unique cultures found around us. Included in our study is the close examination of how regions influenced--and continue to influence--one another culturally, socially, and politically. Students will explore the causes, consequences and possible solutions to persistent contemporary and emerging global issues.

**American Government and Civics (8th):** This course examines the United States Government from its roots in United States history to the Constitution in action today. We will explore active citizenship and the role of the individual and groups in impacting social, economic, and political change throughout the history of the United States. Students will examine and discuss the philosophies held by prominent thinkers that influenced our federal government. We will analyze the components of the United States Constitution, including the Bill of Rights, citing examples of it in action throughout history and today.

**World Civilizations (9th):** World Civilizations provides a broad overview of global history from early man until the medieval era. Through units focused on the emergence and development of civilizations around the world, students will become familiar with forces that shape societies, including religion, politics, economics, and geography. Students will also discover how past civilizations continue to influence current societies and culture.

**Modern World History (10th):** This course provides a broad overview of global history from the early modern period through the Cold War. The class examines major events in modern world history, including the emergence of modern thought, expanded global interactions and integration, global conflict, and the rise of Western hegemony. Students will also consider how historical events and emerging ideologies influenced current political, economic, and cultural systems.

**Honors World History Seminar (10th-Optional Addition):** Honors World History is a supplement to the regular World History class that all Crossroads tenth graders take. This class, which meets once a week, will cover the survey material of the required course in greater depth and introduce additional topics to prepare the students for the Advanced Placement World History: Modern exam in May, with extensive focus on the styles of writing and questions on the AP exam. All students who enroll in this course are expected to take the AP exam.

**United States History (11th):** This is a survey course of American history. Students will study important events in U.S. History such as the American Revolution, the Civil War, the Industrial Revolution, the Civil Rights Movements, and the United States' emergence as a world power. Students will examine how founding ideologies and ongoing struggles have shaped American democracy and how the United States has, over time, influenced the modern world. Special emphasis is given to understanding the multiple experiences and viewpoints of people in the United States throughout history.

**OR**

**AP United States History (11th):** The AP U.S. History course is designed for students who want to challenge themselves with a more detailed and in-depth study of U.S. history. Although this is a survey course, the reading and writing involved help students to understand key events and to develop cohesive and well-verbalized opinions on issues at the heart of U.S. society. The course simulates an introductory college course. All students take the AP exam in May.

## **ELECTIVES**

*Upper school students have an array of electives from which to choose, including several AP courses. Note that some electives are limited to specific grades. Elective classes with an \* are not offered every year.*

**\*Anthropology (Semester, 9th-12th):** Anthropology aims to understand the human condition, both past and present. In doing so, anthropologists study a wide variety of topics from early hominids to modern cultures. This class will introduce students to each of the four major subfields of anthropology: physical anthropology, archaeology, linguistics, and cultural anthropology. By exploring these disciplines, students will be able to consider the relationships between culture, biology, and environment.

**\*Introduction to Philosophy (Semester, 9th-12th):** This discussion-based course will follow the advice of Socrates and look closely at the nature of our existence, considering some of the biggest questions in the history of human thought: What is true, beautiful, and good? Who are you? Are you free? What is real? What is right? Coursework will lead students through an evolution of philosophical thought, from Greek thought through Postmodernism. By analyzing sections of primary source documents from the great philosophers as well as texts, film, video, and readings from modern writers, thinkers, and artists, students will learn the value of thinking philosophically.

**\*Sociology (Semester, 9th-12th):** Sociology is a one semester elective course that focuses on human social behavior by studying its origins, development, and influences. Students will learn about the sociological perspective and methods of sociological inquiry. Units will focus on the individual in society, social institutions, and social stratification and inequality. Students will also have the opportunity to explore an area of interest through a sociological lens as part of their final project.

**\*Economics and Social Issues (Semester, 10th-12th):** Students in this course will learn basic economic principles and theory. Beginning with universal ideas of the discipline, the content includes microeconomic concepts key to understanding markets as well as the factors that influence consumer and producer decisions. As the semester progresses, students will study the macroeconomy, how resources are allocated at a societal level, and how these actions affect employment, prices, and the standard of living. Students apply both macro and micro concepts in weekly seminars that engage them in discussion of social issues.

**\*Political Ideologies (Semester, 10th-12th):** Political Ideologies is a course designed to introduce important economic and political thought that emanated from the Industrial Revolution and defined the twentieth century. Students will study the “isms”--socialism, capitalism, fascism, etc.--that were the defining ideological movements of the age. The focus will also include rights and political movements like feminism, libertarianism, and other important rights-based systems of thought. The main goal of the course is for students to develop a cultural literacy that will help them better understand these ideas and to analyze current events, politics, and social movements.

**\*History of the ‘60s and ‘70s (Semester, 11th–12th):** This course is designed to provide students with an in-depth look at two decades that transformed American life socially, politically, and economically. Through textual assignments and primary source readings, students will gain an understanding of the social and political motivations of the key players of the era, the purpose and goal of American foreign policy during the time, and an exposure to the political shifts that emerged. Units will include the Civil Rights Movement, Vietnam, The Cold War: From Russia to Cuba, and Political Intrigue: Watergate. The course will include scholarly articles, documentary film, and primary sources to establish content and will not be taught using a traditional textbook. Students will be engaged in a research project throughout the semester that will culminate in a paper, presentation, or podcast. A final exam will not be given.

**\*Road to the Election (Fall Semester of Election Years, 11th-12th):** This course is designed to help students understand the political process of, the social influences on, and the important outcomes of the upcoming Presidential Election. The course will lead students into a deeper understanding of the way the electoral process works in the United States, including topics such as gerrymandering, incumbency advantage and interest group spending.

**AP U.S. Government (Full Year, 12th):** This is a college level course designed to enhance the student’s understanding of the foundations of our federal government, as well as the daily execution of its duties. The course will involve a study of each branch of the federal system, the U.S. Constitution, civil rights as guaranteed by law, and public policy. As this is a college level course, the student should expect significant amounts of reading and writing each week. Students will also be asked to be engaged in current political discourse during the semester by reading papers, watching news shows, and keeping track of current political blogs. The course will prepare the student to successfully pass the AP exam in May.

**AP Psychology (Full Year, 11th-12th):** This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena of each of the sub fields. Significant themes in psychology, landmark research findings, awareness of ethics in research, the history of psychology, and basic statistics are central. The course will be the equivalent of a college introductory class and will prepare students for the AP exam in May. (It may be considered either a social studies class or a science class.)

**\*AP Art History (Full Year, 11th-12th):** This class is designed to prepare students for the AP Art History exam in May. Students develop an understanding and enjoyment of architecture, sculpture, painting, and other art forms in a historical and cultural context. The students examine the major forms of artistic expression of past and of distant cultures, as well as those of their own time and environment. Students learn to look at works critically, with intelligence and sensitivity, and to articulate what they see and experience. (It may be considered either a Social Studies or Fine Art credit.)

# World Language

Exposure to world languages embraces the high value that the Crossroads community places on learning about and being open to the different ideas and values of people from other cultures. Through a four skill approach developing reading, writing, listening, and speaking competencies via a wide range of traditional and experiential activities, the department strives to teach to a student's strengths. The long-term goal in the study of the language is to begin to develop a level of proficiency that can be used in the student's future academic, professional, and personal life. Spanish is taught primarily in the target language throughout, as will Mandarin Chinese after laying a foundation of pronunciation and character writing in the first year. The study of world languages begins in 7th grade and is usually continued through 11th grade. Students are required to take two years of a World Language in Upper School, but are encouraged to continue on with the language.

## Spanish

**Spanish A and B (7th and 8th):** The main goal of beginning Spanish is to introduce students to a language and culture that is different from their own through immersion in the world language. These courses are designed to build an elementary foundation in Spanish. The students receive exposure to the spoken language, supplemented by Spanish music, films, and Internet sites.

**Spanish I (9th):** The primary goal of this class is to introduce students to the fundamentals of the Spanish language (reading, writing, speaking, and listening). Students will learn about the geography and culture of many Spanish-speaking countries. The students receive exposure to the spoken language, supplemented by Spanish music, films, and internet sites.

**Spanish II (9th-10th):** The primary goals of this class are to solidify the basic language skills acquired in Spanish I and to build upon them, allowing students to speak and write with more sophistication. The past tense is taught extensively to improve communication.

**Spanish III (10th-11th):** The third year course focuses on strengthening grammar, speaking, and writing skills. Students also build upon their vocabulary base. The students write a research paper in Spanish on a Spanish-speaking artist or architect and present to the class. The students also give a presentation on a musician or group from a Spanish speaking country and create a mix. We will also cook some traditional

dishes from multiple Spanish-speaking countries as a class and sample foods from Spanish-speaking countries.

**Spanish IV (11th-12th):** The primary goal of this course is to converse with greater fluency and to improve reading and writing skills. We review grammar while focusing largely on building a more extensive vocabulary base. The students practice circumlocution on a regular basis in order to improve conversational skills. Students also generate discussion questions for the class. We discuss current events and cultural topics often related to Spanish-speaking countries. The students create a video that educates about a problem topic in society and presents possible solutions. The students give a presentation on practical life skills that they wish to learn about. They also write a research paper on a Spanish speaking country, and give a presentation that includes interpreting a song from the country and cooking a traditional dish for the class. We will also continue cooking traditional dishes and sampling foods from Spanish-speaking countries as a class.

**Spanish V (12th):** The primary goals of this class are to improve conversational abilities and acquire more practical Spanish vocabulary, which the students will be more likely to use in the future. We review the fundamentals of the Spanish language while reading authentic texts, such as poetry from the Spanish speaking world, and watching films including *Diarios de Motocicleta* and *Mar Adentro*. Students learn vocabulary from each film and research cultural topics as well as write compositions on film topics that lead to discussions of ethical themes. We read articles in Spanish and write about them and then discuss them as a class. We will also continue cooking traditional dishes from Spanish-speaking countries as a class and each student will visit a different restaurant from a Spanish-speaking country and write a critique to present to the class. The students also go out into the community and record an interview with a Spanish speaker and the class watches the interviews and discusses what we have learned and experienced. The students also choose a country they wish to visit in the future and create an itinerary that they wish to follow in the future. They write a paper on the country and cook a traditional dish and teach the class a song from that country.

## **Mandarin**

**Mandarin A (7th):** This course is an introduction to Chinese language and culture. Students learn the pinyin Romanization system, basic character stroke order, and begin to build a foundation of Chinese characters and vocabulary using the textbook Integrated Chinese and a variety of authentic materials and media. By the end of the course, students are able to ask for and provide basic information about themselves and their families, and read and write about 100 Chinese characters. Students will also gain introductory knowledge of Chinese holidays, geography, and a variety of cultural topics based both on the curriculum and their individual interests.

**Mandarin B (8th):** This course continues to build a basic foundation of Chinese language and culture. By the end of the course students will be able to obtain and provide in-depth personal information, talk about times and dates, describe people, animals and objects, and interpret a variety of authentic materials. Students will build to a foundation of about 250 Chinese characters.

**Mandarin I (9th):** This course is an introduction to Chinese language and culture. Students learn the pinyin Romanization system, basic character stroke order, and begin to build a foundation of Chinese characters and vocabulary using the textbook Integrated Chinese and a variety of authentic materials and media. Students will learn to provide and obtain information about themselves and others, talk about times and dates, describe people, animals and objects, and will build a foundation of about 250 Chinese characters. Students will also learn about Chinese holidays, geography, and a variety of cultural topics based both on the curriculum and their individual interests.

**Mandarin II (9th-10th):** In this course students build upon their foundation of Chinese characters, vocabulary, and grammar. Using the textbook Integrated Chinese and a variety of authentic materials and media, students will be able to talk about the people and objects in the world around them, discuss events in the past, present and future, and will build to a foundation of 400-500 Chinese characters. Cultural projects and activities begin incorporating more use of language skills in addition to building knowledge of Chinese products, practices, and procedures.

**Mandarin III (10th-11th):** In this course students continue to build upon their foundation of Chinese characters, vocabulary, and grammar. Using the textbook Integrated Chinese and a variety of authentic materials and media, students will expand their conversations to include practical topics such as the weather and seasons, dining, asking for and giving directions, and visiting the doctor. Students will master many useful grammatical structures and will build to a foundation of 400-500 Chinese

characters. Students will also study the art of translation and will use their Chinese skills to give back to the community through volunteer work translating.

**Mandarin IV (11th-12th):** In this course, students explore Chinese language and culture in depth through a variety of materials. The class will focus on a major theme for the year, broken into a sub-theme for each quarter. Students will practice reading, writing, speaking, and listening through authentic articles and media, projects, and writing exercises. By the end of the course, students will have learned about 1000 Chinese characters.

**Mandarin V (12th):** In this course, students continue to explore Chinese language and culture in depth through a variety of materials. The class will focus on a major theme for the year, broken into a sub-theme for each quarter. Students will practice reading, writing, speaking, and listening through authentic articles and media, projects, and writing exercises. By the end of the course, students will have learned over 1000 Chinese characters.

# Fine Arts

The primary goal of the Crossroads College Preparatory School's Fine arts department is to provide a strong arts education for all students as well as a challenging environment for students preparing for careers in the arts.

*All students are required to take Art in Perspective during their sophomore year. All other fine arts classes are electives. Note that some electives are limited to specific grades. Elective classes with an \* may not be offered every year.*

## Visual Arts

**Art in Perspective (Full Year, 10th):** This is a required course designed to enrich students' academic and artistic experiences by introducing art as a link to understanding human actions in both western and non-western traditions. Students will create works resulting from academic exploration, using a variety of media. A key feature of the course is the exposure to cultural institutions and off-campus experiences.

**\*2D Design (Semester, 9th-12th):** In this semester course, students will master two dimensional design elements and understand them as the tools of art. Each element will be introduced along with a "problem" to explore both by hand and digitally. The first part of the course will focus on black and white design, and the second part will concentrate on the use of color. Students at any artistic level will incorporate design elements into various project applications as they search for harmonious composition.

**\*3D Design (Semester, 9th-12th):** This course is designed to give students a strong foundation in the elements of art and principles of design that permeate our everyday lives. Students will be given three-dimensional design problems to solve both by hand and digitally. In the process they will develop an aptitude for recognizing and applying the elements of art: line, shape, texture, form, space, color, and value, as well as the principles of design: balance, emphasis, movement, pattern, proportion, repetition, rhythm, symmetry, variety, and unity. The goal of the course is to provide students with the aesthetic tools to distinguish, create, and discuss works of art that manifest the qualities inherent in a strong and harmonious composition, thereby building a foundation for drawing, painting, sculpting and constructing three-dimensional designs.

**\*Art for Social Change (Semester, 9th-12th):** This art class is a semester course for upper school students that uses creative expression to address contemporary issues, global and local, raising awareness by challenging participants to make works of art that confront societal ills. Students will incorporate a variety of media and approaches, including performance art, and will seek to collaborate with the Theater for Social

Change program and the Social Justice Activity in discovering art as a means to activism.

**Ceramics (Semester, 9th-12th):** Students will be introduced to the medium of ceramics through fundamental hand-building techniques using slabs, coils, and pinch pots. Students will also be introduced to basic wheel-throwing skills such as centering, opening, and pulling up a cylinder. Along the way, they will gain an understanding of the properties of clay and its history throughout the world as a vehicle for communication and a culturally integral source of functional vessels and decorative objects. Students may repeat this course for more advanced learning.

**Digital Photography (Semester, 9th-12th):** In this course we will cover the basic functions of a digital camera, shooting, color, lighting, storage, and printing. We will learn the evolution of photography over the past 2 centuries and the differences and similarities between digital and film. Also we will utilize Photoshop as a digital darkroom. We will achieve this through class discussion, demonstrations, lab time, and critiques. We will also learn specific techniques to enhance and improve your pictures technically, visually and conceptually. Alternative photographic processes will also be covered. This class will provide you with the unique opportunity to not only learn a set of skills but to express yourself visually in a new way. Students may repeat this course for more advanced learning.

**\*Drawing and Design (Semester, 9th-12th):** In this intermediate to advanced course students will combine their drawing skills with the elements of two-dimensional design and mixed media and will be introduced to contemporary art making concepts. Drawings from life will be adapted to design concepts such as line variations, patterns, textures, colors, abstractions, optical illusions and values. Words and characters will be used in ways other than as a literal message, seen as construction blocks of composition. Students sustain work for extended periods, creating a more finished product and continue to challenge themselves with more in-depth investigation and observation as well as complex compositional effects. This unique course is designed to challenge and benefit those moving on to more advanced art courses.

**\*Illustration (Semester, 9th-12th):** Students in illustration will learn the history of this art form that creates a visual context for textual material. Studying examples of illustrations that highlight different periods, styles, and media, students will use existing pieces of written expression or will write their own with which to visually translate the words and/or the essence of the content. Work may be generated from short stories, magazine or newspaper articles, poems, songs, or creative writing and will be approached using a variety of media including but not limited to drawing, printmaking, pen and ink, and watercolor.

**Life Drawing (Semester, 9th-12th):** This semester class will focus exclusively on observational drawing. We will study various objects, textures, lighting, and composition. Drawing still-life, the figure, and portraiture will be major elements of the class. Life drawing is appropriate for students at any level, from beginner to advanced.

**\*Painting (Semester, 9th-12th):** Learning to paint involves understanding the properties of paint, mixing colors, and understanding how to minimize what we observe. This course will break down these challenges by introducing student-friendly painting exercises designed to raise levels of confidence and skill. As students draw with paint, they can expect to work primarily from life, paying particular attention to the effects of light on a surface, and the intersection of planes where lines occur. Students will be introduced to the history and context of painting throughout human existence, as well as becoming familiar with current art forms and the ideas that drive them while exploring the contemporary reasons for making art. This course will benefit all students, regardless of experience, and students may repeat this course for more advanced learning.

**\*Portraiture (Semester, 9th-12th):** Students in portraiture will examine the history of the portrait genre through a comprehensive study of portraits throughout history and across cultures. They will gain experience with a variety of techniques, processes and materials integral to rendering the face and figure. They will work from live models (including themselves) and photographs. They will have exposure to the life of professional portrait artists working locally through classroom guest artist visits and studio tours.

**\*Printmaking (Semester, 9th-12th):** In this semester course, students will investigate methods for making multiple artistic images as they explore the limitless possibilities of printing as an art form. Students will be introduced to the inking process and various types of plate-making, and they will develop skills specific to each printmaking method. Also in this course, students will be introduced to several traditional bookbinding techniques as they relate to the art of making multiples. Students will create a variety of book structures including accordion, Japanese stab, pamphlet stitch, and Coptic which will incorporate their printed imagery. Moderate proficiency in drawing is recommended. Students may repeat this class for more advanced learning.

**\*Sculpture (Semester, 9th-12th):** Students will be guided through a process where a leap is made from a two-dimensional concept to a three-dimensional reality. An exploration of movement, scale, intersection of planes, and texture will be validated by creative expression. Both additive and subtractive techniques will be introduced in a variety of materials. A willingness to explore options is the only requirement for this course.

**\*Bookmaking (Semester, 11th-12th)** Students will explore historic book structure – page decoration, adhesion and enclosure possibilities – and the innovation of contemporary book structure, including traditional and non-traditional binding techniques. Experimental and traditional image making processes will be explored including techniques in illustration, stamping, drawing and printmaking and photography. We will also explore the dynamic relationship between the book and printed page, narrative possibilities in book structure and structure as a vehicle for content. Independent and collaborative projects, discussions and lectures hone the conceptual skills necessary for critical thinking regarding the nature of the book. Bookmaking students are fluent in book construction – text, image, structure, materials and techniques – and are prepared to create work that reflects their own personal expression.

**\*AP Art History (Full Year, 11th-12th):** This class is designed to prepare students for the AP Art History exam in May. Students develop an understanding and enjoyment of architecture, sculpture, painting, and other art forms in an historical and cultural context. The students examine the major forms of artistic expression of past and distant cultures, as well as those of their own time and environment. Students learn to look at works critically, with intelligence and sensitivity, and to articulate what they see and experience. (It may be considered either a Social Studies or Fine Art credit.)

**\*AP Studio Art Portfolio (Full Year, 11th-12th):** This is a yearlong class for those junior and senior art students who need to put together a portfolio for future use. The students will attain a level of workmanship similar to that of a first year college course. During their exploration of themes of personal interest, they may discover a passion for a particular media or technique and act upon that passion to produce art with profound meaning and expression.

## Theatre

**\*Acting Methods (Semester, 9th-12th):** In this course, students will learn the techniques, theories, and practices of the great acting teachers and innovators from Hagen to Suzuki to Stanislavski. Students will gain an appreciation for and understanding of both historical and modern acting techniques. Students will be required to memorize and perform in front of an audience.

**\*Directing (Semester, 9th-12th):** Students enrolled in this course will study the work of modern and historical stage directors, providing a brief history of the development and functions of the director, learning the various skills necessary to direct on the modern stage. Specific areas to be studied include script analysis, composition, working with actors, and organizing a production. Culminates in a ticketed performance.

**\*Film Production (Semester, 9th-12th):** In this class we will explore the basics of video production. We will learn the history and terminology associated with film-making, and we will watch several examples of films that exemplify the concepts and techniques used to create quality films. Utilizing a camcorder and video editing equipment, we will study video technologies, basic equipment operation, video composition, lighting, and audio. We will work together to create video projects utilizing storyboards, screenwriting, and post-production editing. Students will get experience directing, writing, editing, and acting in several film projects over the course of the semester.

**\*Improvisation (Semester, 9th-12th):** In this course, students will be exposed to the techniques of successful improvisation. Using reading, writing, performance, and critiquing, students will explore these techniques and apply them to create successful improvisational scenes. In the process, they will deepen their knowledge of improvisation terminology and heighten their appreciation for the art of improvisation.

**\*Musical Theater (Semester, 9th-12th):** In this class, we will delve into the history of musical theatre from its humble beginnings in Vaudeville to the spectacles of today's Broadway hits and everything in between. Students will get to put their knowledge to the test by performing musical pieces from each period of the musical's history. Students will also have the opportunity to work on their audition skills, sight-reading, acting a song, and various forms of dance. Students will cultivate their skills to evaluate artistic merit of music, performance, and productions. This is a great class to celebrate and learn about this most beloved genre of theatre.

**\*Play Production (Semester, 9th-12th):** In this class we will start with an idea and end with a full length, and completely finished, piece of theater. Students will participate in every part of the process that brings us from page to stage. Starting with concept

meetings and design ideas, following through with creation of sets, costumes, lighting, and more, finishing with acting, rehearsal, and even marketing, we will explore every aspect of putting on a show. This class will culminate with a live performance.

**\*Shakespeare Salon (Semester, 9th-12th):** The Shakespeare Salon is a class dedicated to the enjoyment of Shakespeare's plays. We will watch and discuss favorite film versions of his work, partake in scene and monologue study, play games and activities related to the Elizabethan time period, and hopefully enjoy and critique some live classical theatre. Students who love Shakespeare will enjoy this class, and students who would like to learn more about appreciating and understanding his work will surely benefit as well.

**\*Sketch Comedy/Improv (Semester, 9th-12th):** Students will use improv skills to write and perform comic sketches. We will study the history of comedy, comic writing, and improvisation. The semester will culminate with an "SNL-like" performance.

**\*Theater for Social Change (Semester, 9th-12th):** In this course students will explore the cultural analysis of theater practice using improvisation, movement, spoken word, and music as an agent for social criticism and/or change. Students will promote the research and practice of theatre and the dynamic relationship between theatre and society through writing and performance.

## **Music**

**Intro to Music (Semester, 9th-12th):** This course is a basic music appreciation course covering the fundamentals of music theory, and a brief overview of music history. Students will explore music history by listening to a wide range of music; including Western European music, "Classical," Folk music, and various types of Contemporary music. Emphasis will be placed on understanding the elements of music, building sight reading skills, and being able to identify music from different periods and cultures. There will be some exposure to musical instruments. However, this is not a music performance class.

**Computer Music/Composition (Semester, 9th-12th):** The purpose of this lecture/lab course is to introduce the student to the concepts and current trends of music technology with a primary focus combining various processes and tools to create new music compositions. In developing techniques for recording, manipulating, and mixing sounds: the course will cover the acoustics of sound, digital audio, synthesis, sampling, musical instrument digital interface (MIDI), virtual studio technology (VST), the digital audio workstation (DAW), digital audio hardware, digital audio software and more. Through class lectures and discussions, creative projects (arranging, songwriting, orchestrating, live audio setup), and final composition projects you will be encouraged to expand and develop your abilities and understanding in music technology and composition.

**\*Concert Band (Semester, 9th-12th, brass or percussion instruments only):** This course is designed to give the student an enriching and diverse instrumental music education. The daily objective of the course is to foster and promote musical growth through the playing of an instrument. Classroom activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature. Students will be expected to perform assignments regularly, and all scheduled performances are a required element of this course. Dedication to improvement of skills and musical knowledge is essential to participate in concert band. Individual practice outside of class is required. As a member of the band program, group effort and cooperation is necessary to a successful program. Band is a skilled effort in which each student is expected to show technical and musical growth throughout this course. This class is appropriate for all students who play a wind, brass or percussion instrument, including beginners.

**\*Concert Choir (Semester, 9th-12th):** This course is designed to give the student an enriching and diverse choral music education. The daily objective of the course is to foster and promote musical growth through singing. Classroom activities are designed

to develop elements of musicianship including tone production, technical skills, intonation, diction, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature. Students will be expected to perform assignments regularly, and all scheduled performances are a required element of this course. Dedication to improvement of skills and musical knowledge is essential to participate in concert choir. Individual practice outside of class is required. As a member of the choir program, group effort and cooperation is necessary to a successful program. Singing is a skilled effort in which each student is expected to show technical and musical growth throughout this course. This class is appropriate for all students who enjoy singing.

**\*Contemporary Music Ensemble (Semester, 9th-12th):** The purpose of this course is to introduce the student to the concepts and current trends of music technology with a primary focus on using technology in performing, and combining various processes and tools to create new music compositions and arrangements. Students will explore the history of contemporary music, the different styles within contemporary music, and the skills necessary to play those styles. With this being an ensemble, we will cover topics such as: individual practice time, what it means to be an ensemble member, blending and balancing, how to bring the most out of the music, and performing your best under pressure. In addition to performing, students will also study basic techniques for recording, manipulating, and mixing sounds. While developing these techniques, students will be required to use the techniques learned, and come up with new ideas to create their own original compositions or arrangements. Through performances, class lectures and discussions, creative projects, and a final composition project, you will be encouraged to expand and develop your abilities and understanding in contemporary music.

**\*History of Western Music (Semester, 9th-12th):** This course gives a broad overview of Western music from the Middle Ages to the 20th century. The course addresses the musical characteristics, instruments and theory of each period as well as the cultural and historical contexts including philosophy, religion, politics, art, architecture, and daily life. This course is meant to give students a deep understanding of the West's rich musical history and attain these skills: music historical and stylistic literacy, stylistic listening, score reading, and analysis skills, critical thinking and communication skills.

**\*Jazz Band (Semester, 9th-12th):** This course focuses on the performance of Jazz classics. Students explore the world of jazz standards, Latin jazz, and Afro-beat through musical performance.

**Advanced Computer Music/Composition (Semester, 10th-12th):**

**Prerequisite: Computer Music/Composition or Contemporary Music Ensemble**

The purpose of this lecture/lab course is to cover the advanced concepts of composition, songwriting, arranging, orchestrating, and music business. We will also cover music distribution; how to place your music on iTunes, Google Play Music, Spotify, and other online streaming services. Students will be required to create an EP or album for their final project, and create compositions for the Contemporary Music Ensemble. In developing techniques for recording, manipulating, and mixing sounds: the course will dive deeper into the acoustics of sound, digital audio, synthesis, sampling, musical instrument digital interface (MIDI), virtual studio technology (VST), the digital audio workstation (DAW), digital audio hardware, digital audio software and more. Through class lectures and discussions, creative projects (arranging, songwriting, orchestrating), and a final composition project (EP or album) you will be encouraged to expand and develop your abilities and understanding in music composition, technology, and business.

**\*AP Music Theory (Full Year, 10th-12th):** A major component of any college curriculum in music is a course introducing the first-year student to music theory, a subject that comprises the musical materials and procedures of the Common Practice period. Such a course may bear a variety of titles (Basic Musicianship, Elementary Theory, Harmony and Dictation, Structure of Music, etc). It may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course, although they may be taught as separate classes. The student's ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument. The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation.

# Practical Arts

The Practical Arts department offers a variety of courses to support the learning of practical skills relevant to our contemporary world; these include courses in technology, in designing, building, and making; and in leadership. Courses are taught with an emphasis on skill building and practical application to useful projects and situations. The content of each Practical Arts can be leveraged beyond each course in a variety of ways as the habits and skills that are generalizable to other areas and interests in the student's life. Practical Arts courses range from a year-long AP offering to semester-long electives. Courses marked with an \* may not be offered every year.

**\*Computer Programming and Topics in Technology (Semester, 9th-12th):** This is an introductory course in computer programming using the languages C++ and Javascript. The course begins with an online introduction to Javascript, then advances to game programming in the C++ language. The course emphasizes the analysis of problems, the careful selection of an appropriate algorithm, and the implementation of the algorithm. Topics covered include data types, variables, input, output, control structures, functions, files, and objects. Also covered are graphics, work with audio, and games. Computer Programming and Topics in Technology assumes no previous programming experience.

**\*Introduction to Computer Applications (Semester, 9th-12th):** This one semester course is designed to help students acquire skills in word processing, the Internet, research, web page design, and computer use. Internet etiquette, computer terminology, and hardware will also be examined. All students must demonstrate a minimum keyboarding competency of 25 words per minute. Some students may need practice in order to attain this skill. The course will allow for individual progress through these skills for students at vastly different levels of computer comfort and familiarity. The overall goal of the course is for all students to acquire computer confidence as well as the acquisition of skills necessary for the academic work at Crossroads College Preparatory School and beyond.

**Leadership: In Theory and Practice (Semester, 9th-12th):** In this course, students will develop an understanding of the discipline of leadership, through defining a personal framework and set of values for leading self and others. Students will explore the skills and traits required for credible leadership by understanding that leadership of self is a prerequisite to leadership of others. Students will translate new skills into practical fieldwork leadership activities, in school and in the community.

**Makerspace I: Design Thinking, Tool Craft, and Making (Semester, 9th-12th):** This course is based on design thinking and will provide students with a creative outlet to learn sound habits in the context of creating, designing, tinkering, and building in the Makerspace. Students will become proficient in the design thinking process and its application in developing solutions to challenges, as well as salient problems identified by the community. Practical skills will serve as a part of the foundation of learning objectives and as a means of creating and finishing collaborative projects. Students will learn to use Makerspace tools including 3D printers, a CNC machine, sewing machines, a laser cutter, and traditional hand tools, among others. The Makerspace curriculum is an instrumental hands-on approach toward realizing the larger educational philosophy of Crossroads.

**\*Makerspace II: Design for Social Change (Semester, 9th-12th):** Now that students have experience with the design thinking model and a workable knowledge of the Makerspace tools through Makerspace I, this course will deepen their understanding of this work and its application to salient problems solicited from our community and identified by our students. Students will work together to discuss issues of social justice and address these issues in a way that will promote solutions. Students will also use their knowledge of art, design, making, and media, as well as being challenged to explore new tools to find creative ways to prototype their ideas. They will learn to listen and develop critical thinking and problem-solving skills. They will develop the vocabulary and presentational skills for effective communication of their ideas. The Makerspace curriculum is an instrumental hands-on approach toward realizing the larger educational philosophy of Crossroads.

**Personal Finance (Semester, 9th-12th):** In this course, students will develop an understanding of the fundamentals of personal finance, through readings, class discussions and exercises on topics relating to managing personal finances. Students will explore a variety of topics in an effort to create a holistic understanding of the range of behaviors that lead to a positive relationship with money, and with lifelong effective money management. Students will be introduced to the financial services industry, from a services perspective, as well as from a job opportunity perspective.

**\*Speech and Debate (Semester, 9th-12th):** This semester-long course will introduce students to the basic principles of public speaking and formal debate. The first half of the semester will focus on public speaking. Using both historic and original speeches, students will practice their verbal and physical presentation skills. In the second half of the semester, students will focus on formal debate styles. Students will learn how to express and support differing opinions and how to respectfully and constructively disagree. Throughout the semester, students will be responsible for assessing both themselves and their peers.

**\*AP Computer Science Principles (Full Year, 10th-12th):** This course introduces students to the foundation of modern computing. The course seeks to provide students with a foundation in computing principles so that they are adequately prepared to meaningfully participate in our increasingly digital society, economy, and culture. AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. Students will have the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

## Physical Education and Athletics

The athletics program at Crossroads College Preparatory School is unique. While fielding extremely competitive teams that have been successful at the conference, district, and state level, we also believe in abiding by our stated mission and core concepts of community and inclusivity. All students that are interested in being members of a team are given the opportunity to do so. All team members are held to certain standards of attendance and effort. We emphasize the competitive nature of athletics while building a strong work ethic and striving for individual and team improvement. In addition to our gymnasium, we utilize outside facilities such as Dwight Davis Tennis Center, Harris Stowe State University, Cool Papa Bell Stadium, and Forest Park.

**Physical Education (Required, Full Year, 7th-9th):** Physical Education classes are designed to encourage healthy living and good physical habits for young people. The classes are vehicles to introduce key components of an active and healthy life. All middle school students are required to participate in physical education, either in the form of a competitive team or as a physical education class, both of which occur during the school day. Our approach to middle school athletics mirrors the philosophy of the school: all students who are interested may participate. Our 9th grade students are required to take Physical Education class throughout the school year. There are two sections that meet for two weeks at a time and rotate with Health class. One section of PE is designed with the student-athlete in mind. This section focuses on flexibility, speed training, strength training, core strength improvement, quickness training, aerobic workouts, and explosive training. The second section is a more traditional physical education class. This class is designed to improve fundamental stamina, core, and flexibility. In addition, there are two week units of an activity that the students participate in.

**Health Education (Required, Full Year, 9th):** Health Education emphasizes the importance of knowledge, attitudes, and practices relating to personal health and wellness. It is a course designed to expose students to a broad range of issues and information relating to the various aspects of personal health, which include the physical, social, emotional, intellectual, spiritual and environmental aspects. Topics of exploration include, but are not limited to: drug and alcohol education, mental/emotional wellness, sexual health, and personal/environmental health. This class meets in two week blocks and rotates with physical education class.

## Competitive Teams

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Boys' Varsity Soccer	Boys' Varsity Basketball	Boys' Varsity Baseball
Girls' Varsity Tennis	Girls' Varsity Basketball	Girls' Varsity Soccer
Girls' Varsity Volleyball	Boys' Jr. Varsity Basketball	Boys' Track and Field
Girls' JV Volleyball	Girls' Jr. Varsity Basketball	Girls' Track and Field
Girls' C Volleyball		
	Middle School Boys'	Middle School Boys'
Middle School Boys'	Basketball	Baseball
Soccer	Middle School Girls'	Middle School Girls'
Middle School Girls'	Basketball	Soccer
Volleyball		Middle School Track and Field

# Activity Classes

Activity classes meet twice a week. A wide range of activity classes is offered each year from which students choose according to their interest. All students are required to take an activity each quarter in 7th through 11th grade. Some activity classes require commitments for multiple quarters. Seniors may elect these classes according to their interests and schedules. Activity classes are designed to supplement and enrich the curriculum, and they often provide exposure to new interests and future avocations.

## Recent activity classes have included:

- ACT/SAT Prep
- Archery
- Baking
- Baseball Conditioning
- Bicycle Riding and Safety
- Bridge
- Chamber Orchestra
- Cheer Squad
- Chess
- Cooking
- Creative Writing
- Current News
- Discussion in an Uncivil Society
- Dungeons and Dragons
- Fly Tying and Fishing
- Golf
- Good Work
- Improv
- Knitting
- Life Skills
- Literary Magazine
- Math Club
- MakerSpace
- Mock Trial
- Movies
- Nerf Games
- Open Art Studio
- Outside Games
- Photoshop
- Pit Orchestra
- Portraits
- Robotics
- Running Club
- Science Fair Support
- Science Fiction and Philosophy
- Sketchbook
- Slam Poetry
- Social Justice Club
- Stage Makeup
- Step
- Strategic Card Games
- Studio Ghibli
- Theater Games
- Ultimate Frisbee
- Upcycling
- Volleyball
- Yearbook
- Yoga