



A Note from the Principal

Dear CDS High School Families,

The High School experience at Country Day School guides students to a fuller maturity as self-motivated learners, responsible individuals, and people who thrive on exploring new interests and learning new subjects. The High School Course catalog is designed to help students choose a correct path to achieving these goals.

Please read through this course catalog carefully. In it you will encounter the rich, diverse selection of courses offered at Country Day High School. The courses are designed to guide students in their mastery of important academic content, and to broaden horizons, stimulate intellectual curiosity, and inspire exploration into new areas of learning.

We know that with choice comes responsibility; please use the catalog to help you to make short-term decisions and to answer the question, “What might my course work look like next year?” In making decisions, think about what your goals and interests are in high school, and where you would like to be after graduating CDS. Check with your college counselor to ensure you are the right path for graduation and college. Then ask your friends, older students, your siblings, parents, teachers and counselors about any classes in question.

The wisdom of balance holds true when it comes to choosing and fulfilling a successful academic year. Be certain to challenge yourself without overloading. If you have any questions, please ask any one of us. Because we are here to help you meet your dreams and aspirations as you navigate through High School.

Warmest regards,

A handwritten signature in black ink that reads "Chris".

Christopher R. Brown
High School Principal

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Values and Philosophy

It is the philosophy of Country Day School, a private nonsectarian school with no political affiliation, to provide a traditional education committed to excellence and achievement through a balanced program structured primarily on United States curricula. It is also the philosophy of the school to develop our students' appreciation of their own cultural heritage as it relates to the values of the larger international community.

The mission statement of the High School reflects the shared values and philosophy that guide our approach to educating young people to become leaders in the classroom and in life. Academic excellence is a priority at the High School. It is defined by active learning and critical thinking—both the acquisition of knowledge and skills, and the ability to reflect and apply what one has learned. The faculty encourages each student to elect a rigorous curriculum and to attain the highest possible level in each academic area. Independence and responsibility—the ability to "think independently and act responsibly"—are core values that develop student leadership in both academic and extracurricular pursuits. Through our curricular programs, our

counseling system, and by working closely with master teachers, students develop the confidence, skills, and values to inquire into subjects deeply, to assert reasoned opinions, and to advocate for themselves in the classroom and beyond.

We believe that students profit from an environment in which individual needs are addressed on a daily basis. Small classes enable us to get to know each student well and work with each student in the most effective manner. Faculty are readily available for enrichment or extra help as needed, to help students achieve and maximize success. Our curriculum design offers a foundational program in the first two years of High School. In grades 9 and 10, students are sectioned with their grade in English, history, and science classes. Mathematics and Foreign Language classes are sectioned according to ability and experience, determined by placement test results and work undertaken in middle school. Beginning in the sophomore year, more options are available to students to pursue individual interests, *including the study of a second foreign language, and doubling up in science courses*. Nineteen different Advanced Placement courses are offered in all of the academic disciplines; these offer additional academic challenge and the opportunity for college credit or advanced placement after matriculation. Advanced study in partnership with the K12 online program enriches our offerings for students with advanced or specialized interests.



Honor Code

High School students at Country Day are governed by an Honor Code, the product of over two years of effort with faculty. The Honor Code at Country Day School is based on the community's belief that personal and academic integrity are as important as academic achievement.

Adherence to our Honor Code creates a community of trust among students and faculty by establishing principles for everyone to follow.

The CDS student demonstrates academic integrity by being responsible and honest about his or her own work. Our Honor Code defines cheating as claiming work by another person or source as his/her own.

At the beginning of each school year, during the first High School assembly every High School student will take the following pledge and sign our Honor Code *Actas Book*:

On my honor, I pledge my academic integrity, honesty, respect, and sportsmanship to the Country Day School community, and I will encourage others to do the same. As a member of this community, I will not lie, cheat or steal.

Grading Policy

GPA is calculated over a three-year period of grades 10-12. Only courses taken at Country Day School and online are calculated into the GPA. All online courses included on the transcripts are from fully accredited providers. Due to the small number of students in the class and the multicultural and varied scholastic backgrounds of our population, we do not rank our students.

Grading System

A=93-100=4.0 B=85-92=3.0 C=75-84=2.0 D=65-74=1.0 F=64 or below=0.0

Honor Roll

Honor Roll and High Honor Roll are calculated four times a year. Students that receive 85% - 100% in all their classes will receive Honor Roll. Those students receiving from 93% to 100% in all their classes will receive High Honor Roll.

Graduation Requirements

In order to graduate from Country Day School, you must have 24 credits over four years. Four credits in English, three credits in social studies, three credits in math, three credits in science, four credits in a world language, two credits in the fine arts department and five credits in core electives. However, it is highly recommended to take four credits in the math, science and social studies departments.

Course	Grades Taken	US High School Credits	w/ CR Baccalaureate
English	9-12	4	4
Spanish	9-12	4	4
Social Studies	9-12	3	4
Mathematics	8-12	3	4
Science	9-11	3	4
Academic Electives	11-12	3	0
Art	10	1	1
Music	9	1	1
P.E.	9-10	2	2
Total Academic Credits		24	24

Courses Required for Graduation:

Grade	English	Spanish	Science	Mathematics	Social Studies
9	English 9	Spanish I	Biology	Algebra I	World History
10	English 10	Spanish II	Physics	Geometry	Modern History & Geography
11	US Literature	Spanish III	Chemistry	Algebra II	US History
12	British Literature	Spanish IV	AP Science (optional)	Pre-Calculus/ Calculus (optional)	Social Studies Electives (optional)

AP Program

The College Board's Advanced Placement (AP) Program is an opportunity for students to pursue college-level studies while still in secondary school. College admissions personnel view AP experiences as one indicator of future success at the college level. Participation in AP courses is, therefore, a great advantage to a student who wishes to attend a highly selective college. AP Courses are rigorous and one could expect each school day, an hour of outside study per course. As school policy, students enrolled in Advanced Placement courses will be required to take the respective AP exams in early May.

Athletics

The Country Day Athletic Program sponsors interscholastic play in basketball, soccer, and volleyball.



School Counseling

Counseling services are provided to high school students in the following areas:

- personal and/or academic issues that may arise during the school year
- orientation to new students enrolling high school any time of the school year
- individual and/or group placement testing in subjects as math, English, Spanish for students entering 9th grade, as well as new students entering high school.

Counseling services are provided to parents and faculty in the following areas:

- Consultation with parents and with faculty.
- Assistance with informing teachers of students with special learning needs and/or specific emotional situations that affect the student's academic and/or social performance.

CDS Counseling also teaches Life Skills class to freshmen and sophomore students.

Programs

Costa Rican Baccalaureate Program:

- Costa Rican Social Studies
- Spanish Composition/Literature
- Mathematics
- Biology

English Honors Program:

- Honors English 9
- Honors English 10
- AP English Language
- AP English Literature

Mathematics Honors Program:

- Honors Algebra I
- Honors Geometry
- Honors Algebra II / Trigonometry
- Honors Advanced Math
- AP Calculus BC

Standardized Exams Offered:

- Pre-SAT
- SAT I & II
- ACT
- TOEFL
- Advanced Placement



Change of Program

It is important that students choose their program carefully. They should get help from friends, parents, teachers, and counselors. However, if a student chooses to change a course before the deadline (5 classes), the student should speak with the college counselor. Most changes after the deadline will not be permitted. Any change of program past the 5 class deadline will require Change of Program form completed by the student, parents, teachers involved, and approved by the High School Principal.

Ninth Grade Planned Program

(See course descriptions on the following)

English (full year – 1 credit)

World History (full year – 1 credit)

Biology (full year – 1 credit)

Mathematics (full year – 1 credit)

Physical Education (full year - ½ credit)

Music (full year - ½ credit)

Spanish (full year - 1 credit)

2 Electives (semester – ¼ credit each)

English 9: The 9th grade English program consists of four strands or elements: literature, writing, vocabulary development, and PSAT/ SAT preparation. The literature is taken from a variety of time periods and settings, from Steinbeck's *Of Mice and Men* and Paton's *Cry the Beloved Country* to Shakespeare's *Julius Caesar*. Writing focuses on paragraph coherence and development, working into full essays. Grammar and usage issues are treated as they appear in the writing. Vocabulary development includes weekly lists, study of roots, and regular quizzing. The class also covers the content as well as techniques and strategies pertinent to the taking of the PSAT and SAT. (full year - 1 credit)

English 9 Honors: The 9th grade English Honors program consists of four major elements: literature, writing, vocabulary development, and PSAT/ SAT preparation. The course differs from the English 9 course with more challenging reading and writing requirements. The literature is taken from a variety of time periods and settings: Dickens *Great Expectations*, Steinbeck's *Of Mice and Men*, Paton's *Cry the Beloved Country*, Remarque's *All Quiet on the Western Front*, Sophocles' *Antigone* and Shakespeare's *Julius Caesar*. Writing focuses on paragraph coherence and depth, literary essays and research papers. Grammar and usage issues are evaluated and developed as they appear in the writing. Vocabulary development includes a weekly examination of word roots, literary and SAT vocabulary and frequent assessments. The class also covers the content and techniques and strategies pertinent to the taking of the PSAT and SAT. *Prerequisites: teacher recommendation and essay* (full year - 1 credit)

World History 9: The purpose of the World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. First semester, we will begin with a review of foundations of civilization, looking at the development and spread of ideas and culture. Next, will be an examination of the Renaissance and the Scientific Revolution as an introduction to the Early Modern Era. We will also explore the First Global Age to help students understand interactions between major civilizations, as well as the impact of those interactions on each individual civilization involved. Second Semester will begin with a unit on Revolution's, with a focus on the causes and consequences of revolution as well as the modern implications of revolution. Next, will be a unit on War, also with a focus on causes and consequences, global interaction, and modern implications. The focus of our final unit will be on the Cold War and the Modern Middle East, with a heavy emphasis on how both connect to current events. (full year - 1 credit)

Biology: Biology is designed to introduce students to the basics of biology and experimental design. It covers a variety of topics, but it focuses on molecular biology, human physiology, and evolutionary processes. Students will participate in a variety of hands-on activities, including laboratory work and projects that will build on their science skills while exploring the world around them. Current events and issues about the topics covered will be discussed and explored using scientific methodologies to better prepare students to arrive at their own conclusions about an issue. (full year - 1 credit)

One of the following Math courses should be selected.

Algebra 1: This course is the foundation for high school mathematics courses and the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions. Real world applications are presented within the course content. (full year – 1 credit)

Geometry: This course focuses on increased emphasis on intuitive geometry and practical applications and a reduced emphasis on proofs and abstract concepts. *Prerequisite: Algebra I in 8th grade.* Open to grades 9, 10, 11, & 12. (full year - 1 credit)

Geometry Honors: This very rigorous course focuses on increased emphasis on intuitive geometry and practical applications and an emphasis on proofs and abstract concepts. *Prerequisite: Algebra I in 8th grade, entrance math test with adequate scores.* Open to grades 9, 10, 11, & 12. (full year - 1 credit)

Algebra 2/Trigonometry: This is a challenging course of advanced algebra topics and concepts. Areas of study may include: sets and set notation, linear equations and functions, products and factors of polynomials, rational expressions, irrational and complex numbers, quadratic equations and functions, variation and polynomial equations, analytic geometry, exponential and logarithmic functions, sequences and series, triangle trigonometry, trigonometric graphs and identities, trigonometric applications, statistics and probability, and matrices and determinants. Algebra 2 is required to enter Pre-Calculus. *Prerequisites: Completion of Algebra I and Geometry in Middle School with a grade of C or better, entrance math test with adequate scores.* Open to grades 10, 11, & 12. (full year - 1 credit)

Physical Education 9: This course has been designed to give the students the opportunity to learn and use exercise and sports activities to attain an overall fitness level. Moreover, throughout the course, students will develop various athletic skills and reach personal goals that could guide them through their life, the 9th grade PE year will also have a life skills component throughout the year. (full year - 0.50 credit)

Music 9 This is a one year course that will focus on developing a greater appreciation for music through exploring the internal and external aspects of it based on the contents presented on the text book *Music!* It explores form, simple analysis, music creation, music reading and terminology through singing and listening to various styles including popular music, studying historical periods (from the Renaissance to Modern Era) and studying basic music theory.
(full year - 1 credit)

Full Credit Spanish Courses

(see the course description section for complete explanation of courses)

Principiante (Beginner's Spanish)

Intermedio 1

Intermedio 2

Intermedio 3

Avanzado 1A (non-native speakers)

Avanzado 1

Quarter Credit Elective Courses

(Freshman will choose two per semester)

Advanced Painting, Astronomy, Campus Service, Choir, Debate, Digital Photography, Drama, Knowledge Bowl, Podcast Journalism, Mathshop, Model UN, Roots and Shoots, Student Council, Wind Ensemble, Yearbook, Actualidad de America Latina, AP Chemistry Lab, AP Physics Lab AP Biology Lab, Bach Biology, Chess Club, College Workshop, Concert Band, Public Speaking, Sketching, Socrates' Café



Grades 10-12 Options

CDS Core Curriculum provides a rich and varied selection of courses for students to pursue their interests. For example, a student may enter classes focused on art or music. Ability and interest may lead a student to take courses focused on math and science or the humanities.



Students in their second year at CDS are required to take [English 10 or Honors English 10](#), [physics](#), [world history](#), [a world language](#), a [math](#) course, and two [core electives](#).

In their third year students must take [US Literature](#), [Chemistry](#), [US History or AP US History](#), a [World Language](#) course, a [math](#) course, and two [core electives](#)

Senior year, students must take choose a 12th grade [English](#) course and a [world language](#) course, if all graduation requirements have been met, students will choose at least four other courses to complete their schedule.

Colleges vary in their requirements for admissions. High school students should work closely with their college counselor to ensure they are taking the appropriate courses to be eligible for their preferred college. For selective universities it is highly recommended to take four years of Science, Social Studies, and Math.

CDS students are encouraged to become lifelong learners and their course selection should represent that dedication to learning.

Designation between Electives and Core Electives: [Electives](#) are courses offered two or three times a week. Most of the activity and work are done in school and these courses are designed to be enjoyable and fun. Core Electives are academic full-year courses that will require work outside of school, and typically include texts. Core electives meet every day during the week.

Fine Arts

Art: During the year the students will experiment with many different techniques and materials an approach to art expression, developing their visual culture. Also it involves the analysis and comprehension of the connection history-art expression through all age historical periods. The end goal is to perceive better, enjoy and respect the surrounding world, pursue beauty (as balance and harmony between all elements in an object, nature and all living beings, observation and discussion of the of beauty meaning in different cultures). The course will emphasize sketching and helping the students to improve their drawing skills. (full year - 1 credit)

Pre-AP Art: The course is based on suggested Advanced Placement guidelines from the national College Board Association. Emphasis is placed on direct observation, application of design elements and principles, and the development of a body of work that is based on student choice. that demonstrates skills. Giving all the information about AP Art Studio Portfolio, the student will analyze and decide if it gives beside his or her other school's obligations the possibility for preparing a good quality Portfolio according to the different colleges demands. Also students that are required to present a portfolio for their college applications could take this course. (full year - 1 credit)

AP Studio Art: Advanced Placement Studio Art is a rigorous college-level course in the visual arts, which requires the production of an extensive and excellent portfolio, 25-29 different pieces. As such, a great deal of artwork and assignments will be completed outside of class. Students should plan on spending approximately 2 hours working on art assignments at home for each hour spent in class--an average of 6-9 hours per week, sometimes more. AP Studio Art is divided into three different categories: AP Studio Art Drawing, AP Studio Art 2D (It includes Photography), and AP Studio Art 3D. Each student is going to choose one of the areas to make a Portfolio. Prerequisite: Pre-AP Art. (full year - 1 credit)



Art History: Art History is an introductory survey with study and observation of history of art and architecture. The course is sequential and Western-based. The class studies contemporary political, religious and philosophical issues alongside. It is designed to acquaint students with the major figures and developments in the trajectory of art and should provide them with a basic catalogue of European cultural references. Students will be expected to participate in daily discussions in which we look at and analyze various pieces; they will also be expected to give weekly PowerPoint presentations. *The class is offered those entering the 11th- and 12th- grade.* (full year – 1 credit)

English

English 10: The Grade 10 English program centers primarily on writing and literature; vocabulary is a supplementary component integrated into the lessons. The literature consists of novels, short stories, poetry, plays and essays reflecting various times and settings. Among the various authors read are Shakespeare, Emily Bronte, Hemingway, Zora Neale Hurston, Henry James and Tennyson. Writing includes descriptive prose, character studies, persuasive essays and literary analysis. Some of the focus areas of writing include sentence fluency, appropriate and specific vocabulary, cohesive support for arguments and paragraph development. Proper grammar usage is reviewed as it appears in writing. (full year - 1 credit)

English Honors 10: Grade 10 Honors English program centers primarily on writing and literature; vocabulary is a supplementary component integrated into the lessons. The literature consists of novels, short stories, poetry, plays and essays reflecting various times and settings. Among the various authors read are Shakespeare, Richard Wright, Hemingway, and Zora Neale Hurston . Writing includes descriptive prose, character studies, persuasive essays and literary analysis. Some of the focus areas in writing include sentence fluency, appropriate and specific vocabulary, cohesive support for arguments and paragraph development. Proper grammar usage is reviewed as it appears in writing. The course differs from the regular Grade 10 English class in both the reading and writing: both components will be lengthier and contain more challenging content and assignments. *The prerequisites for admittance will be the following: 85% minimum grade average in Grade 9 (Honors) English, teacher recommendation and an essay.* (full year - 1 credit)

US Literature: This course will move chronologically and thematically through the literature of the United States, exploring the influence of the Puritans, the flowering of literature and the visual arts in the mid-nineteenth century, the social criticism of the Gilded Age, the class rivalry and struggle of the early twentieth century, the defiance and rebellion of the 1960s, and the continuing attempts of artists to give voice to the diverse perspectives of an immigrant population throughout the over two hundred year history of North American settlement. (full year - 1 credit)

British Literature: Grade 12 British Literature is an intensive British literature survey course beginning in the first semester with the first known piece of British literature, the Anglo-Saxon epic Beowulf, progressing through medieval times with the medieval romance *Sir Gawain and the Green Knight* and Chaucer's *The Canterbury Tales*, and then moving on to Elizabethan times with Shakespeare's *Hamlet*. The guiding theme of the first semester will be Heroes and Heroism. The second semester will begin with selected eighteenth century prose and poetry, including sections of Gulliver's Travels and Romantic poetry. Novels during the second semester will include *A Tale of Two Cities*, *Pride and Prejudice*, and *1984*. Time permitting, we will be returning to Poetry with a unit on *World War I poetry*. The guiding principle of our study for the second semester will be The Human Community. (full year - 1 credit)

Creative Writing/Composition: The Creative Writing course will be tailored to meet the needs of the students enrolled in the course. The course begins with the composition of a college admissions essay. It then proceeds through units on creative writing (both short story and poetry), narrative non-fiction, and screen writing. As creative writers students will also focus on strategies for descriptive writing, expository writing, and writing dialogue. Throughout the course students will read sample essays, stories, and poems and consider how to best write for various readers and audiences. Students will be looking for opportunities to publish their writing, including online journals and additional literary magazines.
(full year - 1 credit)

AP English Literature and Composition: AP English Literature and Composition is a college level course which has the specific purpose of preparing students for the AP English Literature and Composition Advanced Placement exam. Students who receive a 3, 4, or 5 on the exam will be eligible for receiving credit in universities in the United States, Canada, and throughout the world. The course will focus on British Literature, but will also bring in examples from other world literature classics as well as accessing prior learning. Extensive reading for the course will be for the purpose of exposing students to the recognized classics in literature, while providing the tools for effective literary criticism. *Prerequisite: students will write an essay to be evaluated by department.* (full year - 1 credit)

AP Language and Composition: This is a comparative rhetoric course that closely examines literary and non-literary texts. Students study essays that are classified according to both theme and organizational pattern. The writing process is used to produce work that is thoughtful and purposeful. The conventions of written English are reviewed and practiced when necessary. The language of rhetoric and literature is taught and practiced on a regular basis. Attention is focused on the AP Language Examination and students periodically write mock examinations. The acquisition of vocabulary focuses on low and medium frequency words commonly found on the SAT examination. *Prerequisite: students will write an essay to be evaluated by department.* (full year - 1 credit)



Science

Biology: Biology is designed to introduce students to the basics of biology and experimental design. It covers a variety of topics, but it focuses on molecular biology, human physiology, and evolutionary processes. Students will participate in a variety of hands-on activities, including laboratory work and projects that will build on their science skills while exploring the world around them. Current events and issues about the topics covered will be discussed and explored using scientific methodologies to better prepare students to arrive at their own conclusions about an issue. (full year - 1 credit)

Chemistry: This course starts out by introducing the student to the composition, structure, and properties of matter. Emphasis is not only on problem solving but on developing laboratory skills as well. Later, the focus is on the nature of chemical change and how it can be described and measured. The student will learn the key concepts in chemistry whenever possible through hands on laboratory experiences. Successful completion of this class should help prepare students for more advanced level classes in chemistry or the other sciences. Basic algebra skills are required. (full year - 1 credit)

Physics: This is a course in introductory physics. Students are exposed to the basic principles, concepts, methods, and facts underlying the physical sciences. Fundamental topics such as measurement, classical mechanics, the atomic nature of matter, energy transfer and transformations, the nature of force and the four fundamental forces, electricity and magnetism, work and simple machines, thermodynamics, wave theory, and the dual nature of light are treated. The scientific method used in investigation is examined and is used in a series of laboratory analyses designed to illustrate and clarify complex conceptual material. Students are given the opportunity to understand the physical laws that govern the behavior of the world around them. They learn to give explanations to the phenomena that they have witnessed in their daily lives and that make up part of their common experience. They also learn about that part of scientific theory that deals with phenomena outside of human experience and that therefore requires a completely different kind of understanding - such as the properties of objects moving near the speed of light. (full year - 1 credit)

AP Biology: The College Board objective for this program is to provide the equivalent of a full first year college biology course, including both lecture and lab portions. It is designed to allow students during their first year of college to undertake a more advanced study of topics in biology, to allow the opportunity to earn college-level biology credits, and to prepare students to take the Advanced Placement Biology test in May. Topics covered include molecular and cell biology, animal and plant anatomy and physiology, ecology, evolution, and genetics.

Prerequisites: Biology and either Physics or Chemistry. (full year - 1 credit)

AP Physics: This is the advanced placement, B course in physics, designed to prepare the student for the AP Physics B Exam, given in May. Students who take this course are interested in deepening and expanding their knowledge of the way in which the physical world operates. They may also wish to achieve credit for a first year college physics course and thereby accelerate their science goals as undergraduates. Topics covered include Newtonian mechanics, thermodynamics, fluid mechanics, oscillations and waves, geometric, physical and wave optics, electricity and magnetism, nuclear physics and the rudiments of quantum mechanics. Students are challenged to apply their understanding of new concepts through the solution of word problems, the analysis of advanced computer simulations of physical phenomena, and the execution of weekly lab work. *Prerequisites: algebra 2, physics and biology or chemistry.* (full year - 1 credit)

AP Chemistry: This is an in-depth study of general chemistry at the college level. Students must be committed to following through with the program and performing lab work. *Prerequisite: chemistry, biology or physics, algebra 2 and recommendation from teacher.* (full year – 1 credit)

Environmental Science: The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. (full year - 1 credit)

Mathematics

Algebra 1: This course is the foundation for high school mathematics courses and the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions. Real world applications are presented within the course content. (full year - 1 credit)

Geometry: This course focuses on increased emphasis on intuitive geometry and practical applications and a reduced emphasis on proofs and abstract concepts. *Prerequisite: Algebra I.* (full year - 1 credit)

Geometry Honors: This very rigorous course focuses on increased emphasis on intuitive geometry and practical applications and an emphasis on proofs and abstract concepts. *Prerequisite: Algebra I, entrance math test with adequate scores.* (full year - 1 credit)

Algebra 2: This is a challenging course of advanced algebra topics and concepts. Areas of study may include: sets and set notation, linear equations and functions, products and factors of polynomials, rational expressions, irrational and complex numbers, quadratic equations and functions, variation and polynomial equations, analytic geometry, exponential and logarithmic functions, sequences and series, if time permits exploration of triangle trigonometry,

trigonometric graphs and identities, trigonometric applications, statistics and probability, and matrices and determinants. Algebra 2 is required to enter pre-calculus. (full year - 1 credit)

Algebra 2 Honors: This is a very challenging course of advanced algebra topics and concepts. Students should expect more involved applications of those previously studied in algebra and geometry. The workload is significant. Topics we will be studying are: linear equations and functions, products and factors of polynomials, rational expressions, irrational and complex numbers, quadratic equations and functions, variation and polynomial equations, analytic geometry, exponential and logarithmic functions, sequences and series, triangle trigonometry, trigonometric graphs and identities, trigonometric applications, statistics and probability, and matrices and determinants. *Prerequisite: 85 or above in previous math course plus teacher recommendation.* (full year - 1 credit)

Pre-Calculus: This is a challenging course of advanced algebra topics and concepts. Topics we will be studying may include: linear equations and functions, products and factors of polynomials, rational expressions, irrational and complex numbers, quadratic equations and functions, variation and polynomial equations, analytic geometry, exponential and logarithmic functions, sequences and series, triangle trigonometry, trigonometric graphs and identities, trigonometric applications, statistics and probability, and matrices and determinants. *Prerequisite: Algebra 2 with an 85 or better.* (full year - 1 credit)

Honors' Advanced Math: This course is offered mainly to 11th graders as part of the honors mathematics program. It is designed to prepare students for AP Calculus BC. Topics covered include a review of Honors Algebra II, traditional topics covered in a rigorous pre-calculus course, and topics covered in AP Calculus AB. *Prerequisite: Honors Algebra II with a grade of at least 85% per quarter and the recommendation of the teacher.* (full year - 1 credit)

Statistics: Students will work with probability, data collection, descriptive and inferential statistics, and technological tools to analyze statistics. Students will work with statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial and normal distributions, hypothesis testing, and confidence intervals. *Prerequisite: Algebra II.* (full year – 1 credit)

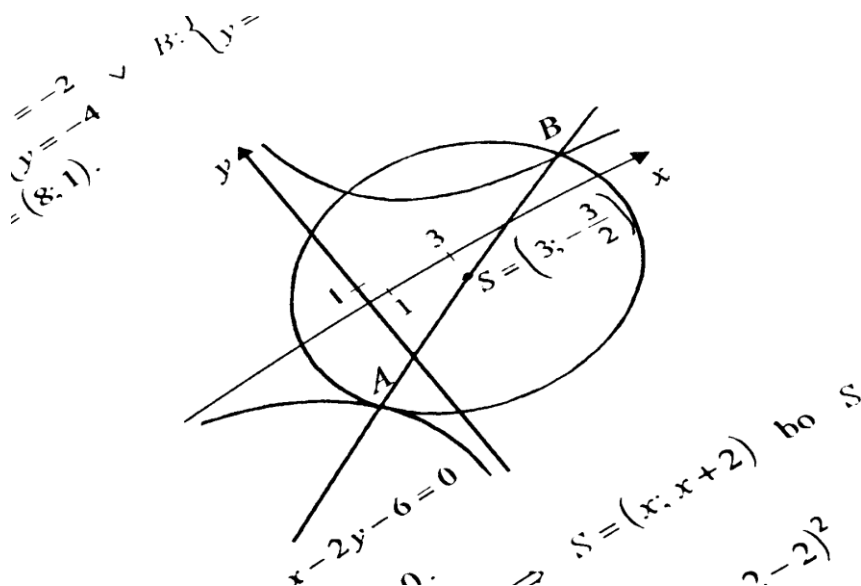
Calculus: This is an introductory calculus course which will emphasize the theoretical development of topics from the areas of Algebra II, advanced algebra, trigonometry, differential calculus, problem solving skills, and applications. It will enhance communication skills by having the students present work at the board, defend a position in class discussions, and produce written responses to questions or problems. *Prerequisite: Pre-Calculus.* (full year - 1 credit)

AP Calculus AB: The AP Calculus AB course is a college level course that follows the College Board Advanced Placement syllabus preparing students to take the AP test in May. Course study will include properties of functions, limits, differential calculus and integral calculus. The primary focus is to provide a solid background in all the material needed for the Advanced Placement Calculus Test (AB). Each student needs a graphing calculator which must be chosen from the College Board approved list. For more information about the AP Calculus AB test and exam, go to the College Board website at: <http://apcentral.collegeboard.com/>
Prerequisite: Pre-Calculus and teacher recommendation. (full year - 1 credit)

AP Calculus BC: AP Calculus BC is a challenging and demanding full high school academic year of work that is comparable to the first two semesters of calculus courses in four-year universities. This rigorous course is designed for students with superior mathematical ability and a great desire to learn. The topics covered include all those pertaining to the AP Calculus BC syllabus as well as other selected topics. Each student has his or her own graphing calculator for the course. During the second semester, students will take practice tests and parts of practice tests taken from AP test preparation books, as well as old AP exams.
Prerequisite: Honors Advanced Math. (full year - 1 credit)

Mathtopics: Students will explore a variety of math topics. At the beginning of the year students will come up with topics they want to learn about. These may include but are not limited to math in art, SAT prep, trigonometry, and problem solving skills. Students will also be expected to teach students in the middle and elementary school math concepts. Throughout the year students will be using a variety of texts. (full year - 1 credit)

Linear Algebra: *This is a challenging course of linear algebra topics and concepts. Topics of study will include: linear equations in linear algebra, matrix algebra, determinants, vector spaces, Eigen values and eigenvectors, orthogonality and least-squares, and symmetric matrices and quadratic forms. Prerequisites: Algebra II Honors or teacher recommendation. (full year - 1 credit)*



Social Sciences

World History: The purpose of the World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. We will focus on the foundations of civilization and how ideas and culture spread through eras like the Renaissance, the Reformation and the Enlightenment. We will look at how political and societal change was brought about by the French Revolution, the Russian Revolution and both World Wars. History will not only be the study of the “when” of the events but will also include a look at economics, geography, religion and language. (full year - 1 credit)

US History: US History is a survey course designed to cover the periods from Pre-colonization through to the present day. The program prepares students, through the development and practice of critical thinking and writing skills, to be successful at the college level. (full year - 1 credit)

Economics: The goal of this Economics course is for the student to demonstrate an understanding of basic economic concepts. Students become familiar with the economic system of the United States and how it operates. They also explore the roles of various components of the American economic system. Students examine their roles as consumer, worker, investor and voting citizen. Topics of discussion include the Stock Market, comparative economic systems, and the impact of political and social decisions on the economy. (full year - 1 credit)

Philosophy: The Philosophy course serves as an introduction to the great philosophers and their ideas, primarily focused on the Western Tradition. Students will read both primary and secondary sources. In addition, students will be encouraged to pose questions and pursue answers in their own philosophical pursuit. The course has a two-fold aim: 1) to familiarize students with the major figures and ideas in philosophy so as to be prepared to encounter them in university, and 2) to so engage in philosophy as thinkers such that meaningful connections can be made between the greats, their ideas and the daily lives of the students. (full year - 1 credit)

AP Comparative Government: This course is the equivalent to an introductory college course. It focuses upon the important themes and concepts in comparative government. Specific case studies will include the United Kingdom, the European Union, Russia, the People’s Republic of China, Mexico, Iran, and Nigeria. Cross-country comparisons will be made throughout the semester. (full year - 1 credit)



AP Economics: The purpose of this course is to give the students the knowledge and confidence to apply economic ways of thinking to their own decisions; to prepare them for more advanced courses in economics; and to enable them to succeed on the AP Microeconomics and Macroeconomics Exams. In the first semester, students will study Microeconomics: how product and factor markets work, how firms and consumers make decisions, how prices and quantities of goods are determined, how competitive market mechanisms provide for economic efficiency, how imperfectly competitive markets reduce output, and what roles the government, the environment, and the world economy have to play in the micro-economic world. In this treatment, the emphasis will lie on the US-style mixed economic system, in which the market is allowed to control most of the decisions regarding what is produced, how it is produced, and for whom it is produced, but where government steps in to correct for market failures and provide for equity. In the second semester, students will take a large-scale approach to the economy. They will recognize its recent origins in the calamities of the Great Depression, and its break with classical views that the economy was self-regulating. Students will study the triple macroeconomic goals of reducing the excesses of the business cycle, maintaining price stability, and fomenting economic growth. They will study the principles of National Income Accounting, and understand how national output, the price level, and unemployment are measured. Keynes's Theory of Aggregate Demand, and its implications for the role government fiscal and monetary policies have to play in achieving macroeconomic ends, will be considered. Aggregate supply will then be introduced in order to predict the long term effects of government action on the economy. Finally, the impact of foreign trade, exchange rates, the balance of payments, and trade deficits on monetary policies, interest rates, and a nation's efforts to achieve its macroeconomic goals will be evaluated. (full year - 1 credit)

AP Human Geography: The purpose of the Advanced Placement course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. Advanced Placement Human Geography (APHG) students will learn to think geographically and ask critical geographic questions. (full year - 1 credit)

AP US History: AP US History is a college-level survey course designed to provide students with a solid foundation for understanding and analyzing American history, from Pre-Columbus to the present day. The program prepares students for intermediate and advanced level college courses by making demands upon them equivalent to those made by full-year introductory college courses. It also prepares for the AP US History Examination. (full year - 1 credit)

AP World History: The Advanced Placement World History curriculum has been thoughtfully designed to promote a comprehensive understanding of the cultural developments for most world regions and more specifically the interactions of societies over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students will be expected to demonstrate an understanding and mastery of primary documents, comparative questions and the essence of historical change

over time. We will use the following themes throughout the course to identify the broad patterns and processes that explain change and continuity over time. (full year - 1 credit)

Baccalaureate Social Studies and Civics: The Social Studies curriculum is based on the program from the Ministry of Public Education (Ministerio de Educación Pública—MEP), covering the 10th and 11th grade curriculum in the Fall semester. Topics covered include history, geopolitics, social and human geography of the world and Costa Rica. The Civics course also covers the economic development and current environmental, social, and political issues of the Costa Rica of today in the Spring semester. Topics covered include forms of government around the world; the Costa Rican form of government, political system, aspects of ethical, economic and social labor, and the democratic perspectives of Costa Rica in a globalized society.

Prerequisites: Avanzado 3 or AP Spanish Language. (full year - 1 credit)

World Languages

French 1: This introductory course is designed to help students attain an acceptable level of proficiency developed through materials that students can easily relate to their own experiences. This course stresses the practical application of language skills. (full year - 1 credit)

French 2: This course develops further knowledge of the French language in order to direct students to an intermediate level of proficiency. It emphasizes listening, speaking, reading and writing through an integrated approach. Classes are conducted in French. *Prerequisite: French I or equivalent.* (full year - 1 credit)

French 3: Students deepen and enhance their listening, speaking, reading, and writing skills and acquire an appreciation of the cultural, artistic, and intellectual accomplishments of French-speaking countries. Classes are conducted in French. *Prerequisite French 2 or equivalent.* (full year - 1 credit)

Beginners' Spanish: This introductory course is designed to help students attain an acceptable level of proficiency developed through materials that students can easily relate to their own experiences. This course stresses the practical application of language skills. Open to grades 9-12. (full year - 1 credit)

Spanish Intermediate 1: Students will build a strong foundation in the four communicative skills—reading, writing, listening and speaking. Spanish Intermediate 1 adds to knowledge gained in Beginners' Spanish, continuing with the preterite and imperfect tenses and expanding in other grammatical aspects of the language such as object pronouns, commands, and *por* and *para* amongst others. Students will also be exposed to the culture, history, literature, and art of Spanish-speaking communities. (full year - 1 credit)

Spanish Intermediate 2: This course develops further knowledge of the Spanish language in order to direct students to an advanced level of proficiency. It emphasizes listening, speaking, reading and writing through an integrated approach. Indicative and Subjunctive moods are studied at this level. *Prerequisite: Español Intermedio I or equivalent after taking a placement exam.* (full year - 1 credit)

Spanish Intermediate 3: The goal of this course is to improve the Spanish level of those students who already have an advanced knowledge of the language and are capable of understanding and expressing complex ideas both by spoken and written word. The course is about deepening the knowledge obtained in grammar, introducing specific vocabulary of certain areas of knowledge and encouraging agility in writing and speaking. (full year - 1 credit)

Spanish Avanzado 1A: This course is for non native speakers to increase their knowledge and skills in literature and grammar. The primary goal of the course is to foster the love for the Spanish language, express ideas correctly with a rich vocabulary and in a variety of contexts. The students will develop the capacity of writing in a comprehensible and logical manner, improving the correct use of the grammatical and writing rules. The curriculum will prepare students to take AP Spanish Language and AP Spanish Literature. (full year - 1 credit)

AP Spanish Language: The goal is the attainment of a level of proficiency in Spanish at which students are able to understand, speak, read, and write the language at a college level and to develop and refine skills that have been acquired while providing them a means of obtaining college credit or placement or both. The course is focused on the mastery of language skills rather than on the content of specific texts. *Prerequisite: Avanzado 1 or 1A.* (full year - 1 credit)

AP Spanish Literature: The purpose of this course is to provide the necessary tools for communication which will permit the student to analyze and interpret different Latin American texts. AP Spanish Literature course is comparable to a third-year college introduction to Hispanic literature course. It is based on a required reading list. The works on the list are of literary significance and represent various historical periods, literary movements, genres, geographic areas, and population groups (from Middle Ages to Contemporary) within the Spanish-speaking world” (College Board, 2010). The objective of the course is to help students to interpret and analyze literature in Spanish. *Prerequisite: Spanish Avanzado 1 or 1A.* (full year - 1 credit)

Spanish Advanced 1: This course is design for native speakers or non native speakers planning on taking the Ministerio of Public Education Exam for consideration in Costa Rican Universities. Students will increase their knowledge and skills in literature and grammar. They must be able to express his/her ideas in a correct Spanish, adequate for the circumstances and with a rich vocabulary. Throughout the course, students will summarize, analyze, compare and debate several texts of contemporary authors (Julio Cortázar, Juan Rulfo, Fernando Contreras) doing an analytical and creative reading of the texts proposed. The students will develop the capacity of writing in a comprehensible and logical manner, improving the correct use of the grammatical and writing rules. The curriculum is based on the program of the Ministry of Public Education (Ministerio de Educación de Costa Rica). (full year - 1 credit)

Spanish Advanced 2: This course encompasses three areas: Writing, Morphology, and Literature. The curriculum is based on the program from the Ministry of Public Education (Ministerio de Educación Pública—MEP), as it is the long term goal that every student is eligible to take the Spanish Baccalaureate Exam (Bachillerato) at the end of their 12th grade. In the Writing portion of the course students learn how to correctly form paragraphs coherent with the appropriate writing techniques; in morphology students study the 10 grammatical categories, and in Literature they study the novel from the XVII century as well as Greek and modern theatre. (full year - 1 credit)

Spanish Advanced 3:

The course will create the need and the desire of speaking, reading and writing correctly in Spanish. The student must be able to organize a logical speech, to express his/her ideas in a formal Spanish, using a rich vocabulary adequate for specific circumstances. The curriculum is based on the program of the Ministry of Public Education (Ministerio de Educación de Costa Rica) and it's a long term goal that every student is eligible to take the Spanish Baccalaureate Exam (Bachillerato) at the end of the 12th grade. The specific objectives of this class include differentiating between literary genres, to understand the entire concept around each literary work and to assimilate them through an analytical reading. The student will develop the capacity of writing in a comprehensive and logical manner; and recreate circumstances, thoughts, or arguments through the correct use of the grammar rules in different types of documents. (full year - 1 credit)

Baccalaureate Spanish: The fundamental purpose of this course is to provide the students with the skills to analyze the grammatical structure of the language and at the same time, provide an analysis of Latin American literature. They must be able to express his/her ideas in a correct Spanish, adequate for the circumstances and with a rich vocabulary. Throughout the course, they will summarize, analyze, compare and debate several texts of contemporary authors (Yadira Calvo, Rafael Ángel Herra, Miguel Hernández) doing an analytical and creative reading of the texts proposed. The students will develop the capacity of writing in a comprehensible and logical manner, improving the correct use of the grammatical and writing rules. The curriculum is based on the program of the Ministry of Public Education. *Open only to Seniors.* (full year - 1 credit)

Physical Education

Physical Education: This course has been designed to give the students the opportunity to learn and use exercise and sports activities to attain an overall fitness level. Moreover, throughout the course, students will develop various athletic skills and reach personal goals that could guide them through their life. (full year - 0.50 credit)

k12

K-12 is a partnered resource for taking courses not offered by CDS. Students in the past have taken Mandarin Chinese, German, Psychology, AP Psychology, and Marine Science to name a few. Each passing course will go toward your CDS graduation requirement. For a course catalog next year **click** [k12](#). (credits depend on course)

Non-core Electives

Actualidad de America Latina: This elective is about the news from all the countries of Central and South America; and is about asking what is really happening around, who is who, what are the reasons behind what we can read in the newspapers. It is about knowing more about this continent that is going to have an important role in our future. This elective will be in Spanish and all the newspapers we are going to read will be the ones from the Latin America countries and Spain. (one semester – ¼ credit)

Advanced Painting For students really interested in exploring painting and already with skills and some curious, but quiet taking a brush for a first time. Focus will be on techniques as a media for expression. (one semester – ¼ credit)

Astronomy This elective is designed to give the students a working knowledge of Astronomy. The emphasis will be on observation and the recognition of stars, constellations, and planets, and understanding the characteristics of deep space objects. Celestial dynamics – explaining the apparent motions of celestial objects – will also be covered. Students who wish to take this course should have a digital camera and a pair of binoculars. (one semester – ¼ credit)

Campus Service The Campus Service elective is one in which selected high school students will be assigned to different divisions in the school. The principals in each division will define the duties for each campus service student. Responsibilities will be varied, including office tasks, and helping in whatever area is defined. Students must have high school approval to be selected for Campus Service. (one semester – ¼ credit)

Chess Club Learn the basics of the game and compete against each other. (one semester – ¼ credit)

Choir Classes will focus on relaxation and posture, breath control, resonance, placement, diction, the fundamentals of good tone production, and will gradually include choreography and dance. Students will engage on the process of creating the movements. The repertoire includes popular songs, jazz and Broadway musical. (one semester – ¼ credit)

College Workshop Students will become familiar with the whole college application process as well as meet with college reps. who will be visiting the CDS campus during this time. (one semester – ¼ credit)

Concert Band (Intermediate Band) Concert Band is designed to develop students from the intermediate to the advanced level. Performing music from a wide variety of styles, genres, historical periods, and musical tastes, this ensemble focuses on the basics of music reading including a strong emphasis on counting rhythms, establishing proper tone on individual instruments, blend and balance, and expressive playing within an ensemble. Students should have already participated in a regular band class for 2-3 years as this class is not intended for beginners. (one semester – ¼ credit)

Debate Club The objective of this elective is to develop in High School students the ability to communicate their ideas, opinions properly in public by providing them the opportunity to discuss topics of Costa Rican and international current affairs. Therefore, the students will be exposed to different kinds of debates, for example the parliamentary and the forensic. In order to learn techniques for speech and debate and implement them, each session will be followed by a discussion of topics previously elected by the majority; however topics may be left to chance. (one semester – ¼ credit)

Digital Photography In this course the student will become familiar with the wide variety of options that belong to digital cameras. In addition they will learn some techniques, tips and tricks on composition that can be used to make an artistic photo. Last, and very important, they will work with Adobe Photoshop in order to change and/or optimize digital photos. Requirements for this course: Digital Camera (the elective does not provide any cameras). (one semester – ¼ credit)

Drama This is a course that stresses acting and directing techniques. It is a performance course, which means that there is no final examination. Students practice acting techniques through workshop activities that build confidence, creativity and collaboration. Students develop the skills necessary to assume a role and create dramatic skits and scenes. Scenes from plays written by professionals may be directed and produced by students. Monologues are memorized and acted before the class. (one semester – ¼ credit)

Knowledge Bowl Do you know lots of random, useless trivia? Do you like Jeopardy? Do you love to learn things that go beyond (or occasionally, instead of) what is taught in school? Then you may have what it takes to compete in Knowledge Bowl, a fast-paced Quiz Bowl-style competition that stresses fast recall of math, poetry, business, science, literature, music, art, history, culture, sports, current events, spelling, and the price of tea in China. (one semester – ¼ credit)

MathShop MathShop provides a safe space for students enrolled in any math course who need more guided time to work on math at a place comfortable for them with teacher's support and the support of the other students in the class. (one semester – ¼ credit)

Model United Nations (MUN) Students will join in this activity of representing other countries' positions and views with respect to internationally assigned issues. Students will travel to at least one foreign location for a MUN conference. (one semester – ¼ credit)

Podcast Journalism & Literary Magazine Students are responsible for all aspects of the creation and publication of the CDSPodsquad podcasts, which highlight activities and general occurrences at CDS. This includes overall creative design, scriptwriting, filming, interviewing, audio and video editing and final posting on Youtube. (one semester – ¼ credit)

Public Speaking and Leadership Develop the tools to become the self-assured, successful person you want to be. You will be able to organize your thoughts and present them clearly and confidently, listen critically, and lead others. The Public Speaking and Leadership elective is modeled after Toastmasters International, a leader in making effective communication a worldwide reality. (one semester – ¼ credit)

Roots & Shoots Community service group that creates projects and raise funds in order to help the local and global communities. (one semester – ¼ credit)

Sketching Sketching and Drawing elective is designed to encourage talented students into the basic learning skills of drawing using the formal concepts of line, volume, shadow and perspective. The course follows the concept that drawing is by using your eyes and your brain. Students are instructed to draw realistically by rendering exactly what they see. If you are interested in art and painting, learning how to draw will help you achieve the effects you are looking for. (one semester – ¼ credit)

Socrates' Café Socrates was one of the most famous Greek philosophers. His method of asking questions often confused, frustrated and inspired the people around him. This elective is a kind of round table discussion based on Socrates' method and some of the best questions ever asked, such as “Who am I?” and “What is the purpose of life?” It's about asking, seeking, and expressing. (one semester – ¼ credit)

Wind Ensemble Performing music from a wide variety of styles, genres, historical periods, and musical tastes, this ensemble represents the highest caliber of musical performance and education at the high school level. Students should have at a minimum 3-4 years of experience playing and reading music in a regular band class, or the equivalent experience through private lessons. This class is by interview or audition only. Students should expect to perform in concerts both at school and within the community several times per semester. (one semester – ¼ credit)

Yearbook The yearbook elective is meant for students who would like to learn or hone their skills in digital photography, photo editing, page design and layout, copywriting and copy editing, as well as other desktop publishing procedures. (one semester – ¼ credit)



The Country Day High School, Escazú, Costa Rica

Fine Arts

Ileana Moya
LL.A.

Marcela Lizano
B.A

Rafael Rodríguez
B.S., M.M., M.Ed.

English

Dennis Atkinson
B.A., M.Ed.

Jim Burwell
B.A., M.Ed., M.A.

Doug Gamble
B.A., M.Ed., M.A.

David Webster
B.A., M.A.

Mathematics

Emilia Carcheri
M.S., B.S., M.S.

Michael Spitz
B.S.Ed., B.A.

Jason Bell
B.A., B.Ed.

Elizabeth Huesing
B.A., M.A.

Science

Patrick Harmon
B.S., M.S.

Chris Kawa,
B.A., M.S.

Chris Stallings,
B.S.

Social Sciences

Kyle Westmoreland
B.A.

Brandon Brekke
B.A

Andrea Griffin
B.A., M.Ed.

World Language

Graciela Brizuela
LL.M., M.Ed.

Angela Nuñez
B.A., M.J., M.A.

Karina Hernández
B.A., M.A.

Media Science

Jo Reinmiller
B.S.Ed., MILS

Administration

General Director
Greg MacGilpin, Jr.
B.A., M.Ed.

High School Principal
Christopher R. Brown
B.A., M.Ed., M.A.

Athletic Director
Glenda Pearson
B.Ed., M.Sc.

Counseling

College Counselor
Anna Olivares
B.S.S.E

Guidance Counselor
Margot Leon
B.A., M.A.

Technology

Director of Technology
Michael Parrales
B.Sc., DVA

Technical Supporter
Jean Carlo Villalta
B.Eng.

Technical Supporter
María Elena Umaña
B.Ed., M.Ed.

Information Systems
Assistant
José L. Barrientos
B.Sc.