

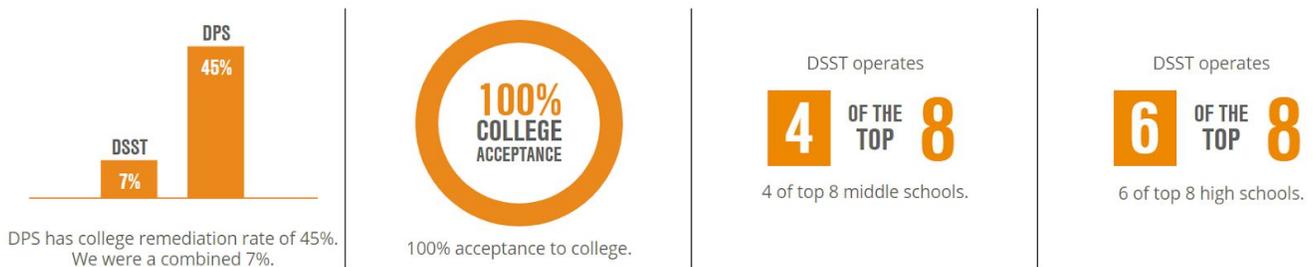


DSST Conservatory Green Course Catalog 2019-2020

Dear DSST: Conservatory Green High School Students and Families,

This course catalog for DSST: Conservatory Green High School includes graduation requirements and course descriptions, including Advanced Placement (AP) and other advanced course offerings. We hope this is a helpful guide in understanding the academic program for students.

DSST: Conservatory Green High School is extremely proud that for the second consecutive year we have earned the highest rating and are the number one high school in Denver, according to the School Performance Framework. We are honored to share that we are Distinguished, which indicates showing exceptional growth for all students at our school and highest levels of both parent and student satisfaction. The curriculum at Conservatory Green High School is aligned to the curriculum of DSST schools across the city. While it has been open, DSST has seen its curriculum empower high achievement for students across Denver at all levels. Our network continues to see outstanding college readiness results (ACT, SAT) and low college remediation results due to the high level of instruction and the quality of the curriculum in DSST schools.



DSST: Conservatory Green provides students with a world-class education in a diverse and inclusive environment. We are excited to see students return year over year and to welcome new students to this rigorous, supportive and engaging school community. Should you have any questions about the contents of this course catalog, please contact our School Director, Adeel Khan, at 303-802-4127 or adeel.khan@scienceandtech.org.

Graduation Requirements

Required Coursework:

Coursework at DSST gives students the opportunity to meet the college entrance requirements for competitive schools, as well as to pursue more advanced topics and independent study.

Coursework for DSST Students:

	Core Academic Program (grade levels in parentheses)
English 4 years	Composition (9) World Literature (10) AP English Language and Composition (11) AP Literature (12) Senior English (12)
Social Studies 3.5 years	3.5 years Humanities (9) World History (10) U.S. History (11) AP US History (11) AP Government (12 combined with Senior Project)
Mathematics 4 Years	Integrated Math 1 Integrated Math 2 / Integrated Math 2 Honors Algebra 2 / Algebra 2 Honors Pre-Calculus / Pre-Calculus Honors AP Calculus (AB & BC) AP Statistics
Physical Science 3 Years	Physics (9) Chemistry (10) AP Chemistry (10 or 12) Biology (11) AP Biology (11 or 12)
STEM Elective 2 Year Long Courses	<i>Annual offerings include:</i> Anatomy and Physiology (12) AP Psychology (12) Advanced Computer Science (10 - 12) AP Computer Science Principles (10 - 12) Biochemistry (12) AP Statistics (12) Introduction to Engineering (9 - 10) Advanced Engineering (11 - 12)
Spanish 3 Years	Spanish 1, 2, 3 Español para hispanohablantes 1, 2 AP Spanish Language and Culture AP Spanish Literature and Culture
Physical Education 1 day/week for 3 years	P.E. or an acceptable equivalent (sports, electives, lifetime activities) approved by the school
Internship 1 Trimester	Off campus during 11 th grade
Senior Project	Capstone Senior Year Project

The table below lists the number of credits in each subject students must take to meet DSST expectations while aligning these requirements next to DPS graduation requirements:

Content	DSST	DPS (Class of 2021 on)
English	40	40
Social Sciences	35	30
Math	40	40
Science	30	30
STEM	20	0
Language	30	0
Physical Education	10	10
Electives	25	80
Fine Arts	10	10
Total	240	240

Graduation Requirements:

In addition to the requirements listed above, a student must meet all of the requirements outlined below to earn a diploma from DSST Public Schools. Only students who earn a diploma are permitted to participate in graduation activities.

Criteria	Core Academic Program
Coursework	Successful completion of all required courses as listed above
GPA	Overall C or higher
Standardized Tests	Completion of CMAS and SAT
Applications Packet	Complete a college plan outlining steps to go to college and the necessary college applications
Internship	Complete 1 internship
Senior Project	Complete 1 Senior Project

Academic Departments: Vision and Course Descriptions

Creative Core Department

Vision:

We believe that in order to prepare each student for college in the 21st century we need to develop the whole person. Guided by this belief, DSST electives are creative, collaborative, and engaging classes that empower students to explore and better understand themselves and the world around them. We teach students to actively take risks, innovate, think critically, and communicate effectively. We develop students' community and cultural awareness, aesthetic appreciation, self-confidence, and self-discipline. With these tools we develop graduates who live active, healthy, and fulfilling lives.

Course Trajectory:

Content Area	Introductory Level	Upper Level
Computer Science	AP Computer Science Principles	Advanced Computer Science
Engineering	Introduction to Engineering	Advanced Engineering
Music	Introduction to Music	Advanced Music
Performing Arts	Introduction to Performing Arts	Performing Arts II
	Performance Through Technology	Theatre Production
Physical Education	Students participate at their own individual level	
Visual Arts	Introduction to Visual Art	Visual Arts II
	Graphic Design I	Graphic Design II
		Advanced Visual Arts

Computer Science:

Course Name: AP Computer Science Principles

Course Description: Designed to prepare students with the skills, tools, and mindsets needed to tackle and solve complex, real-world problems through the application of STEM principles and to prepare them for the College Board AP exam. Over the course of three trimesters students will explore the seven 'Big Ideas' of Computer Science. Students will learn about computers, the internet, hardware, design processes, innovative ideas, real world application and programming in different languages. In groups and independently, they will use this knowledge to create programs to solve complex problems. By the end of the year, students will have completed a project independently that is submitted to the College Board as part of their AP Exam.

Course Name: Advanced Computer Science

Course Description: In this course students will work on independence and self selected projects completing approximately 2 projects throughout the course of each trimester. Students will be given the opportunity to work in a variety of coding languages as they deeply explore the practical application of the skills developed in previous classes. Students can build projects including but not limited to websites, apps, or video games. Students will also have the opportunity in this course to work toward the AP Computer Science A test if they choose.

Engineering:

Course Name: Introduction to Engineering

Course Description: Introduction to Engineering prepares students with the skills, tools, and mindsets needed to tackle and solve complex, real-world problems through the application of STEM principles. Students work in teams to design creative solutions to these problems, construct small-scale prototypes of their solutions, and test them through the iterative design process.

Course Name: Advanced Engineering

Course Description: Advanced Engineering is a course for 10th to 12th grade students that engages them in active learning to build knowledge and skills. Students will be empowered to develop essential 21st-century skills like problem solving, critical thinking, creative thinking, communication, collaboration, and perseverance through a variety of projects and design challenges. Advanced Engineering isn't just a course for students who plan to become engineers; it is a course for anyone who likes to solve real problems.

Physical Education:

Course Name: Physical Education

Course Description: It is the goal of the DSST Conservatory Green Physical Education program to provide students with developmentally appropriate learning opportunities with meaningful content and instruction. All students will develop health-related fitness, physical competence, cognitive understanding and positive attitudes about physical activity that promotes a healthy and active lifestyle.

Performing Arts:

Course Name: Performance Through Technology

Course Description: This course, rooted in performance will have students creating content and performing through technology. Students will engage in the creative process and build performance/public speaking skills through projects like TEDTalks, Podcasts, Public Service Announcements, Documentaries and News Shows. This course is an opportunity to enhance the ability to create and deliver informative content.

Course Name: Intro to Performing Arts

Course Description: This course introduces students to the art of public speaking and performance. Rooted in ensemble building, it aims to empower students with the necessary skills to collaborate with their peers, think critically, appreciate the creative process, and perform in front of others with confidence. Students are given the freedom to discover who they are and where their talents lie by inspiring them to tap into their creativity and empathize with the human experience. With each performance, students are challenged to take risks in the creative process, execute performances, and respond critically to artistic choices through self- and peer-evaluation.

Course Name: Performing Arts II

Course Description: In this course students will build on their foundational skills as they work on a variety of performance based elements including Scenes, Monologues, Shakespeare and Short Plays. This class will focus on building acting skills and methods as well as audition techniques. Students will perform mostly in-class with possible opportunities for more public performances including, but not limited to Morning Meetings and Showcases.

Course Name: Theatre Production (prerequisite, Intro to Performing Arts)

Course Description: This course develops students' cultural and aesthetic appreciation, self-confidence, and self-discipline through play production and design. Students are taught to actively take risks, innovate, and think critically as they prepare for public performances each trimester, while ultimately challenging students to explore the human experience. Students are guided to take risks in the creative process, execute a final product or performance, and respond critically to artistic choices through self- and peer-evaluation. Each Trimester culminates in a public performance where students fine-tune their talents and master the art of theatre production. This class requires some after school commitment each trimester for technical aspects of the production, dress rehearsals and public performances.

Music:

Course Name: Introduction to Music

Course Description: The objectives of the Introduction to Music curriculum are rooted in four key principles:

- 1) **Appreciation:** Students will develop and demonstrate an appreciation for the aesthetic and general principles that guide and govern the broad scope and variety of musical works from across the world.
- 2) **Theory:** Students will read and write musical notation; identify notes on a piano keyboard; understand scales, intervals, and chords; and write a melody.
- 3) **Composition:** Students will learn how to compose original pieces of music, ranging from short tunes to entire songs.
- 4) **Performance:** Students will employ confidence while performing for audiences of diverse sizes.

Course Name: Advanced Music

Course Description: In this year-long course, students will read, write, analyze, and perform music in preparation for music theory courses after high school. Music theory is a class designed for the advanced musician to more thoroughly understand the components of music and music composition. This class will enable the student to successfully complete basic college theory classes. Students will also be able to compose music and understand the guidelines used in music composed by others. It is preferred that students can already read music, but it is not required if the student can demonstrate proficiency with one or more instruments.

Visual Arts:

Course Name: Introduction to Visual Arts

Course Description: This course will explore how we observe and interpret our visual world. We will examine a variety of working methods to translate concepts into creative solutions. Students will be introduced to art and design terminology, techniques and analysis. Class sessions include drawing, writing, and critical thinking exercises as well as talks with guest artists, art professionals, and group activities. This is a great orientation to the opportunities available for students considering a major, minor, or career in Art, Art history or Design in the 21st Century.

Course Name: Visual Arts II

Course Description: In this course students will be pushed to further their understanding of the Elements and Principles of Art and Design by exploring advanced techniques and avenues for creative expression. Students will be responsible for coming up with their own, self-guided responses to art queries, laying out project plans, and developing project calendars to hone time and project management skills. Students will be edged out of comfort zones and encouraged to discover their own unique artistic voices in order to build self-confidence and

comfort in their ability to express themselves creatively.

Course Name: Advanced Visual Arts

Course Description: In this class students will work independently through the artistic process as they engage in critical thinking to communicate through the visual form. Students will have access to a variety of materials and mediums in this course as they work through challenging and exciting themes to communicate and express their ideas. Students will be challenged to evolve their ideas and conceptions of Art as they build on previously learned skills and techniques to push their work.

Course Name: Graphic Design I

Course Description: In today's digital world, it is important for students to be able to experience a range of creative outlets and through this course students will learn how to work with professional design programs and equipment, as well as how to use them to communicate their ideas. In addition to gaining the technical skills needed to work with Adobe Creative Cloud and on Mac systems, students will experiment with contemporary graphic design trends and deliverables; including, poster and logo design, branding, editorial layout, photo manipulation and retouching, and much more.

Course Name: Graphic Design II

Course Description: Students in this course will build on the foundations learned in Introduction to Digital Art as they expand their skills learning to communicate in a digital and professional world. Students will continue to use the Adobe Creative Cloud as they build and apply their skills in a professional context creating projects based in advertising, graphic design, marketing as they develop skills radially transferred to the professional world.

English Department:

Vision:

In the CGHS Literacy Department, we believe that students should leave with the following understandings and skills along with the CCSS standards:

- To be able to read any type of text and know how to breakdown the complexities of it with multiple different strategies and techniques, therefore being able to take away their own message and thoughts, not just following what authors say blindly, but critically reading and questioning.
- To find their own style of writing and find their own voice to be able to articulate their thoughts, reflection, analysis, et cetera.
- To understand the power of voice, words, and deep thinking as it impacts their individual growth, their own happiness, and their mark on the world/others around them.

Typical Course Trajectory:

9th Grade	10th Grade	11th Grade	12th Grade (Potential Offerings)
Composition	World Literature	AP Language and Composition	Senior English
			AP Literature and Composition

Course Name: Composition

Course Description: In composition we seek to understand how to best express ourselves through writing. Much like when we speak, we must be able to tailor our written communication for different audiences and purposes. Language is an essential and unique part of the human experience, and communication is the key to success, regardless of discipline. Effective written communication opens doors for students, whether it be applying to college, jobs, or even simply building and maintaining healthy interpersonal relationships.

Trimester 1: Informational Essay & Literary Analysis

Trimester 2: Argumentative writing

Trimester 3: Argumentative writing

Course Name: World Literature

Course Description: In Grade 10, the focus of World Literature is on the 9-10 standards, ensuring student proficiency on the standards with tenth grade texts and tasks. In this class, students will read literature that represents perspectives from outside the United States. Ideally, students will read 6-7 central texts during the year. The current texts include: *The Epic of Gilgamesh*, *Things Fall Apart*, *The Handmaid's Tale*, and *Othello*.

Course Name: AP English Language and Composition

Course Description: Learn about the elements that define effective argument and composition through the critical analysis and interpretation of complex texts. Understand the interactions among a writer's purpose, audience, subject, and genre and how each of these contributes to effective writing. Enhance your own writing skills and better understand each stage of the writing process as you develop expository, analytical, and argumentative compositions.

- Potential to earn college credit through taking the AP test.
- Research shows that this class in particular can be beneficial for ALL students in preparing for college-level writing and discussion.

Course Name: Senior English

Course Description: This course is designed to develop the writing, thinking, and speaking skills students will need in college. This course will preview many of the writing assignments students may encounter in college courses, starting with a one page paper working up to a lengthier and in-depth senior thesis. With the deep questioning done in class, and critical thinking skills developed, students will strengthen their ability to express ideas building on essential academic skills to be successful in any academic endeavor.

Course Name: AP English Literature and Composition

Course Description: The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

- Potential to earn college credit through taking the AP test.

Exceptional Learners Department

Vision: In order to fulfill DSST's mission to serve all students, the CGHS Exceptional Learners Department commits to serving students with individualized needs with excellence. We aim to ensure all students feel known and welcomed in our school community, challenged through rigorous academic instruction, and supported through appropriate service providers. Ultimately, our aim is to ensure all DSST students are capable of being successful in order to fulfill their potential in college or through other appropriate post-secondary paths. Our Exceptional Learners Department includes the following programs: Special Education, MI/S Center Program, Section 504 Plans, Gifted & Talented, Mental Health Supports, and Multi-Language Learner Supports.

Program Name: Special Education

Program Description: Our Mild/Moderate Special Education Program supports students with identified disabilities accessing the general education curriculum that are supported in school through an Individualized Education Plan (IEP).

Program Name: Multi-Intensive/Severe (MIS) Center Program

Program Description: The MIS Center Program supports students with severe and profound disabilities in special education that may or may not be accessing the general education curriculum, as designed in their Individualized Education Program (IEP). The program currently focuses on functional communication as well as functional independence and behaviors while following the Colorado Extended Standards: Extended Evidence Outcomes.

Program Name: Section 504 Plans

Program Description: Students with identified disabilities who have a Section 504 Plan are supported through accommodations that ensure access to the learning environment.

Program Name: Gifted & Talented

Program Description: Gifted and Talented students are supported through Advanced Learning Plans (ALP). DSST implements differentiated instructional practices that level instruction to meet student learning needs, and teachers create multi-level approaches to challenge students at all levels

Program Name: Mental Health Supports

Program Description: Mental Health Programs support development of social-emotional learning, conduct behavioral assessment & intervention, and address student safety.

Program Name: Multi-Language Learners (MLL) Supports

Program Description: MLL services support students with identified English language development (ELD) needs via traditional ELD instruction, language practice in writing and composition classes, sheltered instruction in content areas, and the identification, redesignation, and monitoring process.

History Department

9th Grade	10th Grade	11th Grade	12th Grade (Potential Offerings)
Humanities	World History	AP US History American History	AP Government and Politics

Vision:

In the CGHS History Department, our vision for Social Studies is set by what we hope to see in our students. For students to thrive in the world they will face after college, they must understand the historical processes that underlie the structures of power in our society and the events that have shaped the society we currently live in. The skills required to engage in this thoughtful learning include reading carefully, thinking critically, writing argumentatively, and synthesizing events and processes.

Course Name: Humanities

Course Description: In Grade 9, the focus of Humanities is on the ELA 9-10 Common Core Standards, ensuring student proficiency on the standards with ninth grade texts and tasks. Humanities is the study of literature through the lens of social and historical context. Ideally, students will read 6 central texts during the year. The current texts include: *The Other Wes Moore*, *The Kite Runner*, *Julius Caesar*, *Fahrenheit 451*, *In Cold Blood*, and *In the Time of the Butterflies*. The Essential Question for the year in Humanities is “*What does it mean to be a human in a world with an imbalance of power?*”.

Course Name: World History

Course Description: The world is unbelievably gorgeous and tragic. In World History, we travel from the dawn of humanity to the birth of the electronic era. Along the way you will develop your critical thinking skills, learn how to write Document Based Question essays that will challenge and build your understanding of the world and lead to projects that allow you to explore the world and your place in it. You will continue to work on critical skills that will prepare you for college, including academic writing, researching, and being able to form an opinion and argument and back it up with evidence. Topics we will cover include Early Human History, the Dawn of Civilization, Classical Civilizations, Expansion and Exploration, World Religions and Global Conflicts.

Course Name: AP US History

Course Description: “*The very ink with which history is written is merely fluid prejudice.*” Mark Twain. This quote gets at the theory behind the structure of the DSST AP U.S. History course. Throughout this year, students will learn about a series of topics. In learning about this content, the goal is not to memorize facts, but to construct a personal narrative for American History. As Twain says history can be “fluid prejudice;” as a result, students will be challenged to look beyond traditional prejudices in history and examine primary sources for

themselves. Learn about the developments that have shaped U.S. History through the critical analysis of historical events and materials. Students will learn to weigh evidence and interpretations as you build factual knowledge of U.S. History and develop the ability to draw conclusions and use informed reasoning to present arguments clearly and persuasively in essay format. Themes include American Identity, Work, Exchange and Technology, Geography and the Environment, Migration and Settlement, Politics and Power, America in the World, American and Regional Culture and Social Structures.

Course Name: American History

Course Description: Throughout this year, students will learn about a series of topics. In learning about this content, the goal is not to memorize facts, but to construct a personal narrative for American History. As Twain says history can be “fluid prejudice;” as a result students will be challenged to look beyond traditional prejudices in history and examine primary sources for themselves. From these documents, students will construct their own narrative for the story of this nation, thus becoming high school historians. In addition to focusing on creating a personal narrative of history, this class develops each student's reading comprehension and writing skills.

Course Name: AP United States Government and Politics

Course Description: How was our government established? How does our government operate? How do we balance freedom and order? What are the various beliefs about government? How do I participate in government? These are all questions that AP United States Government and Politics aims to answer. This course will offer a non-partisan, college-level introduction about U.S. government and politics. The AP exam for this course has a mix of multiple choice questions and four writing prompts where students will complete a variety of analytical tasks. Additionally, students will be working on a Senior Capstone project with a subject and task they select and are passionate about.

Math Department

Vision: Our vision for mathematics education at DSST: CGHS Public Schools is set by what we hope to see in our students. For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. The goal of our math program is to instill students with the following skills, knowledge and mindsets:

- Conceptual understanding of mathematical ideas, which allows students to make connections across mathematical ideas, transfer and apply their knowledge to new contexts, and have greater retention.
- Skill in carrying out procedures flexibly, accurately, efficiently, and appropriately; the development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
- Strategic competence and adaptive reasoning; the ability to formulate, represent, and solve mathematical problems while demonstrating logical thought, reflection, explanation, and justification.
- A productive disposition, where students see mathematics as fascinating, useful, and worthwhile, and believe that productive struggle leads to breakthroughs in understanding.

Typical Course Trajectory:

9th Grade	10th Grade	11th Grade	12th Grade (Potential Offerings)
Math 1	Math II	Algebra 2	Pre - Calculus
Math II Honors	Algebra II Honors	Pre - Calculus Honors	AP Calculus AB/BC AP Statistics

Course Name: Integrated Algebra and Geometry 1

Course Description: The fundamental purpose of Integrated Mathematics 1 is to formalize and extend the mathematics that students learned in the middle grades. In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They move beyond viewing functions as processes that take inputs and yield outputs and start viewing functions as objects in their own right. Students deepen and extend their understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition, Math 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades, and uses the coordinate plane to connect algebra and geometry.

Course Name: Integrated Algebra and Geometry 2

Course Description: The focus of Integrated Mathematics 2 is on quadratic expressions, equations, and functions, and comparing their characteristics and behavior to those of linear and exponential relationships learned in Integrated Mathematics 1. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course.

Course Name: Algebra 2

Course Description: It is in Algebra 2 that students pull together and apply the accumulation of learning that they have from their previous high school courses. Students apply methods from probability and statistics to draw inferences and conclusions from data. They expand their study of right triangle trigonometry, using the Laws of Sines and Cosines in order to find missing measures of general triangles. As the main focus of Algebra 2, students deepen their knowledge of functions. They expand their repertoire of functions to include polynomial, rational, and radical functions, and extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying functions. They identify appropriate types of functions to model a situation, adjust parameters to improve the model, and compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit.

Course Name: Pre-Calculus

Course Description: Pre-Calculus is a preparatory course for college Calculus. Topics include polynomial and rational functions, systems of linear and nonlinear equations, analytic geometry, analytic trigonometry, exponential and logarithmic functions, polar coordinates, vectors, and conic sections. A graphing calculator is required for this course.

Course Name: AP Calculus AB

Course Description: This course has two primary emphases: (1) prepare students with a strong one-semester calculus foundation for study in engineering and science programs in college, and (2) as a preparation for the Advanced Placement AB Calculus Examination. Students are expected to apply previously learned algebra and trigonometry skills to the study of limits, derivatives, integrals and elementary differential equations. This single variable calculus course is limited to motion along a line.

Course Name: AP Calculus BC

Course Description: Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. This course covers topics in

differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. You will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. You will also learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Course Name: AP Statistics

Course Description: Learn about the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Develop analytical and critical thinking skills as you learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences.

Science Department

9th Grade	10th Grade	11th Grade	12th Grade (Students Choose 2)
Physics	Chemistry AP Chemistry	Biology AP Biology	Advanced Computer Science* Advanced Engineering* Anatomy and Physiology AP Computer Science Principles* AP Psychology Biochemistry <small>*See creative core for description</small>

Vision:

In the CGHS Science Department, we believe that scientific literacy is a foundational pillar to being competitive in the 21st-century workplace, being informed participants in our American democracy, and being future stewards of our planet. Because of this, we believe that all students have the right to an excellent science education, and that all students are capable of achieving it.

Course Name: Physics

Course Description: Physics in the 9th grade at DSST is designed to cover a wide range of topics that will give students a conceptual understanding of the physics of everyday phenomena, including motion, forces, energy, light, sound, and electricity. Physics also develops the mathematical skills of each student and will prepare them for college-level physics and future science courses (Chemistry and Biology).

Course Name: Chemistry

Course Description: Chemistry is a phenomena-based science course that focuses on matter and its interactions. In order to understand how particles combine to form observable matter, the course will begin by studying how the elements in the known universe were created in stars. Students will then build on this understanding to explain the role that each subatomic particle plays in the identity of characteristics of elements. The second trimester will focus on developing students' understanding of how atoms and molecules combine and rearrange to create new substances. In the final trimester students will apply an understanding of the structure and properties of matter, nuclear processes, and chemical reactions to understand the interactions of energy and matter.

Course Name: AP Chemistry

Course Description: This course goes beyond the study of general chemistry to advanced topics in accordance with the College Board AP Curriculum. The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based

investigations, as they explore content such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. AP Chemistry can be taken instead of Chemistry during the sophomore year, or as a senior-level science elective.

Course Name: Biology

Course Description: In junior year, students will take Biology, where they will apply chemistry to how it affects their lives. Biology begins the year by diving into the amazingly intricate world of biochemistry. After, we will be exploring other important biological topics through inquiry and labs such as genetics, body systems, and ecology. By the end of the year, students will have a strong grasp of what makes them unique, why they operate the way they do, and a better appreciation for the world around them. After all, Biology is life!

Course Name: AP Biology

Course Description: AP Biology is an introductory college-level biology course, which is taken instead of Biology during the junior year. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

Course Name: Anatomy and Physiology

Course Description: Anatomy and Physiology focuses on an integrated study of the human body including the histology, anatomy, and physiology of each system. Anatomy and Physiology examines molecular, cellular, and tissue levels of organization plus integuments, skeletal, articulations, muscular, nervous, and endocrine systems. Includes hands-on laboratory experience covering experimentation, microscopy, observations, and dissection.

Course Name: Biochemistry

Course Description: Biochemistry/biotech bridges biology and chemistry concepts to real-world applications. It is also a great extension of biology, and encompasses concepts such as forensics, immunology, microbiology, genetics, and cellular metabolism. There will be a heavy emphasis on application and analysis, therefore students will participate in labs, discourse related to bioethics, and inquiry/research projects. This would be the ideal course for those interested in pursuing medical, biological, chemical, or engineering majors in college, or those who just like to learn, do, and talk about the science that influences the natural world, medicine, and industry.

Course Name: AP Psychology

Course Description: The AP Psychology course is the equivalent of a college-level introductory psychology course. It introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social

psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

Spanish Department

Vision:

In the CGHS Spanish Department we believe that knowledge of Spanish and Hispanic culture enhances the lives of all our students. The acquisition of a second language can serve as the basis for high overall academic and personal achievement. Our department embraces diversity and a multicultural vision of the world that reflects the same diversity that exists in the Spanish-speaking world. Because of this, we believe that all students have the right to an excellent Spanish education, and that all students are capable of achieving proficiency.

9th Grade	10th Grade	11th Grade	12th Grade (Optional)
Spanish 1	Spanish 2	Spanish 3	AP Spanish Language
Español para Hispanohablantes 1	Español para Hispanohablantes 2	AP Spanish Language	AP Spanish Literature

Course Name: Spanish 1

Course Description: The Spanish 1 course provides novice speakers with a foundation in the Spanish language and the culture of Spanish-speaking countries. The teacher uses an immersive language learning environment to build students' proficiency in speaking, reading, writing, and listening in Spanish. This is accomplished by having students practice the use of basic grammatical concepts and thematic sets of vocabulary in context. Spanish 1 is also the beginning of our students' journey into target language proficiency and a deeper understanding of diverse cultural perspectives.

Course Name: Spanish 2

Course Description: The Spanish 2 course develops and expands the receptive and productive language skills introduced in Spanish 1. Cultural information and insights are integrated into each lesson providing a natural context link to the communication-based grammar structures. The students learn to state commands, discuss reflexive and reciprocal actions, and describe specific moments in the past. In addition, students use themed vocabulary lists to grow their cultural knowledge about different geographical locations within the Spanish-speaking world, bargaining in markets, regional dishes, important landmarks, and important historical figures and other specific situational topics that reflect the diversity of the contemporary Spanish-speaking world.

Course Name: Spanish 3

Course Description: By the end of this course, Spanish language learners will be able to develop and refine their proficiency in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to interact orally and in writing to demonstrate the level necessary to succeed in a college-level intermediate course. Students will

communicate using more complex language structures on a variety of topics, moving from concrete to more abstract concepts. Through contextualized grammar practice and analysis of authentic texts and audiovisual materials, students will master communication in the past, present, and future tenses which, when combined with the course's focus on deeply understanding Spanish-speaking cultures, will prepare students to take an AP Spanish course as a senior elective.

Course Name: Español para Hispanohablantes 1

Course Description: The EPH1 course is a rigorous course that is taught solely in Spanish. The purpose of EPH 1 is to explore the Hispanic identity as well as what that means for our students, both as residents in the US and of their community. In this course, students read in Spanish at various Lexile levels with the expectation that their reading proficiency matches those of 9th grade Spanish-speakers by the end of the year. Students develop skills in all three modes of communication (interpersonal, interpretive and presentational) while using authentic resources and constructing authentic products. The course focuses heavily on present tense conjugations, formal grammar structures, and the culture and history of Mexico, Spain and other members of the Spanish-Speaking world. Students explore issues of culture and identity through current events articles, short stories, films, novel excerpts and poems. Students express their opinions and perspectives on these topics through presentational speaking and writing in the formal register.

Course Name: Español para Hispanohablantes 2

Course Description: The purpose of this course is to finish preparing students to take the AP Spanish coursework. Students who take this course study cultural and historical thematic units about South America and the Caribbean Spanish-speaking countries while comparing and contrasting their understanding of these units with the cultural and historical thematic units they studied in EPH 1. Students explore issues of culture and identity through current events, articles, short stories, films, novels and poems and express their opinions and perspectives on these topics through presentational and interpersonal speaking and writing in the formal register.

Course Name: AP Spanish Language and Culture

Course Description: The AP Spanish Language and Culture course is a rigorous class taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication (interpersonal, interpretive, and presentational]. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level.

Course Name: AP Spanish Literature and Culture

Course Description: The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from

Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism).