## 2014-2015 High School Time Schedule

<table>
<thead>
<tr>
<th>Regular Time Schedule</th>
<th>Advisory Time Schedule</th>
<th>Activity Time Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period One 8:30</td>
<td>Period One 7:05 – 8:20</td>
<td>Period One 7:05 – 8:20</td>
</tr>
<tr>
<td>Break 8:40</td>
<td>Break 8:20 – 8:30</td>
<td>Break 8:20 – 8:30</td>
</tr>
<tr>
<td>Period Two 10:10</td>
<td>Period Two 8:35 – 9:45</td>
<td>Period Two 8:35 – 9:50</td>
</tr>
<tr>
<td>Period Three 11:45</td>
<td>Advisory 9:55 – 10:35</td>
<td>Period Three 10:00 – 11:15</td>
</tr>
<tr>
<td>Period Three 11:45</td>
<td>Period Three 10:45 – 12:00</td>
<td>Activity Period Assembly 11:25 – 12:05</td>
</tr>
<tr>
<td>Lunch 12:35</td>
<td>Lunch 12:00 – 12:45</td>
<td>Lunch 12:00 – 12:45</td>
</tr>
<tr>
<td>Period Four 2:05</td>
<td>Period Four 12:50 – 2:05</td>
<td>Period Four 12:50 – 2:05</td>
</tr>
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</table>

### Rotations of Blocks Within the Day:

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<thead>
<tr>
<th>Rotation One</th>
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<th>Rotation Three</th>
<th>Rotation Four</th>
</tr>
</thead>
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<td>Odd</td>
<td>Even</td>
</tr>
<tr>
<td>Period One</td>
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<td>2</td>
<td>3</td>
</tr>
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<td>Period Two</td>
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<td>Period Three</td>
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<tr>
<td>Period Four</td>
<td>7</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>
High School


CNG
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNG Director:</td>
<td>Dr. Eric H. Habegger</td>
<td><a href="mailto:ehabegger@cng.edu">ehabegger@cng.edu</a></td>
</tr>
<tr>
<td>High School Principal:</td>
<td>Ms. Shaysann Kaun</td>
<td><a href="mailto:skaun@cng.edu">skaun@cng.edu</a></td>
</tr>
<tr>
<td>Bachillerato Program Administrator:</td>
<td>Ms. Astrid Amador</td>
<td><a href="mailto:aamador@cng.edu">aamador@cng.edu</a></td>
</tr>
<tr>
<td>High School Associate Principal Grade 9 &amp; 10:</td>
<td>Mr. Michael Byrne</td>
<td><a href="mailto:mbyrne@cng.edu">mbyrne@cng.edu</a></td>
</tr>
<tr>
<td>High School Associate Principal Grade 11 &amp; 12:</td>
<td>Mr. Craig Viscardi</td>
<td><a href="mailto:cviscardi@cng.edu">cviscardi@cng.edu</a></td>
</tr>
<tr>
<td>College &amp; Career Counselor:</td>
<td>Ms. Terry Finnin</td>
<td><a href="mailto:tfinnin@cng.edu">tfinnin@cng.edu</a></td>
</tr>
<tr>
<td>College &amp; Career Counselor:</td>
<td>Ms. Maria Lucia Puerta</td>
<td><a href="mailto:mlpuerta@cng.edu">mlpuerta@cng.edu</a></td>
</tr>
<tr>
<td>College &amp; Career Counselor:</td>
<td>Mr. Alex Becker</td>
<td><a href="mailto:abecker@cng.edu">abecker@cng.edu</a></td>
</tr>
<tr>
<td>High School Counselor – Grade 9:</td>
<td>Ms. Juliana Tamayo</td>
<td><a href="mailto:jtamayo@cng.edu">jtamayo@cng.edu</a></td>
</tr>
<tr>
<td>High School Counselor – Grade 10:</td>
<td>Ms. Karen Killmer</td>
<td><a href="mailto:kkillmer@cng.edu">kkillmer@cng.edu</a></td>
</tr>
<tr>
<td>High School Counselor – Grade 11:</td>
<td>Ms. Mariangela Rodriguez</td>
<td><a href="mailto:mariarodriguez@cng.edu">mariarodriguez@cng.edu</a></td>
</tr>
<tr>
<td>High School Counselor – Grade 12:</td>
<td>Mr. Felipe Merizalde</td>
<td><a href="mailto:fmerizalde@cng.edu">fmerizalde@cng.edu</a></td>
</tr>
<tr>
<td>Director of High School Social Service:</td>
<td>Ms. Ana Maria Iturralde</td>
<td><a href="mailto:alturralde@cng.edu">alturralde@cng.edu</a></td>
</tr>
<tr>
<td>Academic Secretary:</td>
<td>Ms. Licia Cardenas</td>
<td><a href="mailto:lcardenas@cng.edu">lcardenas@cng.edu</a></td>
</tr>
<tr>
<td>High School Head Principal Secretary:</td>
<td>Ms. Andrea Posada</td>
<td><a href="mailto:aposada@cng.edu">aposada@cng.edu</a></td>
</tr>
<tr>
<td>High School Administrative Secretary:</td>
<td>Ms. Diana Rojas</td>
<td><a href="mailto:drojas@cng.edu">drojas@cng.edu</a></td>
</tr>
<tr>
<td>High School Attendance &amp; Records Secretary:</td>
<td>Ms. Maria Jose Garay</td>
<td><a href="mailto:mgaray@cng.edu">mgaray@cng.edu</a></td>
</tr>
</tbody>
</table>
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<td>-------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>English Language Arts</td>
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<td>Mathematics</td>
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<td>Science</td>
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<tr>
<td>Social Sciences &amp; Sociales</td>
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<tr>
<td>Fine &amp; Performing Arts</td>
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<td>Capstone Concentration Course</td>
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<td>Total Credits / Year</td>
<td>8.0</td>
</tr>
<tr>
<td>Minimum Social Service hours per year</td>
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</tr>
</tbody>
</table>
Dear Parents and Students currently in grades 8, 9, 10, and 11:

As you begin to review this Academic Program Guide I hope you will take time to read carefully and thoroughly as well as do some thinking. Now is the most important time to consider your options because right now, all these options are possibilities for your future. The Master Schedule is built from CNG student requests. If you don’t take time now to select the courses you want to take, you may be left with options that are not particularly appealing to you. This is especially true of elective or optional courses.

If a course has fewer than the minimum number of requests – typically 10, it will be dropped from the Master Schedule and no longer offered for selection. So please read and make your selections carefully to ensure the best possible schedule for the coming year. The more time you spend now to ensure you get the courses you want, the happier you will be in August when your schedule is finalized. Remember there is a one-week deadline at the beginning of each semester for student-initiated class changes.

There are many people who are willing to help you with your academic planning. Seek help NOW from parents, teachers, counselors, and administrators. Although all these people can assist you in planning your academic schedule, the responsibility for this planning rests primarily with YOU.

As you plan your course of study you should consider:

- Your long-range goals
- Graduation requirements
- College entrance requirements
- Career preparation

As you read through this Academic Program Guide, take notes of courses that seem interesting to you and consider doing some informal academic planning as you review this guide.

<table>
<thead>
<tr>
<th>Courses that seem interesting to me</th>
<th>Elective courses I would like to take</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Capstone Concentration Classes I would be interested in taking:

If there is anything I can do to help you with your selection, please don’t hesitate to ask.

Warm Regards,

Ms. Shaysann Kaun
WHO WE ARE

CNG is a bilingual, bicultural, U.S. style college preparatory school that fulfills both Colombian governmental requirements and U.S. accreditation standards. In 1961 the School was accredited by The Southern Association of Colleges and Schools (SACS) and was also approved by the Colombian Ministry of Education to award the Bachillerato diploma. As of January of 2009 CNG’s ISO 9001 Quality Management system was officially approved by ICONTEC and the school was officially certified by this entity under ISO 9001 norms.

Since its foundation, CNG has grown to an enrollment of nearly 1900 students. Today the student population is: 61% Colombian, 11% North American, 19% dual (Colombian and U.S.) and 9% international. Nearly all graduates enter the university: 34% going to the United States to study, 54% staying in Colombia, and 6% go to other countries.

English is the official language of the School. Instruction is in English with the exception of Spanish classes and Colombian social studies. Students speak English on campus and teachers and secretaries address children in English at all times.

Philosophy of Colegio Nueva Granada

We believe in creating an educational environment in which:

• Every student is challenged to achieve his or her greatest potential in a system that promotes high academic performance.
• Individual talents and interests are shared and developed through a broad offering of academic, artistic and athletic programs.
• Students with special needs and learning difficulties receive support through the intervention of specialists and adaptation by the classroom teacher.
• Students are happy and they experience the joy of learning.
• Diversity of nationality, race, religion and ability is valued and utilized to enhance the educational experience.
• A balance of local and import faculty emphasize an awareness, appreciation and integration of North American and Colombian cultures.
• Universal moral values such as honesty, respect, responsibility and the golden rule (do unto others as you would have done unto you) are taught through direct instruction, example and experience.
• While the school is not affiliated with any specific religion, it honors the religious orientation of its families and encourages participation of students in their respective religions.
• Teachers, administrators, parents and students work together in their respective roles to create a caring and open community based on mutual respect and common goals.
• Students learn to be good citizens, serve others and respect the environment through personal involvement and experience.

WHO WE ARE

CNG serves a diverse student population and prepares responsible global citizens through an accredited American/Colombian college-preparatory program focused on motivating students to achieve their individual potential for excellence.
CNG’S PROGRAMS OF STUDY

At Colegio Nueva Granada students prepare to become leaders for today and tomorrow as well as life-long learners; their High School education must prepare them for a world that is constantly changing. Knowledge continues to expand dramatically. Political relationships and scientific discoveries are occurring at an increasingly accelerated pace. As adults, CNG graduates will be required to solve complex problems by thinking originally, creatively, imaginatively, and cooperatively. Additionally they must communicate clearly both in written and spoken form.

CNG offers an integrated program that fulfills the requirements for the two diplomas and gives the students a strong academic background that prepares them for university level work. In order to best prepare for a continuously evolving future, CNG students have the opportunity to select from two programs of study, each designed to prepare students for entrance into university. In addition, students may choose to attend courses in the Advanced Placement Academy which offers a rigorous course of study.

BACHILLERATO (COLOMBIAN) DIPLOMA PROGRAM

The Bachillerato Program is the academic program for Colombian students, which qualifies them to enter Colombian universities. At CNG this includes the academic courses taught in English as well as courses in Español and Sociales which are taught in Spanish. It is the policy of the Board of Directors that all Colombian students be enrolled in the Bachillerato Program. Exceptions can be made for special reasons and must be approved by the Academic Council. Non-Colombian students may participate in the program with parent approval.

All students at CNG may enter the Bachillerato Program in grade 6 provided they have the language competency in Spanish. Students transferring into CNG after grade 6 may enter the program until grade 10. Students who transfer into CNG after grade 10 may enter the Bachillerato Program if they have a history which indicates an appropriate background and a need for this program of study. Decisions for this are made on a case by case basis. If necessary, students may validate coursework in Español and Sociales. In grades 7 to 12, students transferring from Colombian schools with Bachillerato standing can continue in the program. In addition, special cases for this grade range are reviewed and decisions made by parents, HS Principal, and HS Counselor.

Students must complete 32 academic credits as specified, 100 hours of social service, and a Senior Independent Study (SIS) project in order to receive the Bachillerato diploma.

HIGH SCHOOL DIPLOMA PROGRAM

The High School Diploma is a college and university preparatory academic program for students which qualifies them to enter U.S. and foreign universities. At CNG, this includes academic courses taught in English as well as Spanish as a second language or Español (for Spanish speaking students). Sociales courses taught in Spanish are not required, but may be included as electives. It is the philosophy of CNG that all high school students be enrolled in the High School Diploma Program. Transfer students must show evidence from official transcripts of high school program course work in order to be admitted into the High School Diploma Program.

Students must complete 32 academic credits as specified, 100 hours of social service, and a Senior Independent Study (SIS) project in order to receive the High School diploma.

CHANGE OF DIPLOMA PROGRAM

Students in the Bachillerato Program may not change to the High School Program without special authorization. To do so is to deprive the Colombian student of the opportunity to enroll in a Colombian university.

Students in the High School Program may change to the Bachillerato Program any time through grade 9. Approval must be given by the HS Principal. When necessary, students may need to validate course work. Students changing to the Bachillerato Program must have Spanish language fluency necessary for placement in Español and Sociales classes.
GRADE LEVEL CREDITS FOR PROMOTION

Students enter ninth grade in the High School as freshmen. Any student who has earned less than 8 credits at the end of his/her first year of High School retains the standing of a freshman – grade 9 student.

To be considered a tenth grader or a sophomore, a student shall have earned at least 8 credits in his/her first year of High School. A student who ends the second year of High School with fewer than 16 credits retains the standing of sophomore – grade 10 student.

To be considered an eleventh grader or a junior, a student shall have earned at least 16 credits in his/her first two years of High School. A student who ends the third year of High School with fewer than 24 credits retains the standing of junior – grade 11 student. Students in this situation will be matriculated as JR and are unlikely to graduate with their peers.

To be considered a twelfth grader or a senior, a student shall have earned at least 24 credits in his/her first three years of High School.

In order to graduate from CNG, a student must complete 32 academic credits as specified, complete the required hours of social service, as well as pass a Senior Independent Study (SIS) project. Students who fail to meet one of more of these requirements will not be allowed to participate in the Graduation ceremony. Once requirements are completed, the student may receive the diploma(s) if approved by the High School Principal and Director.
# CNG’s Minimum Graduation Credit Requirements

<table>
<thead>
<tr>
<th></th>
<th>Bachillerato Diploma</th>
<th>High School Diploma</th>
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</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Spanish Language Arts</td>
<td>4.0</td>
<td>Spanish Language Arts preferred. 4.0 If not possible another World Language may substitute.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Science</td>
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<td>4.0</td>
</tr>
<tr>
<td>Social Sciences &amp; Sociales</td>
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<td>4.0</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
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</tr>
<tr>
<td>Physical Education &amp; Health</td>
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<tr>
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</tr>
<tr>
<td>Affective Education</td>
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<td>1.0</td>
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<tr>
<td>Capstone Concentration Course</td>
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<td>Concentration Capstone Course 1.0</td>
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<td>Senior Independent Study</td>
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<td>Total Credits</td>
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</tr>
<tr>
<td>Social Service Hours</td>
<td>120</td>
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</table>

## Standard Secondary Academic Sequence by Curricular Areas

<table>
<thead>
<tr>
<th>Departments</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>English 9 or PreAP English 9</td>
<td>English 10 or PreAP English 10</td>
<td>11/12 English or AP Literature or AP Language</td>
<td>11/12 English or AP Literature or AP Language</td>
</tr>
<tr>
<td>Spanish Language Arts</td>
<td>Spanish as a New Language, Español 9 or PreAP Literatura 9</td>
<td>Spanish as a New Language, Español 10 or Pre AP Literatura 10</td>
<td>Spanish as a New Language, Español 11 or Pre AP Literatura 11</td>
<td>Spanish as a New Language, Español 12 or AP Literatura</td>
</tr>
<tr>
<td>Math</td>
<td>Basic Math 9, HS Algebra, Geometry 9, or PreAP Geometry 9, Accelerated PreAP Geometry 9</td>
<td>Math Basic Math 10, HS Geometry, Algebra II 10, PreAP Algebra II 10, Accelerated PreAP Algebra II 10</td>
<td>Math Basic Math 11, HS Algebra II, Pre-Calculus 11, Pre AP Pre-Calculus 11, Accelerated Pre AP Pre-Calculus 11</td>
<td>Basic Math 12, HS Pre-Calculus Calculus, Probability &amp; Statistics AP Calculus AB, AP Statistics, AP Calculus BC</td>
</tr>
<tr>
<td>Social Studies &amp; Sociales</td>
<td>World History 9 or PreAP World History 9 Sociales 9</td>
<td>World History 10, AP World History, Sociales 10 or PreAP Sociales 10</td>
<td>SS Elective Sociales 11 or PreAP Sociales 11</td>
<td>SS Elective Sociales 12 or PreAP Sociales 12</td>
</tr>
<tr>
<td>Fine &amp; Perform. Arts</td>
<td>2.0 credits from among Fine &amp; Performing Arts electives</td>
<td>2.0 credits from among Fine &amp; Performing Arts electives</td>
<td>1.0 credit from among PE electives</td>
<td>1.0 credit from among PE electives</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PE &amp; Health 9/10</td>
<td>PE &amp; Health 9/10</td>
<td>1.0 credit from among PE electives</td>
<td>1.0 credit from among PE electives</td>
</tr>
<tr>
<td>Technology</td>
<td>Computers &amp; Careers 9</td>
<td>0.5 credit from among electives</td>
<td>0.5 credit from among electives</td>
<td>0.5 credit from among electives</td>
</tr>
<tr>
<td>Affective Education</td>
<td>1.0 credit from among Affective Education electives</td>
<td>1.0 credit from among Affective Education electives</td>
<td>1.0 credit from among Affective Education electives</td>
<td>1.0 credit from among Affective Education electives</td>
</tr>
<tr>
<td>Capstone Concentration Course</td>
<td></td>
<td></td>
<td>1.0 credit from among list of CCC</td>
<td>1.0 credit from among list of CCC</td>
</tr>
<tr>
<td>Electives</td>
<td>3.5 to 4.0 credits from among electives in any department</td>
<td>3.5 to 4.0 credits from among electives in any department</td>
<td>3.5 to 4.0 credits from among electives in any department</td>
<td>3.5 to 4.0 credits from among electives in any department</td>
</tr>
</tbody>
</table>
CNG HIGH SCHOOL POLICIES REGARDING CREDITS, ATTENDANCE, CREDIT REMEDIATION, AND INDEPENDENT STUDY & DISTANCE LEARNING

CREDIT IN GENERAL

CNG grants credit for High School students who complete a course with a grade of 2.0 or higher out of 4.0 and meet the minimum attendance requirements. Students are provided opportunities to take quarter courses (PE & Health 9, PE & Health 10, Sociales 9-12) for 0.25 credit and semester courses for 0.5 credits. In addition, the SIS is a year-long course for 1.0 credit. Typically core courses consist of two 0.5 credits granted each semester. Students who have a grade below 2.0 or who do not meet minimum attendance requirements will not receive credit for the semester in which the grade was not a 2.0 or higher.

Half credit (0.5) is based on approximately 65 hours of instruction and one credit (1.0) is based on approximately 130 hours of instruction as per accreditation requirements. Blocks of instruction are 85 minutes per class for approximately 45 days for semester courses and 90 days for year-long courses.

Students who are enrolled in the AP Academy and take Pre-AP or AP Courses will receive a 0.3 grade enhancement at the final marking period for each semester.

Students who do not take the AP exam for an AP course, must pay the exam fee.

Students on an individualized educational plan and who have specific needs may be granted credit for courses which better fit their educational needs.

Credits which students attempt but fail (1.9 or lower on a 4.0 scale) are counted in the calculation of GPA and do not disappear on the transcript even when the course is retaken at a later time for credit.

Students are allowed to transfer in late or withdraw from school and still get credit as long as they have only missed a total of 5 classes each semester. Students who need to depart early, must take final exams in core classes as a requirement to receive credit. Arrangements for this must be made with the HS Principal and students must be able to demonstrate continuous enrollment in an accredited school. In addition, students must have received a passing grade of 2.0 or higher on a 4.0 scale. The general standard for receiving a grade is mid-way through the first marking period to enter late or mid-way through the final marking period to transfer out.

Students who meet the requirements of the CWW (Classroom Without Walls) Program will be able to obtain 0.5 credit which may be used for credit remediation.

FAILED COURSE POLICY

Students who fail a course by receiving less than 2.0 out of 4.0 or a grade of incomplete (INC) for a quarter (for PE 9, PE 10, and Sociales) or semester final grade have failed the course. When students fail a course, they must re-take the course if it is a core course or take another course within the department if it is an elective. Please note that if the student fails the same course a second time, by school policy, the student may not be re-matriculated at CNG. In addition, students have to make up the credits that were failed as all students need 32 credits in order to graduate.

ATTENDANCE

CNG expects students to be in attendance each and every day that school is scheduled. Parents should plan vacations, medical appointments, and other non-school events around school holidays and school hours whenever possible. Because our AdvancED accreditation standards are very explicit in the number of hours for classroom time required for credit to be granted, the school has implemented the following policies and procedures to encourage regular attendance.

Parents must report student absences to the attendance office at hsattendance@cng.edu within 48 hours of the absence for it to be counted as excused. Parent reports after that time will be noted but not excused. For students who are ill for three or more days, an official doctor’s note needs to accompany the parent email or be delivered to the HS Office.

Parents must contact the attendance office hsd dismissal@cng.edu for students leaving from school early at least two hours prior to the request. If the parent fails to send the email prior to two hours of dismissal, they must personally come and sign the child out. Please note that maids, nannies, driv-
ers, and other employees of the parent may not come to the high school office in place of a parent or guardian. Students who need to go home on a different school bus route, need to have parents email hsddismissal@cng.edu by 11:00 AM and include the bus number, the name of the student going home with and/or the address of the place where the student needs to be dropped off.

Students are expected to review Skyward on a regular basis and address any issues they see with either tardies or absences with their parents and/or administration to ensure records are accurate.

Absences & Missing Work/Assignments

- Students have by policy one day of class for every day of excused absence to make up work missed due to absence. For example, students who miss an “odd” day can turn in missing work the next “odd” class unless it requires further explanation by the teacher.

- Students should make every effort to schedule missed assessments during the Opportunity Days with their teacher(s) as soon as possible following an absence.

- If missing work due to absence is not turned in on time, students have up to two weeks to turn in work missed for a maximum grade of 2.0 according to the CNG Assessment Protocol.

- If missed work isn’t turned in by the two week deadline, students will receive a zero on the assignment according to the CNG Assessment Protocol.

Pre-arranged Absence

- It is the responsibility of students to ensure they have completed and returned to the Associate Principals any Pre-Arranged Absence forms for school-related and non-school related activities. These should be received by the Associate Principal seven days prior to being off campus. Unless there are extenuating circumstances, forms submitted after the seven day period will likely have the absences count as an unexcused absence.

- For non-school related Pre-Arranged Absences, students must obtain PRE-APPROVAL from the Associate Principal. If approved, the student must have all teachers sign and return the form to the Office seven days prior to the absence.

- Students who will need to arrive late to school at the beginning of a semester and/or for those who need to leave before the end of a semester, they must follow the Pre-Arranged Absence procedures.

- In most cases, students who miss final exams will not be allowed to take early exams, but will have to take exams upon their return to school. Grades will not be finalized until the missing exams are made up, and students with pending final exams will be placed on Probationary Matriculation until such time that final grades are issued and verify the student’s ability to advance to the next grade level.

- For extensions to school holiday, students will need to follow the Pre-Arranged Absence procedures.

- For an emergency, non-illness related absence, parents need to email the Associate Principal requesting the absence. Students must then fill out and turn in the Prearranged Absence Form with signatures from all teachers as soon as possible.

  NOTE: For Pre-arranged Absences, the principal has the right to not approve due to issues of behavior, academics, or absences.

Unexcused Absences

- Students will have the opportunity to make up tests, quizzes, or homework that was due during an unexcused absence; however, in order to get credit in Skyward for the work, students must attend Saturday school to make up for lost seat time.

Excessive Absence

- Once a student has more than five absences (excused or unexcused) in a course in a semester, he/she must make up each day/class over the fifth absence by attending Saturday school to receive credit for the course. Please note that students who arrive late or are released early to attend appointments will be considered absent for the class period.

- Students who miss more than five days of a course during the second semester will not be allowed to take an excused absence from school for studying for their AP exam.
Saturday School

Saturday school is from 8:30 AM to 12:30 PM. Students arriving at 8:45 AM will not receive credit for their attendance and will be asked to come back another Saturday. Saturday school will not be offered every week and students must check with their grade level administrator to check on availability.

Once a student has served Saturday school, the administrator will email teachers to ensure grades are uploaded in Skyward.

Students who do not attend Saturday school due to excessive absences put at risk failing a subject for the semester due to attendance, specifically for accredited courses.

Exemptions For Attendance

For the following absences to be excused, students will need to complete the Pre-Arranged Absence form and submit it seven days in advance of the absence. The below absences will NOT be counted in the student attendance totals:

- Educational trips, activities and trips for approved student organizations, and/or academic and athletic events that are approved by the Principal.
- Advanced Placement Exam days and approved AP study days.
- Decree 2845 of 1984 (article 48) – student athletes selected to represent Colombia.
- Recognized religious holidays. The school observes Christian holidays and recognizes the Jewish religious holidays of Rosh Hashanah, Yom Kippur, Succoth, and Pesaj as well as the official holy days of other religions.
- Students who are highly competitive athletes may petition the HS administration for additional absences per year for national/international tournaments. This must be done in advance of the activity.
- Extended illness or health-related issues accompanied by a doctor’s note.

There may be extenuating circumstances not listed above, which may be petitioned to the HS administration.

SCHEDULE CHANGES

CNG students have approximately two weeks after the start of a semester to decide whether or not to stay in a course. Schedule changes can be requested during this time period by sending a request to hsschedules@cng.edu. Please note that not all requests will be approved. Class size, prerequisites, and other factors may inhibit course changes; however, counselors and administrators will try to accommodate student requests.

For students who have approval from the administration and need to drop or change a course at the end of quarter one or quarter three, the following will take place in terms of grades.

- For courses with same or similar content, the grade data will be transferred to the new course. The new course will appear on all transcripts.
- For courses of different content, the quarter one or quarter three grade data will be added to the new courses content grade. The new course will appear on all transcripts.

ADD & DROP DATES FOR COURSES IN AP ACADEMY

In first semester, students who desire to add and/or drop a PreAP or AP course have until the mid-quarter of the first quarter (mid-September) to do so. The following steps need to be taken:

- AP Academy Add/Drop form must be completed with student, parent, and teacher signatures and turned into the HS Office by the due date.
- A request must be sent to hsschedules@cng.edu.
- These requests can only be approved by AP Coordinator and/or HS Administration.
- Students who wish to drop one AP for another (AP Human Geography to AP Art, for example) need to have been approved in the recommendation process in order to make the request. In addition, both teachers need to sign the Add/Drop form.
- The final date for Add/Drop is the mid-quarter of the first quarter (9 instructional periods).
- Students are responsible for making up any work that has been missed in the new class.

In advance of semester two, students may request the drop of a course in the AP Academy. In addition, students may request to move from a regular class to Pre-AP or
from a Pre-AP to the corresponding regular course during this time frame. The following steps need to be taken:

- AP Academy Add/Drop form must be completed with student, parent, and teacher signatures and turned into the HS Office by the due date.
- A request must be sent to hsschedules@cng.edu.
- These requests can only be approved by AP Coordinator and/or HS Administration.
- The final date for Add/Drop is two weeks into the third quarter.

**REMEDIATION OPPORTUNITIES**

Students who have a grade in a course at 2.2 or lower may be provided opportunities to remediate work during the semester of study. Please note that as of 2012-2013, students who are failing a course due solely to missing work will not be provided the opportunity to remediate the class. There are typically no opportunities to remediate course work once the course have finished. Remediation work and grades for completed remediation work is determined by each teacher. Students should understand that this is an opportunity for learning and his/her responsibility as a student. A lack of attendance during Opportunity Day and/or lack of fulfillment of the stated remediation plan put a student at serious risk of failure of the course.

**MISSING WORK**

High School students are expected to complete 100% of the work assigned by teachers and this is outlined in the CNG Assessment Protocol (May 2012):

7. Students are expected to complete and turn in all assignments on time. In Middle and High School, students will be provided the opportunity to remediate missed assignments within two weeks. In addition, students in Middle and High School may not be eligible to receive course credit/pass the course if they do not complete and turn in all assignments.

8. When work is submitted late by students, there will be consequences in order to reinforce the importance of student commitment to learning. In Middle and High School missing work will receive a ‘0’. If missing work is turned in within two weeks, a “2” is the highest grade that can be earned.

1. **MIDDLE SCHOOL & HIGH SCHOOL** – In addition to the above, students who turn in late work will have the following additional consequences on a quarterly basis for missing work:

   **First Time:**
   1. Student and parent will receive notice that work is missing through Skyward program, ensured by teacher.
   2. Teacher invites student to Opportunity Day. Student should attend Opportunity Day within the next two days or as agreed with teacher.
   3. Student’s behavior/conduct grade for the assessment reflects the work being turned in late.

   **Second Time:**
   1. Student and parent will receive notice that work is missing through Skyward program, ensured by teacher.
   2. Teacher requires student to attend Opportunity Day. Student should attend Opportunity Day within the next two days or as agreed with teacher.
   3. Student’s behavior/conduct grade for the assessment reflects the work being turned in late.

   **Third Time and Beyond:**
   1. Student and parent will receive notice that work is missing through Skyward program, ensured by teacher.
   2. Teacher refers student to office through referral process.
   3. Student’s behavior/conduct grade for the assessment reflects the work being turned in late.

   **Administrative Steps** – Parents will be informed of the steps taken by the Office. These steps are taken by the Administration upon referral from one or more teachers.

   1. Student is assigned lunch detention through the Office. Parents are informed by the Office.
   2. Student is assigned detention through the Office.
   3. Student is assigned in-school suspension through the Office and student will be removed from extracurricular organizations and sports for the duration of the quarter.
   4. Student is assigned out-of-school suspension through the Office.
   5. Student is placed on Behavior Probation due to Missing Work.
INCOMPLETE GRADES (INC)

In some circumstances, when a student has failed to turn in work, a teacher may give the student an incomplete grade (INC). A student who receives an incomplete grade at the end of a marking period has a specific period of time in which to make up the work. If the work is not completed and turned in, the INC will change to a failing grade and the student will not receive credit and will need to follow the guidelines to remediate the course and credit.

REMEDIATION OF CREDIT

When a student fails a course, in addition to retaking the course (or a similar course if not a core course) for credit, he/she must make up the credit lost. The only way this can be done is through a distance-learning or summer school course at an accredited school. Parents are responsible for all associated costs of external courses for credit remediation. As part of the process for making a final decision related to a recommendation, the Principal may consider, but not be limited to, the following criteria:

• When a student fails a course, he/she typically must retake core courses at CNG for credit. Typically only elective courses are allowed to be taken via distance learning;

• A student may generally take no more than one (a) distance learning course during a given semester; and

• A student must be under the direct supervision of an accredited distance learning provider as approved by the Principal and/or Director.

A student can apply no more than five (5) total earned credits from distance learning or independent study courses toward the fulfillment of CNG’s required number of credits for graduation.

THIRD SEMESTER SENIORS

Students who do not enter their senior year with 24 credits must enter as juniors (JR). It is likely that these students will need to return to CNG for a third semester to complete the coursework and credits expected of all students who graduate. Students in this case may be allowed to take distance-learning courses at an accredited school as long as the maximum of 5.0 credits has not already been reached. In addition, if the course(s) missed are part of the core classes, the student must matriculate at CNG to finish his/her course of study. Costs for this program are determined by the Admissions Office.

NCAA DIVISION I ELIGIBILITY

For students who may aspire to play for the NCAA in university, it is important to know that the NCAA has specific credit requirements for incoming students to participate in NCAA sports. Students should be mindful of the NCAA requirements below and ensure they are achieved in the first four years of high school. Currently, in order for a student to be eligible to compete in Division I College Athletics, he/she must have a cumulative GPA of 2.0 in sixteen Core Courses and have the minimum SAT or ACT scores for that GPA. Information can be found on the NCAA Eligibility Center website at: http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp

- 4 years of English
- 3 years of mathematics (Algebra I or higher)*
- 2 years of natural/physical science (one must be a lab science)
- 1 year of additional English, math, or science
- 2 years of social studies
- 4 years of additional core courses (from any area listed above, or from foreign language, comparative religion or philosophy)

*students enrolled in Basic Math will not meet this requirement.

As initial-eligibility standards for NCAA Division I college-bound athletes are changing, student-athletes entering a Division I college or university after August 1, 2016 must have a cumulative GPA of over 2.3. In addition, students who enter college in the fall of 2016 or later must satisfy 10 of the 16 core courses by the end of the third year of high school.

Further details about specific courses and whether they can be applied to the 16 core classes can be obtained in the Office of College and Career Counseling.
PROTOCOL FOR CHANGING FROM HIGH SCHOOL LEVEL IN MATH

A student who wishes to change from the high school level to the regular level at any time in their high school career will need to do the following:

1. Formally request in writing to teacher and department head the desire to work toward this.
2. Maintain a 3.4 or higher in the current math level class (HS Algebra, HS Geometry, HS Algebra II, HS Precalculus) before and during the process of changing levels.
3. Complete any part of the regular math curriculum that has not been completed due to previous placement in high school level class without credit. The completion of the part of the math curriculum not previously completed will be supervised and approved by the current teacher, math coordinator, and the principal.
4. Completion of the math curriculum which includes complete coverage of the curriculum that the regular classes completed will be done by the student on his/her own or working with a private tutor to help facilitate this process.
5. The student’s current high school math teacher will administer and grade quizzes and tests similar to those given to students in the regular level. These quizzes and tests will be provided by the current regular math teacher to ensure continuity in the curriculum. The student will be responsible for taking the quizzes and tests from the regular curriculum during opportunity periods. Failure to pass 3 or more of these quizzes and tests will likely mean that the student needs to remain in the foundational level.
6. Timeline for completion of the math curriculum not previously completed is one year from the starting time. Failure to complete the curriculum within that timeline would require a re-evaluation of the status of the student and possible enrollment in the CNG math class they are attempting to makeup.
7. In rare cases, a student may be allowed to take an online course through an accredited institution that would cover the math curriculum not previously completed. The online course must be approved by the principal and math coordinator.
8. Please note that courses completed as above will not show up on student transcript nor be calculated in GPA.

REQUEST FOR WAIVING OF GRADUATION REQUIREMENT

In specific cases, a student through a formal letter provided by his/her parents, may request the High School Principal to consider the waiving of a graduation requirement. The decision is taken by the High School Principal through consultation with the student’s counselors, the AP Academy Director, and/or other relevant adults on campus.

Elective Requirements: Typically this may be done when a student, due to a heavy load of AP and/or PreAP course request may not have space to fulfill all the elective requirements in a department such as physical education, fine arts, technology, or character education.

Elective Course Outside School: At times, the requirements for technology, fine arts, or character education may be waived due to a student taking an approved elective course outside CNG. Examples of this may include: a religious class, an ethics class, a character class, a fine arts class, a technology class, etc. Typically these would be classes which are not offered by the school rather than replacements for classes which are already offered by the school. Students and parents are strongly encouraged to seek approval PRIOR to engaging in the course or class for this purpose. In order the request the waiving of the graduation requirement, the school must receive the following:

- A letter from parents which requests consideration of the class and the reason for the request.
- A formal letter from the organization stating the number of hours the student will be involved in the study, the type of study that will be provided,
and an understanding that the student must have attendance of at least 90% of the hours provided.

- Only courses or classes that have an intensity of 65 hours or more will be considered in this request. As per accreditation standards, 65 hours of study is required for every 0.5 credit that is granted. Although this will not allow a student to be provided credit, the student can have the graduation requirement waived which will provide the student an opportunity to take courses in other departments.

- In order for the waiver to be finalized, upon completion of the course, the parents must provide a formal letter from the organization confirming the number of hours the student attended and the type of study that was provided.

- All students must be registered for 8.0 credits during each school year while at CNG.

Request for Validation of Grade 9 and 10 PE Classes for Grade 11 and 12 PE Classes for Special Cases – CNG allows the possibility for students having special cases to request an exemption from the Grade 11 and/or 12 PE elective requirement. The student will still need to complete all credit requirements; however, if exempted, the student can take any elective classes to cover the 1.0 PE credit. Special Cases include:

- **High Level Competitive Athletes**
- **AP Academy Students who are CNG Athletes**
- **Learning Center Students who are CNG Athletes**

In order to begin the process the school needs to receive a packet which includes a parent letter requesting consideration of the exemption. Please note this process must be followed for each school year. Depending on the Special Case additional documentation as listed:

**For High Level Competitive Athletes:** An official letter from the league or federation, which

- States that the student practices on a regular basis which involves six or more hours of practice each week, and that the student competes at a regional, national, or international level.

**For AP Academy Students who are CNG Athletes:**

- A copy of the student schedule,
- A letter from the student promising to keep his/her grades in the AP Academy Courses at 2.5 or higher (prior to AP Academy enhancement), and
- A letter from a CNG coach stating that the student involved in a sporting activity offered by CNG (after school) during the semester.

**For Learning Center Students who are CNG Athletes:**

- A copy of the student schedule,
- A letter from the student explaining the rationale behind this request,
- A letter from a CNG coach stating that the student involved in a sporting activity offered by CNG (after school) during the semester.

Once the packet is received by the school it will be reviewed by the PE Department Head and HS Administration and a decision will be made in writing to the student and parent.

**Request for Validation of Grade 9 and 10 PE Classes for High Level Competitive Athletes**

CNG allows the possibility for High Level Competitive Athletes in grades 9 and/or 10 to apply for consideration for validation for 3 of the 4 quarters of PE. The quarter of health cannot be validated. In order to begin the process the school needs to receive a packet which includes:

A parent letter requesting consideration of the validation. Please note this process must be followed for each school year.

An official letter from the league or federation, which states that the student practices on a regular basis which involves six or more hours of practice each week, and that the student competes at a regional, national, or international level.

Once the packet is received by the school it will be reviewed by the PE Department Head and HS Administration and a decision will be made in writing to the student and parent. If approved, the validation will require the student to:

Submit a written project for each UNIT of study which will be assessed to determine the student’s theoretical knowledge of the standards and benchmarks.

Successfully pass a skills test for each unit of the class.

A validation means the student would continue to be enrolled in the course and complete the requirements of the validation; however, the student would be allowed to use the PE class period as a study period. The grade for the PE class that is validated would originate from the above two requirements submitted by the student.
ADAPTIVE PE CREDIT POLICY

In case of students who suffer a severe injury, adaptive PE credit, such as physical therapy, can be applied toward credit to graduation. This is determined on a case-by-case basis with approved supporting documentation. As indicated, 65 hours of adaptive PE (Physical therapy) is needed for every 0.5 credit. Students may be granted up to 8.0 credits over four years depending on the specific case.

INDEPENDENT STUDY AND DISTANCE LEARNING

When deemed necessary or appropriate by the School Administration, a student will be permitted to enroll in an independent study or distance-learning course through an accredited institution. The HS Principal must recommend a student’s enrollment in an independent study or distance-learning course as part of the approval process. As part of the process for making a final decision related to a recommendation, the Principal may consider, but not be limited to, the following criteria:

- Enrollment in an independent study or distance-learning course will not be granted if the school offers a comparable course that is available to the student;
- A student may generally take no more than one (1) independent study or distance-learning course during a given semester;
- A student must be under the direct supervision of a teacher or accredited distance learning provider as approved by the Principal and/or Director; and
- A detailed program of studies and evaluation criteria must be developed for the course of study.

A student can apply no more than five (5) total earned credits from distance learning or independent study courses toward the fulfillment of CNG’s required number of credits for graduation.

Courses which may be used for distance learning include any accredited school; however, students from CNG have used:

- Ed Options (http://www.eohighschool.com/)
- Virtual High School (www.govhs.org)
- K-12 (www.k12.com)
- Brigham Young University (http://is.byu.edu/site/courses/index.cfm?school=hs)
- University of Nebraska (www.highschool.unl.edu/Academics/Course-Information.aspx)

TEMPORARY WITHDRAWAL REQUEST

Students who are planning to study abroad at an accredited school need to have parents complete the temporary withdrawal application. It is recommended that students participate in study abroad programs in grades 9 or 10 as the last two years of High School at CNG should be completed on campus. Please note that the policies around credit are clearly stated in this handbook as well in the Temporary Withdrawal Policies. Coursework can only be transferred to CNG if the school is an accredited school, minimum grade for passing is met, attendance requirements are met, etc. A maximum of 4.0 credits can be transferred to CNG per semester; and 8.0 for each school year. Any questions regarding this should be directed to the HS Principal with sufficient time for resolution. Students may not receive full credit for coursework done during study abroad program.

CAPSTONE CONCENTRATION COURSES

The Capstone Concentration Course is an Advanced or Senior level elective which extends students’ learning beyond the standard academic sequence. It is strongly recommended that a student’s capstone course be selected from the AP Academy Courses (students need to pre-register for this through the AP Academy) and should be taken in the senior year. Course offerings which qualify for credit include:

- Any Advanced Placement Course being offered by CNG
- Any Additional English Course
- Any Additional Math Course
- US History (for Bachillerato students only)
- French or Mandarin
- Web Mastering
CWW OFF-CAMPUS TRIPS

There are many reasons we encourage student participation in Classroom Without Walls (CWW) off-campus experiences. First, we believe that many important learning experiences take place outside the classroom. Most students thrive when asked to participate in outdoor, experiential learning. Often, outdoor learning experiences push students safely out of their comfort zones and help them realize they are capable of far more than they originally believed. Students can overcome their fears, gain confidence in their problem solving abilities, and build friendships through shared experiences.

Second, teachers work very hard to ensure the academic learning during the off-campus trip is connected to prior and future learning at CNG. CWW provides a wonderful opportunity to immerse students in interdisciplinary learning. We ask parents to prioritize CWW trips over any other school-sponsored trips such as MUN, leadership, athletics, etc. We consider CWW trips to be an extension of the classroom and know CWW off-campus trips help students develop important life skills that will be of benefit throughout their lives.

Students who participate in the CWW off-campus trips have the opportunity to earn 0.5 elective credit by attending the entire trip and successfully completing the assigned project as designated by the trip leaders. Projects vary from grade to grade, however, typically involve reflective work associated with the trip experience.

LOCAL CWW EXPERIENCES

Students who do not attend the CWW off-campus trips and elect to participate in one of the local options may still have an opportunity to earn CNG social services hours and/or elective credit through one of the following ways:

- **Community Service Experience:** Student must attend five days of the experience during the week of HS CWW (7:00 AM to 2:00 PM), engage fully in the social service experience with a minimum of 25 hours of service over the five days, and complete a reflection exercise to be determined by the Director of High School Social Service. Students who complete these requirements will receive up to 25 hours of CNG social service to count toward their yearly social service requirements and 0.25 elective credit. The credit for this experience has been changed from past years because students receive social service hours in addition to the credit.

- **Grade 11 Dale Carnegie Leadership Course Experience:** Students who choose this local option, attend all five days, engage fully in the experience, and receive the certificate of completion from Dale Carnegie are eligible to receive 0.5 elective credit. Grade 12 students who elect to not attend CWW12 and have not already attended this option, may be eligible to attend.

  **Note:** Students who elect to attend other activities outside the school during the HS CWW week OR who do not complete the above requirements are not eligible to receive credit or social service hours. The CWW elective credit can only be used for credit remediation at CNG. Social service hours for off-campus trips, unless a major component of the trip, will not be counted toward CNG’s yearly social service requirements.
WHAT IS OUR SCHOOL'S PHILOSOPHY OF HOMEWORK?

Research indicates that the average student should have a maximum of 10 minutes of homework per night per grade.

- Primary School – 20 – 30 minutes daily (with the exception of weekends)
- Elementary School – 30 – 50 minutes daily (with the exception of weekends)
- Middle School – 60 – 75 minutes daily
- High School – 75 – 120 minutes daily

School wide there will be no homework assigned during school breaks with the exception of strategic assignments, when necessary, for classes in the AP Academy.

It is also important during summative evaluation time and standardized testing time, that homework be kept to a minimum.

WHAT ARE THE PURPOSES OF HOMEWORK?

Practice Homework:

- Reinforces learning and helps students master specific skills.
- Builds on the comprehension and development of skills taught in class.

Preparation Homework:

- Introduces material in advance of upcoming lessons.
- Helps students develop background knowledge.

Extension Homework:

- Allows students to apply their learned skills to new situations.
- Broadens knowledge of a topic being studied in class.

Integration Homework:

- Provides opportunities to apply many different skills to a single task.
- Encourages students to construct a new product based on their learning.

WHAT ARE STUDENT, TEACHER, AND PARENT RESPONSIBILITIES?

Student Responsibilities for Homework:

- Listen carefully and ask questions about the directions for the homework.
- Accurately record the homework assignment in agenda.
- Plan a consistent time and place to complete homework in a distraction-free environment.
- Complete and submit homework assignments on time.
- Practice academic honesty.
- Take responsibility to see the teacher to make up missed assignments.
- Practice good study habits and produce high-quality work.

Teacher Responsibilities for Homework:

- Homework should never be used as punishment or in place of classroom instruction.
- Homework is posted and reviewed.
- Design assignments that are relevant and clear.
- Vary assignments by mixing different approaches and styles.
- Assist students who are having difficulty completing the assignment.
- Encourage and teach good study habits.
- Provide timely feedback on homework assignments.
- Provide an outline with step-by-step due dates for long-term projects.

Parent Responsibilities for Homework:

- Use agendas and Skyward to make sure that homework gets completed and turned in on time.
- Provide for a consistent time and quiet place for homework to be completed.
• Promote a positive attitude toward homework and its benefits.
• Assist your child and provide guidance as needed but do not do the work yourself.
• Encourage your children to do their best and not simply give the minimum effort.
• Contact the teacher directly if your child is struggling with the subject matter.
• Support your child’s efforts by asking to see graded homework and discussing it.

CNG’s homework policy is drawn from the research base provided by the Brookings Institution the Rand Corporation and a review of that research base conducted by the National Education Association.

HONOR ROLL POLICY

We recognize superior academic achievement of Colegio Nueva Granada students at the conclusion of each semester with the selection of students to the CNG High School Honor Roll. At the conclusion of each semester, each student’s GPA for the semester as well as their Cumulative GPA will be calculated. All courses taken at CNG will be included and AP Academy bumps will be included in the GPA calculations. Courses taken outside CNG will not be included in calculations.

HIGH HONOR ROLL: Students will be honored and placed on the High Honor Roll when they achieve a semester GPA of 3.75 – 4.30 in addition to:
• Three or fewer unexcused tardies in total per quarter,
• One or fewer unexcused absences in total per quarter,
• Zero referrals for serious or grave discipline infractions.

COMMENDED HONOR ROLL: Students will be honored and placed on the Commended Honor Roll when they achieve a semester GPA of 3.50 – 3.74 in addition to:
• Three or fewer unexcused tardies in total per quarter,
• One or fewer unexcused absences in total per quarter,
• Zero referrals for serious or grave discipline infractions.

One or fewer unexcused absences in total per quarter,
• Zero referrals for serious or grave discipline infractions

In addition, we also recognize students who have shown an on-going commitment to academics during their high school years at CNG.

PRINCIPAL’s DISTINGUISHED HONOR ROLL: At the conclusion of each semester, students enrolled in grade 10 or higher will be honored and placed on the Principal’s Distinguished Honor Roll when they have a cumulative GPA of 3.75 – 4.30 in addition to:
• Three or fewer unexcused tardies in total per quarter,
• One or fewer unexcused absences in total per quarter,
• Zero referrals for serious or grave discipline infractions

Recognition in the above honor rolls is an honor and not a right. Students who maintain superior academic achievement but who are unable to maintain excellent attendance and/or behavior, will not be eligible for the above awards. All CNG students are eligible to receive the above awards.
HIGH SCHOOL SEMESTER FINAL EXAMS POLICY

All High School courses are expected to have a summative evaluation at the end of each semester. The bulk of the summative evaluation will focus on material learned during the semester of the course.

- All core classes (English, Spanish, math, science, sociales, and social studies, including AP courses) will be scheduled for a final exam time at the end of each semester which will be 90-120 minutes in duration.

- Due to AP exam preparation, which typically occurs prior to the May exam, AP Courses will only have a semester one final exam. However, teachers will continue to provide instruction throughout the duration of the second semester and material will be included in summative assessments.

- First semester AP mock exams will not be considered to be summative exams; however, they may be included in the summative grading of a course.

- All non-core classes (fine arts, physical education/health, world languages, character education, technology, and other electives) will be scheduled for summative evaluation time during class in the days leading up to exam time.

We want to ensure students are ready to self-organize by the time they leave CNG and enter university; therefore, in preparation for the exam, a review sheet will be provided at least four class periods prior to the summative evaluation date. The intent of the review sheet is to provide students with concrete information of what is to be expected on the test such as major themes studied and to provide a review that will be helpful as students prepare for the test/essay. In addition, teachers are asked to teach students explicitly how to study for the summative evaluation.

Courses taught by different teachers will have a common summative evaluation.

In order to provide students with the best possible atmosphere for test taking, exams/essays in core classes may be scheduled in classrooms with proctors.

Four school days (two class periods) prior to the beginning of the semester exams are to be considered “closed” week – this is a time when students will have tests and projects due in any non-core classes and core teachers are asked to keep any testing or high stakes assignments to a minimum these two class periods. In addition, no new material should be given.

EXEMPTIONS: Given that students have many opportunities to take exams such as PSAT, MAP, SAT, ACT, ICFES Saber 9 & 11, exemptions for second semester exams/essays will be offered as a reward for students who have demonstrated deep understanding, consistent work habits/life skills, and commitment to the class. Students who maintain an average of 3.7 or higher (prior to AP Academy bump) and have no more than one unexcused absence and/or three unexcused tardies per semester in the course can opt out of taking the semester exam. Students who meet the exemption can choose to take the exam/essay in order to improve their grade.

MINIMUM GRADE: We want to ensure that on final exams/essays students demonstrate sufficient understanding of the subject matter to move on to the next level. In order to remain coherent, students who demonstrate poor performance on any of their semester exams may be required to retake that exam(s) even if they are passing the course.
### HS LIFE SKILLS RUBRICS

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td><strong>Student requires significant growth in one or more of the below elements</strong></td>
<td><strong>Student is inconsistent demonstrating the positive behaviors. Student needs growth in one or more of the below elements.</strong></td>
<td><strong>EXPECTED – Student consistently achieves in many of these elements</strong></td>
<td><strong>Student demonstrates exemplary achievement in most of the below elements</strong></td>
</tr>
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Shaded area (level 1) would typically also result in disciplinary referrals to administration in addition.

### INTEGRITY

**coherence between actions and expectations**

- Purposefully avoids taking personal responsibility for cheating, plagiarism, and/or lying.
- Lies to cover up poor decisions.
- Rarely takes responsibility for own academic achievement.
- Makes excuses to miss summative evaluations.
- Rarely follows through on promises.

- Avoids or delays taking personal responsibility for cheating, plagiarism, and/or lying.
- Admits and addresses poor decisions.
- Occasionally takes responsibility for own academic achievement.
- Occasionally makes excuses to miss formative and/or summative evaluations.
- Occasionally follows through on promises.

- Consistently models and promotes honesty.
- Immediately takes personal responsibility for poor decisions.
- Consistently takes responsibility for own academic achievement.
- Promptly completes missed formative and/or summative evaluations.
- Follows through on promises.

- Demonstrates all of the behaviors in three (3) and at least one of the following:
  - Promotes integrity in others.
  - Models and encourages others to stand up for what is right.
  - Expects others to take ownership for their own academic achievement.

### RESPECT

- Observed bullying others.
- Frequently is disrespectful during class.
- Destroys school property.
- Frequently disregards school and/or classroom rules.
- Frequently is disrespectful to adults and/or peers.

- Mistreats others.
- Occasionally disrupts class.
- Disrespects school property.
- Occasionally disregards school and/or classroom rules.
- Occasionally is disrespectful to adults and/or peers.

- Consistently treats others fairly.
- Attentive in class.
- Consistently treats school property with respect.
- Consistently follows school and/or classroom rules.
- Consistently respects adults and/or peers.

- Demonstrates all of the behaviors in three (3) and at least one of the following:
  - Actively advocates for students through intervention.
  - Serves as a positive role model.
  - Elevates the standard of respect for everyone.

### HIGH EXPECTATIONS

- Rarely turns in assignments.
- Rarely works up to capacity.
- Ignores opportunities for academic growth.
- Rarely contributes to a productive learning environment.

- Occasionally turns in assignments on time.
- Occasionally works up to capacity.
- Occasionally utilizes opportunities for academic growth.
- Occasionally contributes to a productive learning environment.

- Consistently turns in assignments on time.
- Consistently works up to capacity.
- Consistently seeks opportunities for academic growth.
- Consistently contributes to a productive learning environment.

- Demonstrates all of the behaviors in three (3) and at least one of the following:
  - Proactively inquires about clarification/feedback on assignments.
  - Brings intellectual curiosity and excitement to the class.
  - Elevates the learning environment in the classroom.

### COMMUNITY WELFARE

- Negatively contributes to the CNG environment physically and/or intellectually.
- Rarely exhibits acceptance of the diversity of community through actions and/or words.
- Does not acknowledge and greet others.

- Occasionally contributes to the CNG environment physically and/or intellectually.
- Occasionally exhibits acceptance of the diversity of community through actions and/or words.
- Occasionally acknowledges and greets others.

- Encourages others to contribute to the CNG environment physically and/or intellectually.
- Consistently exhibits acceptance of the diversity of community through actions and/or words.
- Consistently acknowledges and greets others with warmth.

- Demonstrates all of the behaviors in three (3) and at least one of the following:
  - Sets the tone for an inclusive and warm environment.
  - Celebrates the best in others.
  - Actions are motivated by community welfare not by recognition.

*Developed September 2013*
CNG is proud to recognize graduating students who demonstrate exceptional academic achievement. At CNG there are up to six awards given during the Senior Graduation Ceremony. These include:

- **Valedictorian** – student who holds the first place for cumulative-grade-point average for grades earned at CNG for a minimum of three full academic years. This student will prepare and give a speech at graduation.

- **Salutatorian** – student who holds the second place for cumulative-grade-point average for grades earned at CNG for a minimum of three full academic years.

- **Mejor Bachiller** – student who holds the highest cumulative-grade-point average for grades during the years of the Bachillerato program (grades 7-12) with no more than one year outside CNG. This student must be in the Colombian Bachillerato Diploma Candidate Program. This student will prepare and give a speech at graduation.

- **International Valedictorian** – student who would be in running for the Valedictorian/Salutatorian; however, hasn’t been at CNG for three academic years. The student must hold one of the top four highest cumulative-grade-point average for grades among the senior class. Grades must include those earned at CNG for a minimum of the senior academic year along with grades from other international/American schools. This student must be a High School Diploma Candidate only. This award may not be given every year. This student will prepare and give a speech at graduation.

- **Director’s Award** – student(s) who best exemplify the school’s vision/mission statement. Candidates are recommended from among the senior teachers with final recommendation being made to the Director by the Grade 12 team which includes the Principal, Associate Principal, Counselor(s), and teachers.

- **Condor Award** – honors the attributes of a senior student-athlete in four areas: community, classroom, character and competition. The award is designed exclusively for a CNG senior who has made a significant contribution through athletic achievement and leadership in at least two years of UNCOLI and Binational competitions throughout their high school years, has served their community at least 40 hours and has above a 3.5 GPA. The award is managed by Department of Athletics and Co-Curricular Activities. Award winners are determined by a selection process that includes Physical Education teachers, coaches and coordinators in each sport, as well as the Director of Athletics and Co-Curricular Activities.

Students in the running for these awards must also have a record for excellent behavior with no issues of serious or grave infractions to the CNG Code of Honor.

These honors will be determined at the end of the fourth quarter of senior year. In order to adequately determine a student’s cumulative-grade-point average, all four years of high school grades will be used. For students who transfer into CNG, grades on the official transcript will be used unless they are not from an American/international school. In this case, the grades will be converted to an American international school grading system and then used.
According to Colombian law, resolution number 4210 issued September 12, 1996 it is resolved that: “The present resolution establishes aspects of mandatory student social service that must be taken into account by private and state educational establishments, to fulfill the fundamental purpose of integrating community life to students of academic or technical high school, in order to contribute to their social and cultural education, through pedagogical projects that tend to develop values, particularly solidarity, participation, protection, preservation and betterment of the environment as well as dignity, and the sense of work and use of free time.” (Article One) and: “The PEI of the educational establishment must have a minimum intensity of eighty (80) hours of mandatory student social service in a pedagogical project, during grades 11 and 12 (10 and 11 Colombian nomenclature) of high school, as established by the respective PEI, in accordance with the dispositions of Decree 1860 of 1994 and this resolution.” (Article Six)

CNG believes whole-heartedly in the formation of leaders who provide service to others. The CNG’s Code of Honor states as one of the expectations under Community Welfare, “I participate in and am committed to school and community activities and organizations.” As a result the expectations for social service at CNG are the following:

All students, whether in Bachillerato or High School diploma programs, will need to complete the following minimum requirements for social service engaged in activities as indicated in the above law:

- 20 hours in grade 9
- 20 hours in grade 10
- 80 hours in grades 11 & 12

All students are expected to enroll in social service activities at the same time as they register for the following year’s classes. Students who wish to change social service programs, must submit a change of program request form to the Director of Social Service for approval.

For students transferring to CNG an official, signed confirmation of hours and type of service from previous school(s) needs to be submitted to the Director of Social Service. All previous hours will be accepted as long as they meet the requirements listed above.

For students wishing to apply for consideration of participation in non CNG-sponsored service programs, a formal request must be submitted to the Director of Social Service 14 days prior to beginning the activity, requesting consideration of the program. All details of the program, including email and phone contacts, and name of adult in charge, need to be included in the request. The Director of Social Service, in conjunction with the High School Principal, will approve or not the program and forward the communication to parents. Applying for hours from outside of the school does not guarantee approval. Any application for service hours from service already completed will receive up to 30% of the hours if accepted and comply with the above law.

For students who are participate in sports or activities at a highly competitive level (meaning practicing for 2-3 hours each school day as well as weekend commitments for the sport/activity), a letter is required from the organization identifying the student as being involved at a highly competitive level and provide details about the schedule. This document must be submitted to the High School Principal in a timely manner. The student will need to submit a proposal for how involvement in this sport/activity applies to the law above. The Director of Social Service and High School Administration will meet with the student to approve or not the proposal. Depending upon the case, students may be able to apply up to 40 hours in this manner.

For students who do not speak Spanish or for students who are not allowed to do their service off campus due to security concerns, a formal letter indicating the issue as well as a proposal developed by the student must be submitted to the Director of Social Service in a timely manner. All details of the program, including email and phone contacts, and name of adult in charge, need to be included in the request. The Director of Social Service and High School Administration will work with the student to identify and provide appropriate opportunities for social service.
Students must complete social service as a requirement by Colombian law and as an expectation of CNG. The purpose of this is for students to develop a deep understanding of the country’s needs and how their efforts can help to solve some of these problems. As of August 2010, the options for social service programs expanded at CNG and now students have among the following to choose from:

- **Alianza “Talentos”** is a program offered to students from two of the Alianza schools: Santiago de Atalaya and Argelia. The best students (12 to 14 years old) sign up for enrichment courses in one of these three areas: technology, art, and English.
  
  Saturdays from 8:00 AM to 12 PM.

- **Outreach Adult Diploma Study** is a program that provides tutoring to adults who are completing their elementary and Bachillerato education. Students serve as guides in the adults’ progress of validating courses from primary school through grade 9th of secondary education.
  
  Saturdays from 8:00 AM to 2:00 PM.

- **The “Localidad de Chapinero” Adult Computer Course** is a program offered to adults of these neighborhoods where they can acquire basic knowledge and skills about the use of computer tools and programs.
  
  Mondays from 2:15 PM to 4:15 PM.

- **Courses for Localidad de Chapinero Children** is a program that helps children of Centro Amar Chapinero in their cognitive development. It also improves their affective and behavioral needs. The courses offered are English and Creative Reading Workshop.
  
  Tuesdays and Thursdays from 3:15 PM to 4:15 PM.

- **Colegio Fundación Nueva Granada Clubs** is a program that provides CFNG students the opportunity to use some of the CNG facilities to further enhance their education. Our CNG students also support the CFNG teachers in the Clubs held at their facilities. The courses offered at CNG are Art, Music, Choir, Sports, Mandarin, and Creative Reading Workshop.
  
  Tuesdays and Thursdays from 3:15 PM to 4:15 PM, and Saturdays from 9:00 AM to 12:00 PM.

- **Best Buddies Colombia** is a non-profit organization dedicated to establish a global volunteer movement that creates opportunities for friendships and leadership development for people with intellectual and developmental disabilities.
  
  Can be scheduled once a month with prior notice provided.

- **Techo Colombia** is a non-profit organization that builds houses for those who live in extreme poverty (Fundraising and construction).
  
  Can be scheduled weekends with prior notice provided.

- **Santa Rita Foundation** is an orphanage and home for children with mental and physical handicaps.
  
  Tuesdays and Wednesdays from 2:15 PM to 4:15 PM.

- **Hogar Sagrado Corazón** is a home for elderly people.
  
  Can be scheduled weekends and after school with prior notice provided.

- **Asociación Colombiana De Enfermos Hepáticos y Renales**. CNG students help with the Institution’s inventory.
  
  Saturdays from 10:00 AM to 1:00 PM.

Other Foundations in which CNG students can participate include: **Hogar de Los Ángeles** (home for mothers with illnesses and long-term medical treatments and their children), HandsOn Bogotá (volunteering organization), **Amparo de Niños Granja Loyola** (home for children), **aeiótú** (children’s education and nutrition), **Nutrinfantil** (children’s nutrition) and **ADA - Asociación Defensora de Animales y del Ambiente** (animals’ shelter).

**Student Proposal of Other CNG-Sponsored Social Service Activities** – Students who wish to propose a new social service activity for consideration for inclusion in the above list need to submit in writing a proposal for the activity to the Director of Social Service and High School Administration in a timely manner.
Introduction

The Advanced Placement Academy is one of the programs utilized at Colegio Nueva Granada to implement our philosophy of helping each student achieve his or her highest potential. This program has been specifically developed to meet the academic interests of highly motivated middle and high school students. Participants in the Advanced Placement Academy follow a challenging curriculum leading to university level credit. Teachers assigned to the Academy have a proven record of successful teaching experience with high achieving students and are given specialized training in AP and Pre-AP courses offered by the College Board.

At the high school level, students may take AP Academy classes in English, Math, Spanish, Social Studies, Sciences, Science, and Art. At the end of each AP course, students take an exam that, if passed, provides them with credit at nearly all universities in the United States and a variety of universities within Colombia. It is recommended that you check out the most recent information by going to: http://www.collegeboard.com/student/testing/ap/intad/intad_colombia.html Bogota universities include: Colegio de Estudios Superiores de Administración (CESA), Universidad de los Andes, Universidad Nacional de Colombia, Universidad del Rosario, and Universidad Santo Tomás. There is an additional charge for this program for students older than the class of 2017. More detailed information about the Academy can be found on the CNG website or by contacting the AP Coordinator.

Each year students in grades 8, 9, 10, and 11 and their parents are invited to attend the AP Academy Showcase in the second semester. At the AP Academy Showcase student and parents will have the opportunity to know more about the AP Program at CNG, meet the teachers and find out more about the curriculum, admission process and expectations in AP and PAP classes in the High School. Parents and students interested in hearing more about this program are strongly encouraged to attend.

The AP admission policy encourages students to have a conversation with the teacher of the PAP or AP class in which he/she is interested. Teachers will provide students with a set of guidelines and requirements they must be aware of prior to registration for admission to the program. This preliminary conversation usually takes place during the AP Showcase Night.

In order to take one or more Pre-Advanced Placement or Advanced Placement courses, all High School students must register for the acceptance to the AP Academy. Students who are enrolled in the AP Academy and take Pre-AP or AP Courses will receive a 0.3 grade enhancement at the final marking period for each semester.

General Requirement for Admission to the AP Academy

The following are the most general requirements for ALL students interested in joining the AP Academy.

1. High Academic performance and expectations: Students in regular classes should have a grade average of 3.4 or above in the course preceding the PreAP/AP course the student wishes to take.

2. Above average performance in Standardized Tests. For grades 5 through 10 these tests are MAP and Stanford 10. For Grades 10th and 11th it also includes PSAT. For MAP and SAT 10, students should be in 70th or above percentile ranking.

3. Teacher Recommendation. Students applying must be recommended by the previous teacher in the same area of the application. For courses which don’t have a specific previous teacher, the department for the teacher recommendation is stipulated below.

When the student does not meet one of the three basic requirements, a personal interview, and case-by-case study will be done by the Admissions Committee.
Minimum Expectations of CNG AP Academy Students:

- Show academic proficiency.
- Hold themselves to high academic integrity,
- Demonstrate proficiency in terms of life skills in the course, and
- Be model students in terms of organization, behavior, and promptness. Life skills grades should be at a 3.0 or higher.

Probationary Acceptance to the AP Academy

Students may be accepted on a probationary basis. In this case, it is expected that students meet the minimum expectations for students in the AP Academy in terms of attitude and behavior. In addition, the student must maintaining a grade of 2.5 or higher (without the enhancement) throughout the course. Failing to meet these expectations, students on probationary acceptance may be removed from the course at the semester.

Removal from the AP Academy

The following situations may seriously jeopardize the enrollment of the student in the AP Academy:

- Students who do not meet the minimum expectations
- Academic dishonesty
- Skipping class
- Frequent unexcused tardiness

The due disciplinary process will be followed to determine the final consequences.

Add & Drop Dates for PreAP and AP Classes

In first semester, students who desire to add and/or drop a PreAP or AP course have until the mid-quarter of the first quarter (mid-September) to do so. The following steps need to be taken:

- AP Academy Add/Drop form must be completed with student, parent, and teacher signatures and turned into the HS Office by the due date.
- A request must be sent to hsschedules@cng.edu.

Grade Enhancement

In High School, students will receive at the end of every semester a grade enhancement of 0.3 grade units in every Pre-AP/AP he/she is enrolled in. This process is automatically done by our grading and recording system.

AP Academic Scholarship

Students receive an automatic scholarship equivalent to 50% of the AP Academy fee when the GPA of the previous semester is 3.5 or above and the student was enrolled in at least 2 Pre-AP/AP Classes. Due to a Board of Directors directive Students from the class of 2017 and beyond are not being charged extra for the AP Academy. All other classes are being charged per class up to
a maximum of 2 classes. This means that students can take 3 or more Pre-AP/AP courses but they will only pay for a maximum of 2.

**Advanced Placement Diploma Through College Board**

The Advanced Placement International Diploma (APID) is a globally recognized certificate for students with an international outlook. The APID challenges a student to display exceptional achievement on AP Exams across several disciplines. Some universities worldwide utilize the APID in admissions. The APID is available to students attending secondary schools outside the United States and to U.S. resident students applying to universities outside the country. The APID provides additional certification of outstanding academic excellence.

To earn an APID, students must earn grades of three or higher on at least five AP Exams in the following content areas: (1) Two AP Exams from two different languages selected from English and/or world languages, (2) One AP Exam designated as offering a global perspective: World History, Human Geography, and Government and Politics: Comparative and (3) One exam from the sciences or mathematics content areas. (4). One (or two) additional exam(s) from among any content areas except English and world languages. These include the content areas already described as well as social sciences and arts.

**Process to Petition for an Advanced Placement Exam**

Students who have not taken a course, but wish to petition for an AP exam must follow this process in order to be considered. Students who are enrolled in Espanol 11 or 12 and who wish to take AP Spanish Language exam do not need to follow this process.

1. Student needs to write a brief letter addressed to AP Academy Director and HS Principal indicating the following:
   a. AP exam subject to be taken
   b. Preparation that student has undergone for this exam
   c. If there are any extenuating circumstances that we should be aware of
   d. This letter must be turned in by March 8.
2. AP Academy Director and HS Principal will review written request and send reply by March 25.
3. A student who is approved, cannot use the school code when taking this AP exam.
4. A student who is already enrolled for 2 or more classes in the AP Academy will not need to pay for the additional exam fee, nor for late testing should it apply.
5. If a student is not enrolled, he/she will need to pay the AP exam fee of US$117.00. The receipt for this needs to be turned into the AP Academy Director by April 1. If the student does not take the exam during the regular schedule, then an additional fee is assessed for late testing of US$40.00.

**Process to Retake an Advanced Placement Exam**

Students who have taken an AP exam and wish to retake the same exam, must make a formal request to the AP Coordinator. Upon review, CNG will follow the outlined policies from the College Board. Parents will be billed for exam retakes.

**Students enrolled in AP course who do not take an AP Exam**

Students will be charged the cost of the exam US$117.00. However, a student enrolled in an AP course who has an extremely good reason to not take an AP exam, must meet with the AP Academy Director, counselor and parents to present his/her case. If approved, an exam will not be ordered and the fee waived. This decision must be reached by April.
PRE-REQUISITES BY DEPARTMENTS

MATHEMATICS

PreAP Math, AP Calculus & AP Statistics
To be admitted to PreAP Math, AP Calculus and AP Statistics courses, students must meet the general requirements of the AP Academy and demonstrate above grade level math skills by scoring above the 70th percentile on both the MAP and Stanford assessments:

PreAP 6: MAP of 218 in grade 5 + Math Entrance Exam.
PreAP 7: MAP of 227 in grade 6
PreAP 8: MAP of 236 in grade 7
PreAP 9: MAP of 242 in grade 8
PreAP 10: MAP of 249 in grade 9
PreAP 11: MAP of 255 in grade 10

NOTE: If a student does not meet all standardized test requirements, an interview with the students’ current math teacher and future math teacher and/or math coordinator will be held. The student will be asked to take a test showing proficiency in the background topics needed for success in the higher level.

To remain in the AP Academy for Mathematics from semester to semester or course to course, students must do the following for Pre-AP or AP:

Pre-AP: Maintain a minimum grade of 3.0 without the 0.3 enhancement; Math life skills need to be at a 3.0 or higher; meet all requirements set forth by the AP Academy.

AP Calculus/Statistics - Maintain a minimum grade of 2.7 without the enhancement; Math life skills need to be at a 3.0 or higher; meet all requirements set forth by the AP Academy.

NOTE: Pre-AP PreCalculus students must end Semester 2 with 3.0 without the enhancement to be admitted into AP Calculus.

AP COMPUTER SCIENCE
To be admitted to the AP Computer Science course students must have the following:

1. A minimum of 1.0 credit passed and granted in HS technology courses.
2. Knowledge of algebra and some experience in problem solving. To demonstrate this students must have:
   For 10th graders – a minimum of 249 on the MAP test in mathematics.
   For 11th graders – a minimum of 255 on the MAP test in mathematics.
   Recommendation from a Math teacher.
3. Interview with the teacher.
**SOCIAL STUDIES**

PreAP WORLD HISTORY 9, AP US HISTORY, AP US GOVERNMENT, AP WORLD HISTORY, AP HUMAN GEOGRAPHY, AP PSYCHOLOGY,

To be admitted to any of the above PAP/AP courses students must have the following:

1. General requirements.
2. Demonstrate above grade level reading and language skills according to standardized tests.

**NOTE:** Any candidate not fully meeting these prerequisites can petition the instructor for admission. Upon petition, the teacher will set up an interview with the student to determine if there is extenuating considerations.

**AP MACROECONOMICS**

In addition to the above requirements for Social Studies, to be admitted to the AP Macroeconomics course students must have a cumulative average of 3.2 or higher in Math 10 or Pre-AP Math 10.

**AP MICROECONOMICS**

In addition to the above requirements for Social Studies, to be admitted to the AP Microeconomics course students must have a cumulative average of 3.2 or higher in Math 10 or Pre-AP Math 10 as well as have successfully completed Macroeconomics with a 3.0 or higher.  (PRE-REQUISITE COURSE)

**ARTS**

**AP ART HISTORY**

To be admitted to the AP Art History course students must have the following:

1. General requirements.
2. Demonstrate above grade level reading skills according to standardized tests:
3. Interview with the teacher.
4. Recommendation from a social studies teacher.

**PreAP MUSIC THEORY & AP MUSIC THEORY**

To be admitted to the PreAP or AP Music Theory course students must have the following:

1. Interview with the AP Music Theory Teacher where student is are able to demonstrate the ability to: read and write music including whole, half, quarter (crotchet), eighth (quiver) and sixteenth (semi quiver) notes in the treble clef in both, melodic and rhythmic ways.
2. Basic performance skills in voice or an instrument is highly recommended.
3. Ideally all students in the AP Music Theory class should have been in music as freshmen and sophomores. Students should then take PreAP Music Theory as juniors and AP Music Theory as seniors.

**PreAP STUDIO ART & AP STUDIO ART**

To be admitted to the PreAP Art Studio course students must have the following:

1. Have previously completed two art or photography classes.
2. Recommendation from art or photography teacher.
3. In case a student has not done (1) above, he/she needs to present an art portfolio and have a teacher interview to ensure the class is a good fit.

To be admitted to the AP Art Studio course students must have the following:

1. Have previously completed three art classes and/or PreAP Art Studio.
2. Presentation of portfolio of 10 original art works developed by student.
3. Interview with AP Art Studio teacher.
**LANGUAGES**

**AP French**
A student enrolled in AP French must:

Meet the general requirements.

Be committed to daily independent work and practice outside of class (French)

Be committed to using French as the language of instruction at all times.

Have a strong interest in exploring French-speaking cultures around the world.

Pre-requisites:

- A 3.2 minimum grade in the previous French, Spanish and/or English Class.
- French 2 is a requisite for Pre-AP French
- Pre-AP French is a pre-requisite for AP French
- A hand written letter in French, addressed to the instructor, explaining the reasons for wanting to enter the course and explaining the potential personal contribution to the class.
- An interview is a must for admission.

**PreAP LITERATURA Y CULTURA HISPANOAMERICANA & AP LITERATURA Y CULTURA HISPANOAMERICANA**

To be admitted to the PreAP Literatura Hispanoamericana courses students must have the following:

1. Minimum requirements.
2. Demonstrate above grade level reading and language skills according to standardized tests:
   - PreAP 9 MAP Reading 232 (or higher), Language Usage 230 (or higher)
   - PreAP 10 MAP Reading 234 (or higher), Language Usage 232 (or higher)
   - AP Courses MAP Reading 236 (or higher), Language Usage 234 (or higher)

**PreAP 9**

10th grade PSAT Critical Reading 49 and Writing Skills 48 (or higher) entering 11th

11th grade PSAT Critical Reading 50 and Writing Skills 49 (or higher) entering 12th

**PreAP ENGLISH & AP ENGLISH LANGUAGE AND COMPOSITION & AP ENGLISH LITERATURE & COMPOSITION**

To be admitted to the PreAP English and AP English courses students must have the following:

1. Minimum requirements.
2. Demonstrate above grade level reading and language skills according to standardized tests:
   - PreAP 9 MAP Reading 232 (or higher), Language Usage 230 (or higher)
   - PreAP 10 MAP Reading 234 (or higher), Language Usage 232 (or higher)
   - AP PSAT Critical Reading 50 and Writing Skills 49 (or higher) entering 12th

**NOTE:** If student doesn’t meet all three requirements, but is highly motivated, an interview the PreAP English teacher and/or English coordinator will take place or a writing sample as an alternative for test scores. The writing sample would be taken by the counselor. The department will provide a generic prompt.
SCIENCES

Pre-AP SCIENCE COURSES & AP SCIENCE COURSES

To be admitted to one or more Pre-AP/AP Science courses (Biology, Chemistry, Physics, Environmental Science) students must have the following:

1. Minimum requirements.
2. Results of standardized tests will be used to inform teacher decisions.

Students must have completed the following prerequisites to apply for AP science classes, unless they receive a special exemption from the teacher of the AP class.

- AP Biology: biology or pre-AP biology, preferable concurrent enrollment or completion of PAP Chemistry
- AP Chemistry: chemistry or pre-AP chemistry
- AP Environmental Science: biology or pre-AP biology, and completion or concurrent enrollment in chemistry
- AP Physics C: physics or pre-AP physics

AFFECTIVE EDUCATION DEPARTMENT

Affective Education Standards K4 – 12

- Standard 1: MAINTAINS A HEALTHY SELF CONCEPT
- Standard 2: ACKNOWLEDGES AND RESPECTS UNIQUE ATTRIBUTES OF SELF AND OTHERS
- Standard 3: DISPLAYS EFFECTIVE INTERPERSONAL COMMUNICATION SKILLS
- Standard 4: DEVELOPS APPROPRIATE SOCIAL BEHAVIORS
- Standard 5: APPLIES DECISION MAKING / PROBLEM SOLVING
- Standard 6: DEMONSTRATES SOCIAL RESPONSIBILITY IN THEIR COMMUNITY

PERSONAL DEVELOPMENT AND RELATIONSHIPS 9

AFE102 0.5 credit

This is a course in which students explore adolescent issues and reinforce their personal and management skills. Students will acquire knowledge and skills that will be needed to make the transition to adulthood. This course speaks to the physical, intellectual, emotional, social and moral dimensions of development. Emphasis is placed on communication skills, character education, decision-making, stress management, conflict resolution, and the skills and qualities associated with being responsible members of society.

No prerequisite.

CATHOLIC RELIGION/RELIGION CATOLICA 9 - 10

AFE120 0.5 credit

Brindar al estudiante la oportunidad de lograr una mejor y mayor calidad de vida católica integrándolo en la sociedad con un buen espíritu de servicio promoviendo una mejor relación con Dios para que la vivencia de su religión se dé en un ámbito de la vida diaria. Esto se logra a través de diferentes actividades como: debates, mesas redondas, juegos, películas, lecturas de la Biblia y otros textos. This course is taught in Spanish.

No prerequisite.
CATHOLIC CONFIRMATION/CONFIRMACION CATOLICA 11 - 12
AFE310
0.5 credit
Preparar al/la estudiante que libremente se inscribe en la catequesis; la cual, bajo la doctrina de Fe de la Iglesia Católica, lo/la capacita para comprender la madurez de la vida religiosa, la aceptación y apertura a un proyecto de vida anclado en los valores del evangelio de Jesucristo, y la transformación interna y externa que suscita en la vida de un creyente recibir la completa efusión del Espíritu Santo. This course is taught in Spanish.
No prerequisite.

COLOMBIA ES PASION 10 – 12
AFE200
0.5 credit
Orientar a los estudiantes de los grados undécimo y doceavo para que construyan una reflexión crítica, analítica y permanente acerca de la biodiversidad de cada una de las regiones colombianas, su cultura, sus tradiciones y el papel que desempeña el hombre en cada una de ellas, reconociendo y manifestando con orgullo que Colombia es un país atractivo para invertir, hacer negocios, para visitar y quedarse en él. This course is taught in Spanish.
No prerequisite.

COMPARATIVE RELIGIONS 9 – 12
AFE210
0.5 credit
The Comparative Religions course is a one-semester course in which students analyze the beliefs and cultures of the Semitic, (Judaism, Christianity and Islam), Hinduism and Buddhism. Students will compare and contrast religions to gain understanding and visualize common principles in different religions. In this course emphasis is placed on the purpose and origin of religion as well as its evolution within the context of society and culture and politics. The goal of the course is to encourage respect and tolerance through understanding.
No prerequisite.

ETHICS 9 - 12
4AFE220
0.5 credit
The purpose of this course is to provide students an introduction to the philosophy of ethics and its application. The students will learn the ethical standards to apply to ethical dilemmas in the following areas: campus ethics, bioethics, and global ethics. In addition, students will learn to distinguish between values, morals, ethics, laws and how these concepts connect and interact in ourselves and society. Students in the course will spend time dialoguing, reading case studies, creating projects, and other activities that help the students build upon their learning.
This Class can be counted for 0.5 credit of Affective Education or PE / Health
No prerequisite.

TEACHER TRAINEE 11 - 12
AFE340
0.5 credit
Este programa tiene como finalidad ofrecer a los jóvenes interesados de La Escuela Alta del Colegio Nueva Granada, una preparación básica para desempeñarse como “aprendiz de maestro” de preescolar, primaria o auxiliares de secundaria en el Hogar Nueva Granada. This program aims to provide interested students in High School at Colegio Nueva Granada a basic training to serve as “apprentice teacher” of preschool, primary, secondary or teaching assistants to the Hogar Nueva Granada. Students in this class may receive social service credit for the hours served. This course is taught in Spanish.
No prerequisite.

HEALTH TOPICS 11 - 12
PEH396
0.5 credit
The two main topics of this class are focused on psychoactive substances and human sexuality. The goal of the class is to provide the student with information in order to make healthy decisions regarding substances and sexuality. The course will examine the effects, consequences and legislation of drug use in society and the relevant responses and interventions. Students will have the opportunity to learn more about themselves, how to make healthy choices, and use refusal skills with regard to drug consumption. In terms of sexuality, the content will focus on self-knowledge, decision-making, and self-esteem, as well as the physical, psychological, spiritual and social approaches to human sexuality as well as cover topics such as relationships and decision making, sexual behavior in teenagers, abstinence and sexual readiness, gender issues and sexual identity, sexual orientation and prevention of sexually transmitted infections, contraception and teen pregnancy, as well as sexual violence.
This Class can be counted for 0.5 credit of Affective Education or PE / Health
ENGLISH LANGUAGE ARTS DEPARTMENT

NATIVE ENGLISH PROGRAM

ENGLISH 9 A & B

ENG100/ENG101

0.5 credit each

This course will provide students with an opportunity to expand their knowledge of the English language, and help students to investigate different works at a more critical and analytical level. Literature includes the study of the novel, drama, and anthology selections which include short stories, non-fiction, and poetry. The overriding theme of this course will be “the world”: how it is created through literature, and how characters interact with it. To this end, the specific content will include a focus on classic texts: Gilgamesh, ancient religious texts, and Greek mythology. Other texts include Shakespeare’s Romeo and Juliet, Sallinger’s Catcher in the Rye, and Spiegelman’s Maus. Literary circles are also used in order to better differentiate in terms of student interest and ability.

No prerequisite.

ACADEMIC STRATEGIES 9 – 10

ENG104

0.5 credit each

This course is a grade 9 elective offered to students who have been identified as reading two or more years below grade level. Each unit of study revolves around a specific academic literacy strategy that incorporates the essential skills of reading: decoding, fluency, word knowledge and vocabulary, and comprehension. In addition, students read from fictional and expository texts as they practice each literacy strategy. On-going short and long term academic goal setting is also part of the course.

Students must be identified through testing to be offered this course.

PRE-ADVANCED PLACEMENT ENGLISH 9 A & B

Theme: Exploring the Boundaries

ENG110/ENG111

0.5 credit each

This course surveys key ancient texts in both the Occident and Orient in order to prepare students for study any type of text, as well as allusions to Classics made by more contemporary authors that appear on the AP Exam. All writing will take place in a workshop format that encourages student-based instruction in grammar and mechanics. Of our workshops the following will be covered: Persuasive essay (rhetoric), Analytic essay (expository), and Synthetic essay. Main texts include ancient religious and mythological works (the Bible, the Art of War, the Analects), Quinn’s Ishmael and Shakespeare’s A Midsummer Night’s Dream.

Students must pre-register through the AP Academy while in 8th grade.

ENGLISH 10 A & B

ENG200/ENG201

0.5 credit each

Tenth grade English shifts from the theme of “the world” to the theme of “the self” or rather how the individual interacts within the world, within a group, and most importantly, as an individual. We will explore these essential questions through Socratic discussion, reading and writing. The reading will focus around a number of major texts (including a Shakespearean comedy, Persepolis, and Lord of the Flies) but will be reinforced by short pieces such as poetry, short stories, and non-fiction excerpts. Some of these shorter works and poems will focus on the Romantics and the Transcendentalists. Writing will include essays, free-writes, and journaling and the frequent practice and use of higher-level vocabulary, grammar, and sentences structure. A balance of skills and content will be essential.

English 9 is a prerequisite.
PRE-ADVANCED PLACEMENT ENGLISH

ENG210/ENG211

0.5 credit each

This course begins by recounting the aims of universal literature from the early Renaissance up to today. As the semester progresses students will explore form (composition) and its relation to content, and then form bereft of content. Eventually, we will move to the ultimate boundaries (hence the course title) of art and written expression. All writing will take place in a workshop format that encourages student-based instruction in grammar and mechanics. Of our workshops the following will be covered: persuasive essay (rhetoric), analytic essay (explanative), and synthetic essay. Content includes Dante’s Inferno, Shakespeare’s Macbeth, Vonnegut’s Slaughterhouse Five, Swift’s Gulliver’s Travels, and Calvino’s Invisible Cities. Note: Although this course prepares students for both the AP Literature and AP Language exam, it does not specifically deal with the exam or its format. However, the course has been designed with the benchmarks of both AP courses in mind and does employ the AP standards for assessment.

Students must pre-register through the AP Academy.

ADVANCED PLACEMENT ENGLISH LITERATURE and COMPOSITION 11 – 12 A & B

ENG395/ENG396

0.5 credit each

Those who have taken Pre-AP English Literature are strongly encouraged and expected to sign up for this class, which culminates with the AP exam in May. The focus of AP Literature is to improve close reading skills, explore intertextual connections, and improve writing skills, especially as pertaining to analytical responses. Those who pass the AP exam often receive college credit. The content includes a survey of great literature – poetry, novels, essays, and plays - from Chaucer and Shakespeare through to contemporary writers. An attempt is made to examine as many genres as possible from a variety of time periods. Authors studied may include: Chaucer, Shakespeare, Swift, Blake, Wordsworth, Keats, Melville, Dostoevsky, Conrad, Camus, and Beckett.

Students must pre-register through the AP Academy.

ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION 11 - 12 A & B

ENG400/ENG401

0.5 credit each

Those who have taken AP English Literature are strongly encouraged to sign up for this class, which culminates with the AP exam. This is a class that examines rhetoric in writing and speaking, and is a wonderful option for those who wish to continue their education in the fields of business, politics, or communications. The class culminates with the AP Language exam which tests the students’ ability to examine rhetorical devices in both fiction and nonfiction. Those who pass the AP exam often receive college credit. Content includes: selected short readings, including speeches, articles, journals, etc. Texts include Crystal’s the Stories of English, King’s Letter from a Birmingham Jail, Machiavelli’s Of Cruelty and Clemency, Bierce’s the Devil’s Dictionary, and Hienrich’s Thank you for Arguing.

Students must pre-register through the AP Academy.

ENGLISH - GRADE 11 AND 12

Options for students for English include any of the following:

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<td>Literature: Film &amp; Journalism</td>
<td>Literature and the History of Conflict</td>
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<td>Life is a Stage</td>
<td>Literature of the Empire</td>
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<td>Literature of the Road</td>
<td>Literature: the Graphic Novel</td>
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<td>Literature and Social Justice</td>
<td>AP English Literature and Composition</td>
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Taking an additional Grade 11/12 English course can count as a capstone concentration course.
LITERATURE OF THE ROAD
11 – 12 A & B
ENG300/ENG301
0.5 credit each

This course will use literature (and film) to explore what has been termed a distinct aspect of the modern globalized cultural experience, the narrative of the road. “Road stories” use the road as a setting for plot and character development for which the journey undertaken by characters is usually both a physical and personal one. Many such road stories often romanticize the experience of the road and the thrills it offers. Others deal intimately with the issues that arise when different cultures encounter each other. Travel, and the mobility of human lives generally, is a fundamental dimension of modern reality. The goal of this course is to examine how the modern form captures universal truths of the human experience, and also to track the appeal of the journey as a metaphor backward to its earlier sources of influence. In each unit we will explore a broad topic, exploring a range of materials. Our readings will be drawn from a variety of genres, including fiction, poetry, screenplay, memoir, film, cultural studies, and other sources of testimony and commentary.

English 10 is a prerequisite.

LIFE IS A STAGE (Dramatic Literature)
11 – 12 A & B
ENG442/ENG443
0.5 credit each

At one time, plays were the media. Over the years, writers have used the stage to present a microcosm of what’s going on in the bigger arena of society. Plays have been a commentary on society, politics, religion, relationships, and much more. “Life is a Stage” is a course designed to take students through some of these pieces and teach them how to extrapolate the commentary, as well as how to appreciate the art of playwriting. Some classic and many more contemporary plays will be read. Whenever possible, students will also watch plays, either digitally or live.

English 10 is a prerequisite.

LITERATURE: FILM & JOURNALISM
11 – 12 A & B
ENG310/ENG311
0.5 credit each

Since the 1980s, the so-called graphic novel, or long-form co
This English course is centered on one of several themes offered within the umbrella subject: “Grade 11 and 12 Non-AP English Language Arts”. Despite their different themes, all of these courses have one common goal: to help students grow in and enjoy the five fundamental English skills—writing, reading, speaking, listening and viewing. All of the courses offered have the same benchmarks (based on these five skills) and end with a final exam based on those benchmarks. Through the individual course themes, students will improve their general English Language Arts abilities. The specific theme, therefore, is of only secondary importance: the main focus continues to be English. This course will use the thematic axis of media literacy as a way to understand literature in general. There will be a focus on film and journalism as related to literature. Students will write news pieces, film reviews, short screenplays, investigative reports and critical essays while reading a variety of literature, including novels, short stories, screenplays, reporting, critical texts and other non-fiction. Texts will include Cinematic Storytelling, Ethan Coen and Joel Coen: Collected Screenplays, Screenwriting for Teens. Course may end in the presentation of a short film.

English 10 is a prerequisite.

LITERATURE & SOCIAL JUSTICE
11 – 12 A & B
ENG350/ENG351
0.5 credit each

This course will use literature (and film) to reveal such issues as: the environment, the atomic bomb, corporate responsibility, the holocaust, gender issues, glbtq individuals, euthanasia, and race and ethnic conflict. The goal of this course is to raise our own awareness of social issues, and become more involved in the world around us, through the study of literature. In each unit we will explore a broad topic, exploring a range of materials. Our readings will be drawn from a variety of genres, including fiction, poetry, memoir, film, cultural studies, and other sources of testimony and commentary. Some class readings will concentrate on the issues
themselves, and others will explore the experiences of individuals and groups affected by or struggling to overcome those issues. In order to understand the often complex and controversial issues related to social justice, we will be doing a considerable amount of reading, both for comprehension and for critical analysis. To demonstrate that understanding, we will also be doing a considerable amount of writing. To prepare for this expectation, during the first few weeks of this course we will focus on review and practice of a variety of critical reading and writing techniques. Content includes *The Motorcycle Diaries*, *the Jungle*, *Rethinking Globalization: Teaching for Justice in an Unjust World*, *Hiroshima*, and *Always Running*.

*English 10 is a prerequisite.*

**LITERATURE & HUMOR**

**11 – 12 A & B**

ENG330/ENG331

0.5 credit each

This English course is centered on one of several themes offered within the umbrella subject: “Grade 11 and 12 Non-AP English Language Arts”. Despite their different themes, all of these courses have one common goal: to help students grow in and enjoy the five fundamental English skills: writing, reading, speaking, listening and viewing. All of the courses offered have the same benchmarks (based on these five skills) and end with a final exam based on those benchmarks. Through the individual course themes, students will improve their general English Language Arts abilities. The specific theme, therefore, is of only secondary importance: the main focus continues to be English. The course will focus primarily on humor in literature and the media. We will develop a set of perspectives for analyzing humor, a vocabulary to identify humorous techniques and explore themes and patterns in humor. Students will write, read, listen to, speak about, view, and create humorous material. The following texts will be studied: *Mark Twain’s Best: Eight Short Stories by America’s Master* by Mark Twain; *The Adventures of Huckleberry Finn* by Mark Twain; *Twelfth Night* by William Shakespeare; *Catch-22* by Joseph Heller; and *The Great American Novel*, Philip Roth. A selection of film and TV clips, other visual material, short fiction, music, essays, poetry and excerpts from other works will supplement this list.

*English 10 is a prerequisite.*

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**ENGLISH ELECTIVES**

**CREATIVE WRITING 9 – 12**

ENG500

0.5 credit

We read to find out who other people are. We write to find out who we are and who we might be. The unique ability to share imagination and experience with others – over time and space – is our most singular human attribute. We will share our thoughts, ourselves, our imagination in various creative genre and we will pursue venues for publication of our best and most useful, most human, and most entertaining work. This is a one semester, half credit elective course.

*No prerequisite.*

**WRITE YOUR WAY 9 – 12**

ENG501

0.5 credit

This class is an intensive, one semester, writer’s workshop style class that will focus on preparing you for college entrance essays, the SATs, and the TOEFL exam. In addition, the class will help you to improve your overall expository writing skills in preparation for college. The semester will begin with a review of essential grammatical concepts and the fundamentals of good writing. Students learn how to craft effective personal narratives, respond to timed essay prompts, and write persuasive letters. At the end of the semester students will have compiled a portfolio of writing samples that can be used for college or boarding school applications.

*English 10 is a prerequisite.*
FIN00 0.5 credit

ABSTRACT PAINTING 9 – 12
This is a one semester class where the students can explore abstraction in painting. The students will work with Abstract Expressionism, with Action Painting and Field Painting. They will be inspired by painters like Kandinsky, Pollock, Rothko, De Kooning, Mondrian and Miro.

FIN130 0.5 credit

CRAFTS 9 – 12
This class focuses on the making of handicrafts and the production of useful objects. Students will explore different techniques such as: papier-mâché in the making of a decorative hat, vase or other object; decoration of a wooden box with images and inspiration from masterpieces from art, advertisements, or comics; creation of a useful object for the home from ceramics.

FIN131 0.5 credit

BEYOND CRAFTS 9 – 12
This class focuses on the making of handicrafts and the production of useful objects. Students will explore different techniques such as: paper making, candle making, foil engraving and jewelry making with clay and polymer clay.

FIN135 0.5 credit

CREATIVE LAB 9 – 12
This course is designed for students who are interested in thinking themselves and the world they live in through the PRACTICE of art. Students will explore how to develop a visual display from concepts and/or thinking processes. Creative methods are based on conceptual and contemporary practices, such as using non-traditional media to achieve drawing, painting, sculpture, photography, installations, site specific or video installations, using all type of materials as well as recycled materials. Students will explore different materials during the semester to understand sensations and possibilities for communication. We fold, we abstract and poeticize, we squeeze, we maneuver energies, we make waves, we collect and expand, and we obsess. There are many choices to be made. The artistic process can occur from daily practices. The exciting thing about working with these operations in relation to material and visual language is the potential for opening up our imagination, and it is important because we need to imagine alternative ways for being in the world.

FIN140 0.5 credit

DRAWING 9 – 12
This course is an introduction to basic drawing techniques. Gesture, scribbles, and contour drawing will be applied to different figures. The students will be exercising the right side of the brain as they draw what they really see instead of what they know. Various media will be used including charcoal, pastels, pencil and pen, as well as ink. Proportion, line, volume, composition and shadow will be addressed through positive and negative space drawing, studying dark and light, and learning to observe.

FIN160 0.5 credit

FABRIC PAINTING 9 – 12
This is a one semester class where students have the opportunity to explore different techniques of fabric painting. During the semester, students use their creativity and imagination to create original designs from among the different techniques: direct application of paint, stencil, linoleum block printing in repeat, and silkscreen.

FIN165 0.5 credit

INTRODUCTION TO CONTEMPORARY ART PRACTICES 9 – 12
In this course students will have the opportunity to understand basic principles that are present in any art production in present day through studying visual language and applying creative and personal interpretations of different media: draw-
ing, painting, sculpture, site specific, performance art, video-installation and photography. Through the semester students will experience a “historical trip,” practicing and understanding ways in which art manifests in different aesthetic moments, from modernism, to contemporary perspectives.

No prerequisite.

**PAINTING LAB 9 – 12**
FIN171
0.5 credit

Students will explore different possibilities to understand painting in the contemporary world by living the experience of painting as a visual thinking process. Creative methods are based on conceptual and contemporary practices such as using traditional and non-traditional media to achieve “painting.” Students will experiment with conventional techniques such as oil painting, charcoal, pencil, pastels, ink, and non-conventional materials for painting practice: collage, play dough, gesso, wood, and recycled material from school. The themes are based on personal research and perspectives from many different areas of knowledge and cultures that are critical components of contemporary practice, and that come together in the studio and the classroom.

No prerequisites.

**STENCILING AND PRINTING 9 – 12**
FIN190
0.5 credit

This is a one semester class where students will have the opportunity to create stencils from photographs. Other techniques like silkscreen and linoleum block printing will be studied, as well as separation of color in printing. Students will be exposed to painters like Bansky, Robert Rauschenberg, and Andy Warhol. Concepts like satire and irony will be addressed.

No prerequisites.

**3D-SCULPTURE 9 – 12**
FIN200
0.5 credit

This class is intended for students who are interested in exploring three dimensional forms of art. During the semester, the students will have the opportunity to work with different media, like clay, wire and plaster, paper tubes, and papier-mâché. Concepts like space, volume, abstraction, and representation will be addressed.

No prerequisites.

**SCULPTURE MOBILES 9 – 12**
FIN201
0.5 credit

This class is intended for students who are interested in exploring and being inspired by the work of Alexander Calder, creating mobiles. Students will also work with assemblages and minimal sculpture, and investigating structure to create sculpture. One of the projects should be ecological and should use recycled materials. This course is an abstract sculpture course.

No prerequisites.

**INTRODUCTION TO 20th CENTURY ART STYLES 10 – 12**
FIN210
0.5 credit

This is a one semester elective course, where students are going to paint and do artwork in the manner of different 20th Century Art style. The emphasis of the class is to study, recognize, and apply the techniques and concepts of certain styles of the 20th Century such as: Impressionism, Cubism, Surrealism, and Pop-Art.

No prerequisites.

**ADVANCED ART 11 - 12**
FIN220
0.5 credit

This is a one semester course designed for students who are very interested in art, but are not interested in taking the Advanced Placement Studio Art course. In this class students are able to explore art with advanced media like oil painting, watercolor, India ink, linoleum block printing, wire, and plaster among others. Each student will be guided by the teacher in order to be able to work independently in a media of his/her choice.

No prerequisites.

**PHOTOGRAPHY I 9 – 12**
FIN300
0.5 credit

This class is designed for beginners who wish to understand the principles of Photography and their creative potential within the darkroom. Topics will include: camera handling, film selection and characteristics, film speed, f-stops, shutter speeds, and metering for proper exposure. As students begin to feel comfortable with their equipment,
the class will move to aesthetic considerations: choice of subject matter, composition and lighting. Slide presentations will introduce students to the incredible diversity of the photographic medium. Students in this class will learn to take pictures and develop them with basic black and white techniques. This is a practical and theoretical course.

**Student must have his/her own traditional 35mm camera as a prerequisite.**

**PHOTOGRAPHY II 10 – 11**
FIN310

Students in this class will expand their understanding of visual culture by studying the work of contemporary photographers. Students will incorporate the influence of a specific photographer into their own ideas. This is a practical and theoretical class.

**Student must have his/her own traditional 35mm camera as a prerequisite.**

**PHOTOGRAPHY III 11 - 12**
FIN320

In this course, students will be required to elaborate these projects:

- **Sonoviso:** Creating images to tell a story based on a song chosen by the student.
- **Graphic Journalism:** Taking photographs of a real situation in order to retell the story at a later time.
- **Scenery Illustration:** Developing scenery to support fashion, politics, or urban culture and taking photographs of it.

For each of these, students must support their work by writing an essay.

**Student must have his/her own traditional 35mm camera as a prerequisite.**

**GRAPHIC DESIGN 10 – 12**
FIN330

This is a project-based class in which students will learn concepts of visual communication, visual representations using digital images, and typography. The course will include: general concepts of design, advertising campaigns, and understanding the versatility of digital images. Students will learn how they can change their environment with their artwork. The course will introduce students to the concepts of bitmaps and vector based images using Adobe Photoshop and Illustrator. This course can count as ½ credit in Fine Arts or Technology.

**Credit in one HS computer course & one art course is a pre-requisite.**

**3D DIGITAL OBJECT DESIGN 10 – 12**
FIN331

This is a project-based course in which students will learn 3D object modeling and 3D printing, using cutting edge technologies such as 3D modeling software, and a 3D printer. Students will develop spatial reasoning, being aware of the impact of this technology in their creative processes, and in the society. This class can be taken for additional credit. This course can count as ½ credit in Fine Arts or Technology.

Computers & Careers 9 is a prerequisite.

**PRE-ADVANCED PLACEMENT ART 11**
FIN230/FIN231 (3D, Drawing & Painting)
FIN232/FIN233 (2D)

This class is a pre-requisite for the Advanced Placement Studio Art Class. This class is for 11th grade students who intend to take Advanced Placement Studio Art in 12th grade. It is an academic course that will review and reinforce drawing skills as well as basic art concepts and elements of design with the goal of preparing students for AP Studio Art. Students need to choose either 3D, Drawing & Painting or 2D. In 3D, Drawing & Painting, students will experiment with different techniques including clay sculpture, oil painting, collage, drawing, and mixed media. In 2D, students will work on black & white photography, digital photography, graphic design, and mixed media. After this intense experimentation, students are challenged to begin their studio art portfolio.

**Credit in two prior art or photography courses is a prerequisite.**
ADVANCED PLACEMENT STUDIO ART
12 & LAB
FIN240/FIN241 & FIN242/FIN243 (3D, Drawing & Painting)
FIN244/FIN245 & FIN246/FIN247 (2D) 0.5 credit each

The Advanced Placement Studio Art class is a one year college level course offered to 12th grade students. This course is designed for serious art students who are interested in the practical experience of art. Students are expected to address different issues in art and to actively engage in producing their own artwork. Each student is required to submit a portfolio for evaluation at the end of the school year to the College Board. The student can choose from three different portfolios: Drawing, 2D-Design and 3D-Design. Students need to attend AP Studio Art Lab after school once a week. This course can count as a capstone concentration course.

Credit in two prior art or photography courses, credit in Pre AP Art, and a portfolio of ten pieces of original art are the prerequisites for this course.

INTRODUCTION TO HISTORY OF ART AND CULTURE 9 - 12
FIN249 0.5 credit

The History of Art and Culture course seeks to develop a critical vision of diverse historic and cultural processes that were vital for the development of art in all its forms. The course presents students with a unique opportunity to learn about the complex ties that interlock history and culture. Students will delve into the patterns and relationships that exist between various areas of knowledge. Throughout the course, students will examine and analyze the most representative manifestations of art since the beginning of time. The course looks to develop expertise in the visual identification of art and a keen sense of the period and context in which the artwork was created. By the end of the course, students will be able to understand the techniques employed by the artists as well as the importance of art patrons, politics, and religion. The course focuses on the relationship between artist and society in order to understand art as a manifestation of the spirit of its time period. The History of Art and Culture is an elective course which can be applied toward credits in Fine Arts or Social Studies. It is a great introduction and preparation for AP Art History.

No prerequisites.

ADVANCED PLACEMENT ART HISTORY
11 – 12 A & B
FIN250/FIN251 0.5 credit each

The AP Art History course should engage students at the same level as a college art history survey course. Such a course involves critical thinking and students should develop understanding and knowledge of diverse historical and cultural contexts of art. In the course, students will examine and critically analyze major forms of artistic expression from the past and the present in a variety of cultures. The course covers art from the prehistoric period through post-modernism and is designed to provide students with the same material covered in an introductory college course in art history. Students will gain knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students will examine and critically analyze major forms of artistic expression form the past and present and from a variety of European and non European cultures. While the course does not assume prior training or seek primarily to identify students who will major in art history in college, it does require a high degree of commitment to academic work and to the purposes of a program designed to meet college standards. Students who have done well in other courses in the humanities, such as history and literature, are specially encouraged to enroll. The AP Art History course prepares students to take the AP Art History Exam. This course can count as 1.0 credit in Fine Arts or Social Studies. This course can count as a capstone concentration course.

Students must pre-register through the AP Academy.

COMEDY IN THEATER 9 – 12
FIN400 0.5 credit

In this course students will learn the basic rules of acting through an exploration of games and exercises that stimulate the discovery of movement, space, voice, and improvisation. This course is a preparation to the interpretation of classical and contemporary texts. In this class the students will learn about the concept of Physical Theater and they will perform scenes of a comedy.

No prerequisite.
CLASSICAL THEATER 9 – 12
FIN410 0.5 credit

This is an introductory course for students who want to learn about Classical Theater and Stage production (backstage). Students will learn about setting, lighting, costumes, make up and stage management while they are performing scenes from a classical play.

No prerequisite.

MODERN & CONTEMPORARY THEATER 9 – 12
FIN420 0.5 credit

This is the higher level theatre course in which students will continue to develop acting skills, while they are immersed in a deep exploration of the actor and the stage through contemporary texts, masks, and different theatre styles. The students will be participating as performers in at least one production.

No prerequisite.

ACTING FOR LIFE 9 – 12
FIN421 0.5 credit

This is a semester course in which students will learn acting tools in order to use them in normal life situations. This course is aimed at significantly improving participant’s communication skills in a whole range of real life situations. The focus of the course is on the power that comes through when one presents one’s self, deals with problems, and gains respect and admiration from the community. Through the application and repetition of exercises, students will learn how to emphasize their strengths and turn any communication problem into a success.

SHOOTING SHAKESPEARE 9 – 12
FIN422 0.5 credit

Introducing Shakespeare to a group of teenagers in our modern era of virtual communication and technology can be a daunting task. The characters, language and the culture itself can seem to be extremely different and alien from what they are used to viewing on a daily basis via modern day mainstream media. BUT IS IT ALL SO REALLY FAR REMOVED? This interdisciplinary course will encourage students to explore the width of the presumed chasm between our time period and Shakespeare’s. Students will be able to assess how “universal” the universal themes present in the great bard’s work truly are and how well they have withstood the test of time. Students will complete written analyses of Shakespeare’s works with a critical eye towards where and how film, literature, television and media in general, meet and intermingle with these timeless classics of literature. Additionally, the fine arts aspect of this course will not only allow students to immerse themselves in the works through the appropriation of basic acting tools, such as improvisation, but will also teach students how to utilize basic techniques of video production in order to memorialize their creation. Thus, major assignments will focus on the synthesis of what students have learned via the works themselves, and how they have interpreted them, in order to create theater pieces which will then be recorded and edited as polished final products. This course can count as ½ credit in Fine Arts or English.

VIDEO PRODUCTION I 9 – 12
FIN500 0.5 credit

This course demonstrates the fundamental principles needed to create good video content on any kind of budget. Students will learn about the language of video both in technical and artistic levels. The student will develop his/her skills in front and behind the cameras and learn about storytelling, composition, journalism, film making and advertising by creating and producing in audiovisual media. The course introduces the basics of video production utilizing a personal camcorder and video editing equipment. Students study video technologies, basic equipment operation, video composition, basic lighting and audio production planning, and visual storytelling. Students work in groups to create video projects utilizing post-production editing to present the final premiere production. This course can count as ½ credit in Fine Arts or Technology.

FILM COURSES

One High School computer course or teacher recommendation is a prerequisite.
Students must have their own digital camera.
VIDEO PRODUCTION II 10 – 12
FIN510 0.5 credit

This is a course in which students combine film techniques with research and creativity to generate audio visual productions. The ultimate goal of this course is to develop artistic and meaningful communication with members of the community. This class can be taken for additional credit. This course can count as ½ credit in Fine Arts or Technology.

ANIMATION 10 – 12
FIN331 0.5 credit

In this course students will work with audiovisual language in animation. Through a series of hands on projects, students will be exposed to a range of traditional and digital techniques for animation, from flip books, stop-motion, Claymation and up to computer animation using Flash and After Effects. This course can count as ½ credit in Fine Arts or Technology.

CUTTING EDGE VIDEO ART 10 – 12
FIN511 0.5 credit

This is a course in which students work with audiovisual techniques such as mapping and video mixing to create live video presentations. Please look at http://vimeo.com/colecionuevagranada/videoart for a sample of what this course will entail. Students will work with animation and video using After Effects, Premiere, Modul8 and Mad Mapper. This course can count as ½ credit in Fine Arts or Technology.

MUSIC PERFORMANCE

BEGINNING MUSIC 9 – 12 A & B
FIN600/FIN601

INTERMEDIATE MUSIC 10 – 12 A & B
FIN610/FIN611

ADVANCED MUSIC 11 – 12 A & B
FIN620/FIN621 0.5 credit each

These courses are perfect for students who already have some experience playing an instrument and want to have the experience of making music with other people, learning rehearsal techniques, and performing in front on an audience. Even though the core of this class is performance, students have the opportunity to learn how to read and write music, as well as music theory and music history. At the beginning level, students learn and understand the importance of the beat and subdivisions of it in ¼ (straight) and ⅛ (swing). Students learn to read basic rhythmic patterns in whole, half, quarter, and eighth notes & rests and are introduced to a historical perspective of the musical genres that created the foundation for Colombian and American musical traditions: the cumbia and the blues. In the area of music theory students learn to identify the notes on the staff, the piano and the string.
instruments (bass and guitar), as well as basic theory about intervals, scales, and chords. In the intermediate level students move forward in the evolution of Colombian and American musical traditions, learning about more complex rhythms like son corrido, merengue, and puya, in the Colombian tradition as well as rhythm and blues, rock and funk in the American tradition. Students gain comprehension of rhythm, learning about the ¼ beat subdivision and more complex time signatures. Students start doing simple exercises of transcription and reading sheet music. In the area of music theory students will be working with harmony learning about non diatonic chords, secondary dominants, and the modes. In the more advanced level, the students will learn about contemporary Latin American and American music expressions like jazz, salsa, and fusion between the two traditions. By this point the student can follow a music chart, read chords, make more complex transcriptions, understand modal interchange, modal harmony, and create his/her own compositions. At all three levels, the student has the opportunity to perform at least two times during the semester.

Placement test.

PRE-ADVANCED PLACEMENT MUSIC THEORY
FIN632/FIN633
0.5 credit each

Pre-AP Music Theory is a one-year preparation course for AP Music Theory. This course is an in-depth study of the elements of music including ear training, musicianship, sight singing, melodic and harmonic dictation, and form analysis. To be accepted in the course, students must be able to read and write music in standard notation and demonstrate ability to play a musical instrument at performance level. This course requires a high degree of commitment to academic work and to the purposes of a program designed for experienced music performers who wish to further their musical understanding. This course is intended as a precursor to AP Music Theory. As of 2014/2015, the Pre-AP Music Theory will be a pre-requisite to take the AP Music Theory course.

Students must pre-register through the AP Academy.
Ability to read and write music in standard notation is a pre-requisite for this course.

ADVANCED PLACEMENT MUSIC THEORY
FIN630/FIN631
0.5 credit each

AP Music Theory is a one year college level course in musicianship. This course is designed for serious music students and involves critical thinking and analysis of various musical scores designed to develop students’ abilities to recognize, understand and describe the basic materials and processes of music as heard or presented in a score. Students will gain knowledge in various aspects of melody, harmony, texture, rhythm, and form. Students will develop skills in dictation, sight reading, harmonization, and critical listening, as well as skills in basic music analysis. To be accepted in the course, students must be able to read and write music in standard notation. It is strongly recommended that students involved in the course have acquired basic performance skills in either voice or a musical instrument. This course requires a high degree of commitment to academic work and to the purposes of a program designed to meet college standards. The AP Music Theory course prepares students to take the AP Music Theory Exam. This course can count as a capstone concentration course.

Students must pre-register through the AP Academy.
Ability to read and write music in standard notation is a pre-requisite for this course.

CHOIR
FIN640
0.5 credit each

CNG High School Choir is a semester-long course that explores choral music from a wide variety of cultures and time periods. Class consists of an auditioned group of grade 9-12 who would like a large vocal ensemble experience. Class will include the basics of vocal technique, sight-reading, music theory, music history, study of the human voice and vocal health. Students will sing music in two or three part harmony and learn the basics of reading choral sheet music. Music will vary in genre from popular (Blues, Jazz, Musical Theatre, Gospel, Folk, R&B, Rock, Hip Hop) to classical (Madrigals, Motets, Chorals, Opera) acapella and with accompaniment. Teamwork, cooperation, and gaining self-confidence through performing will be emphasized, as well as individual and group vocal techniques. Students will be graded on musicianship, cooperation, self-discipline, participation, and attendance at concerts. Additionally two or three students who play piano will be included in the class for playing accompaniment to HS Choir class.

Prerequisite: Audition and consent of teacher only.

GUITAR
FIN623
0.5 credit each

This course has been especially created for those students who want to learn to play guitar or those who already have some knowledge about the instrument and want to take their playing to a more advanced level. Students will
learn about the different roles of the instrument, different techniques to play it, and ways it is used in United States music culture of blues, rock, soul, jazz and Latin American culture of *vallenato*, *son*, and *soukous*. Students will gain a deep understanding of the roll of the left hand as the ‘rhythmic’ hand, playing beat, and the basic subdivisions of 1/2, 1/3 and 1/4. With this solid rhythmic foundation, the student learns to identify the notes in the staff, on the instrument, as well as learn the basic open chord shapes. After understanding these basic chords, students can begin playing basic harmonic progressions with chord chains.

**MUSIC THEORY**

FIN624

0.5 credit each

This course has been created for those students who want to deepen their understanding of music and how it works. Students need a basic foundation in the identification of notes on the piano as well as staffs for this course. The course will begin with the intervals and scale construction and then move on to chord spelling, chord progression construction, scale/chord theory, chord extensions, functional harmony, modes, modal harmony, modal interchange, I – IV – V and ii – V7 – I progressions, modulation and counterpoint. The student will conduct musical exercises around the concepts that are being taught.

**MUSIC & TECHNOLOGY**

FIN622

0.5 credit each

This course will allow students to explore the many technological possibilities for musicians in terms of creation, production, and performance. Students will learn about recording techniques, performance software, arranging, composition, and sound engineering. They will learn about recording software like *Logic* and performance software like *Live* as well as how to record, mix, and master musical tracks at home. Even though the core of the course is not music theory, students will learn basic concepts about rhythm and harmony as a foundation for their musical creation. This course can be counted for 0.5 credit technology or fine arts credit.

**PERCUSSION**

FIN625

0.5 credit each

This course has been created for those students who want to better understand rhythm and those students who need to improve their understanding of this important element of music. For beginning students will learn and understand the importance of beat and the subdivision of it in 1/2 (straight) and 1/3 (swing). With this foundation students will learn to read basic rhythmic patterns in whole, half, quarter, and eighth notes and rests. With this foundation, students will learn the concept of polyrhythm and rhythmic counterpoint, and basic rhythms from the North American and Latin American traditions including: *cumbia*, *puya*, *merengue*, *guaguancó*, *son*, *currelao*, *juga*, *porro*, *rock*, *funk*, *drum line rhythms*, and *tambora*. Students will learn to play basic percussion instruments like claves, shakers, *guacharaca*, and *guiro*. This will be followed by learning to play more sophisticated instruments such as hand drums and stick drums. Lastly students will work with the drum set, the most demanding instrument.

**DANCE COURSES**

**RUMBA 9 – 12**

FIN700

0.5 credit

Rumba is a one semester elective class where students choose to participate voluntarily in order to enjoy and develop skills in dancing. Students will experience aerobic entertainment using different rhythms: dancing music, samba, regueton, reggae, salsa, folklore, among others. Participation in this class will help increase functioning of the cardiovascular system, improve hormonal balance, eliminate fat, and heighten psychological well being. Steps and circuits will be used in the class. This course can count as ½ credit in Fine Arts or Physical Education.

**MODERN DANCE 9 – 12**

FIN701

0.5 credit

Modern dance is an expressive form that develops body movement in an organic way, facilitating the learning of students through assimilation of the use of space, different types of energy, and the musicality of the movement. It develops the corporal domain leading to comprehension in the execution of movements from the technical as well as the expressive parts. Students will not only learn modern dance techniques, they will develop their own way of seeing, thinking, and dancing. This course can count as ½ credit in Fine Arts or Physical Education.
The CNG math department offers math courses on five levels: basic, and four college preparatory levels, high school level, regular college prep level, PreAdvanced Placement, Accelerated PreAdvanced Placement or Advanced Placement. Most college prep level and Pre-AP classes are taught using the same text, while the basic level uses a variety of text materials and a differentiated curriculum. The math curriculum is designed so that every CNG math student has the optimal opportunity to be successful.

All students are required to have a graphing calculator a TI-83 or TI-84 for their math classes.

The PreAP and AP course level mandates mastery of new concepts with a depth of understanding that extends topics beyond the normal course level while moving through the material at a more rapid pace. Students finishing their senior year in one of these AP Statistics, AP AB Calculus or AP BC Calculus math courses have the opportunity to earn college credits.

The regular college preparatory level courses assumes students have a good mastery of basic algebraic, numerical, and geometric skills and focuses extending concepts and learning new math skills introduced in each college preparatory course in preparation for Calculus in the senior year.

The high school math level is designed to offer students a college preparatory level math course that challenges them but does not overwhelm. These are geared to students with gaps in their math background causing them to struggle with understanding math concepts and to have weak basic skills. The high school curriculum is taught more gradually and with an emphasis on developing basic algebraic, numerical and geometric skills that prepare students for success in college mathematics.

NOTE: Students taking the high school level math courses will be prepared to take either PreCalculus or Probability & Statistics in their senior year. Students working at this math level will not take Calculus.

The basic level is geared to students with identified learning needs and it will focus on building basic math skills as well as introducing new concepts.

NOTE: Students taking basic level math courses will be prepared to take Basic Math 12 in their senior year. Students in this math track will not take Trigonometry, PreCalculus or Calculus and will not be fully prepared for the college Entrance exams in mathematics.

In addition student athletes who aspire to play NCCA sports in US universities need to understand these courses cannot be applied to NCCA course requirements.

ACCELERATED PRE-ADVANCED PLACEMENT GEOMETRY 9 A & B

MAT152/MAT153
0.5 credit each

This is a highly accelerated math course for students planning to finish with the BC Calculus course in their senior year. The year begins with the investigation of relationships using congruence and similarity of plane figures and three-dimensional geometric figures. Students will use inductive and deductive reasoning to prove conjectures. Geometric proofs are an important part of this course as they are one way of developing a student’s problem solving skills. During the second part of the year students will study logic and set theory, bases, conics, statistical analysis and properties of trigonometric, quadratic, logarithmic and exponential functions.

Students must pre-register through the AP Academy while in 8th grade for Accelerated PreAP Geometry.

PRE-ADVANCED PLACEMENT GEOMETRY 9 A & B

MAT150/MAT151
0.5 credit each

Students in this course explore relationships (including congruence and similarity) among classes of two- and three-dimensional geometric objects, make and test conjectures about them, and use inductive and deductive reasoning to solve problems and prove geometric relationships and trigonometry. Geometric proofs are taught as one way of developing a student’s problem solving skills. They also deepen their understanding of the relationship between equations (linear, quadratic and exponential), inequalities, graphs and tables and find maximum and minimum of functions. They analyze, compose, and use the properties of classes of functions (exponential, polynomial, rational functions, logarithmic). Students ex-
Mathematics Department

pand their understanding of statistical analysis. Students should take this course if they enjoy a challenging fast paced math course. (TI83 or TI84 calculator is required.)

Students must pre-register through the AP Academy while in 8th grade for PreAP Geometry.

GEOMETRY 9 A & B
MAT100/MAT101
0.5 credit each

Geometry is the only math course that allows students to develop their deductive and inductive thinking skills. Students of a formal Geometry course such as this one take enhanced problem solving skills with them into all areas of their lives. Exploring Geometry uses inductive and deductive reasoning to introduce Euclidean geometry studying all polygon properties with emphasis on triangles, the study of circles, area and volume, and the important Pythagorean Theorem. (A TI-84 calculator is required for this course)

Successful completion of Algebra I - 8 is a prerequisite

ACCELERATED PRE-ADVANCED PLACEMENT ALGEBRA II 10 A & B
MAT252/MAT253
0.5 credit each

Students in this course are on the BC Calculus track and will deepen their understanding of all topics presented in the Accelerated Pre-Advanced Placement Algebra, Algebra I and Accelerated Pre-Advanced Placement Geometry, including higher degree polynomials, transformation of several parent functions along with rational and trigonometric functions. They will extend the basic concepts of Conic Sections by performing translations, dilations and rotations of the four Conic Sections. They will be introduced to basic derivative rules such as the constant, power, product, quotient rules as well the chain rule. They will also use the limit process to find instantaneous rates of change. Additionally, students will complete the first section of the Pre-Calculus program, Advanced Trigonometry. This includes the concepts of vectors, parametric equations, the unit circle and trigonometric identities.

Students must pre-register through the AP Academy while in 9th grade for Accelerated PreAP Algebra II.

HS ALGEBRA I A & B
MAT110/MAT111
0.5 credit each

High School Algebra is the second part of a two part Algebra I course. Topics taught in this course build on the algebraic concepts introduced in Algebra I part 1 and exponential functions are included as an application of the CNG Powers Chart, with an additional emphasis on solving systems of equations analytically, graphically, and numerically. Direct and inverse variations are introduced with applications of proportions. Special attention is given to a full spectrum of factoring techniques while improving number sense and basic math skills that are needed throughout the rest of the high school math courses. A TI-83/84 calculator is required for this course.

Successful completion of Fundamental Math 8 is a prerequisite.

PRE-ADVANCED PLACEMENT ALGEBRA II 10 A & B
MAT250/MAT251
0.5 credit each

Students in this course will deepen their understanding of quadratic expressions, equations and functions. They will study conic sections, coordinate geometry, and advanced trigonometry. Students will explore linear algebra and linear programming (up to 6 variables) by solving systems of linear equations and inequalities, graphing in two and three dimensions, and using matrices and vectors. Students will study situations involving rates of growth, and generalize this to the idea of derivative. They will also work with exponential and logarithmic functions. Students will use combinatorial mathematics to develop the binomial distribution and find probabilities. (TI84 calculator is required.)

Students must pre-register through the AP Academy while in 9th grade for PreAP Algebra II.

BASIC MATH 9 A & B
MAT120/MAT121
0.5 credit each

This class is the beginning of the Basic Math Program for students in high school with an identified learning need in the area of mathematics through the Learning Center. It is understood that students who take this class do not plan to pursue a career that requires a deep knowledge of mathematics. Students who take this course will review and learn basic computational skills in order to be able to work and solve problems. The curriculum of this course is differentiated according to individual student needs.
ALGEBRA II A & B  
MAT200/MAT201  
0.5 credit each

Advanced Algebra II builds on skills and concepts students learned in Algebra I and in Geometry and extends them in order to prepare students for success in Pre-Calculus and Calculus. The Data Exploration continues using the knowledge of linear equations for median-median line. The study of functions is enhanced with attention to notation, transformations and composition. Inverse functions are seen through the exploration of exponential functions introduced in Algebra I are an integral part of understanding the new idea of logarithmic functions. Linear algebra, the study of matrices is extended with linear programming. A strong emphasis is placed on understanding domain, range and graphing of all conic functions. Both Geometric and Arithmetic Sequences are extended to include the study of a sum of a series paving the way for Calculus. Right triangle Trigonometry is introduced and applications explored using the Law of Sines and Law of Cosines.

Successful completion of Geometry is a prerequisite.

HS GEOMETRY A & B  
MAT210/MAT211  
0.5 credit each

High School Geometry is the only math course that allows students to develop their deductive and inductive thinking skills. Students using the Exploring Geometry curriculum will often use hands on discovery methods to introduce the new geometric concepts. At the same time algebraic concepts will be reviewed continuously throughout the year to continue strengthening skills needed for Algebra II in the 11th grade. Exploring Geometry uses inductive and deductive reasoning to introduce Euclidean geometry and uses proofs when studying all polygon properties with emphasis on triangles, the study of circles, area and volume, and the important Pythagorean Theorem. (A TI84 calculator is required for this course.)

Successful completion of HS Algebra is a prerequisite.

BASIC MATH 10 A & B  
MAT220/MAT221  
0.5 credit each

This class is the second course of the Basic Math Program for students with an identified learning need in the area of mathematics through the Learning Center. It is understood that students who take this class do not plan to pursue a career that requires a deep knowledge of mathematics. Students who take this course will continue to work with basic computational skills in order to be able to work and solve problems. In addition students, students will review and learn Pre-algebra concepts. The curriculum of this course is differentiated according to individual student needs.

Successful completion of Basic Math 9 is a prerequisite.

ACCELERATED PRE-ADVANCED PLACEMENT PRE-CALCULUS 11 A & B  
MAT352/MAT353  
0.5 credit each

Students will practice first using their prior knowledge of algebraic, logarithmic, exponential, trigonometric and transcendental functions preceding their extended study of the limits of complex functions as they build on the limit concepts taught in previous courses. The study of limits will extend into limits at infinity as they explore asymptotic behavior. All functions will be represented and interpreted graphically, analytically and numerically. Basic concepts and problems in probability and statistics will be reviewed and extended. They will investigate the concept of continuity and the various methods for finding derivatives. They will be able to apply these concepts to curve analysis, solving related rate problems, tangent lines to a curve, optimization and solving motion problems. They will be able to approximate areas with Riemann sums, understand the concept of the integral, be able to find integrals by substitution and apply this concept to finding areas between curves, volumes of solids of revolution and solids of known cross-section. The course also includes Taylor approximations and series including Mclaurin and harmonic series. All through the course the student will use technology to help solve problems and interpret results. (TI84 Calculator is required for this course)

Students must pre-register through the AP Academy while in 10th grade for accelerated PreAP Pre-Calculus.

PRE-ADVANCED PLACEMENT PRE-CALCULUS 11 A & B  
MAT350/MAT351  
0.5 credit each

Students extend their depth of study of previous topics and introduce the fundamental geometric transformations in two dimensions. Students study trigonometry, analytic trigonometry including law of sines and cosines, systems of equations, matrices, sequences and series, probability and analytic geometry (conic sections). They also explore exponential, polynomial, rational, logarithmic, and periodic families of functions. They combine functions using arithmetic operations and composition and also explore the inverse function. This is an essential course for students planning on taking AP Calculus. (TI83 or TI84 calculator is required.)

Students must pre-register through the AP Academy while in 10th grade for PreAP Pre-Calculus.
The CNG Pre-Calculus course is built on the previous Algebra and Geometry courses. It is very important to have a strong foundation in Algebra in order to master Pre-Calculus. The contents of this course prepare students for success in Calculus. Basic concepts introduced in previous math courses are enhanced and extended in Pre-Calculus. Students will continue building expertise in polynomial, rational, exponential, and logarithmic functions. The study of transcendental mathematics will continue in analytic trigonometry including vectors. More on systems of equations extending to multivariable linear equations and partial fractions in preparation for calculus is included. Matrices, determinants, sequences, series and probability are included. Analytic Geometry includes conics, parametric equations, polar coordinates and extended graphing topics. (TI83 or TI84 calculator is required.)

Successful completion of Algebra II in 10th grade is a prerequisite.

HS Algebra II A & B

MAT310/MAT311

0.5 credit each

HS Math 11 introduces advanced algebra topics and builds on skills and concepts students learned in Algebra I and in Geometry. In order to prepare for success in Pre-Calculus students need to understand the extended concepts and topics of their earlier courses and to become very proficient in their basic skills in fractions, decimals, per cents and proportional relationships. The student of functions is enhanced with attention to domain, range, notation, transformations and composition. Inverse functions are seen through the exploration of exponential functions and are an integral part of understanding logarithmic functions. Linear algebra includes the study of matrices and applied to linear programming. Right triangle trigonometry is introduced and used with the applications of the Law of Sines and Law of Cosines. Applications of probability and statistics is reviewed in order to prepare students for ICFES and SAT test questions.

Successful completion of HS Geometry in 10th grade is a prerequisite.

Senior Level Math — For the fourth year of math in High School students have various options from which to choose. Choice should be related to the field of study the student plans to engage in while at University. Below is a compilation of fields that require Calculus and those for which Statistics would be a good alternative. Students should select based upon their plans for future study.

<table>
<thead>
<tr>
<th>Fields with majors that require Calculus</th>
<th>Fields with Majors that do not use Calculus, and for which Probability &amp; Statistics would be a good alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Agriculture and natural resources</td>
<td>• Communications, journalism, and related programs</td>
</tr>
<tr>
<td>• Architecture and related services</td>
<td>• Education (except for mathematics and science, secondary)</td>
</tr>
<tr>
<td>• Biological and biomedical sciences</td>
<td>• Family and consumer sciences</td>
</tr>
<tr>
<td>• Business</td>
<td>• Health professions and related clinical sciences (Nursing, Physical Therapy, etc)</td>
</tr>
<tr>
<td>• Business Law</td>
<td>• Legal professions and studies</td>
</tr>
<tr>
<td>• Computer and information sciences</td>
<td>• Parks, recreation, leisure and fitness studies</td>
</tr>
<tr>
<td>• Construction trades</td>
<td>• Philosophy and religious studies</td>
</tr>
<tr>
<td>• Economics</td>
<td>• Psychology</td>
</tr>
<tr>
<td>• Education (mathematics and science, secondary)</td>
<td>• Public administration and social service professions</td>
</tr>
<tr>
<td>• Engineering</td>
<td>• Security and protective services</td>
</tr>
<tr>
<td>• Engineering technologies</td>
<td>• Social sciences and history</td>
</tr>
<tr>
<td>• Mathematics and statistics</td>
<td>Source: The Oregon Mathematics Teacher - October/November, 2008</td>
</tr>
<tr>
<td>• Mechanics and repair technologies</td>
<td></td>
</tr>
<tr>
<td>• Medicine</td>
<td></td>
</tr>
<tr>
<td>• Physical sciences and science technologies</td>
<td></td>
</tr>
</tbody>
</table>
In addition, we also contacted some of the Colombian universities to which our students apply to ask directly where Calculus is required. Here are their answers:

- Universidade de los Andes – ICFES is required, calculus is not.
- Tadeo – Calculus is not a must; however, the student needs to know in which careers Calculus is required. Check these on their webpage.
- La Sabana – Calculus is only needed for students entering Engineering.
- Rosario – ICFES is required, calculus is not.
- Javeriana – No calculus required.
- CESA – ICFES is required, calculus is not.
-Externado – No calculus required.

**ADVANCED PLACEMENT CALCULUS**

**MAT450/MAT451**

0.5 credit each

Students will understand the concept of a limit of a function, learn different techniques for finding limits and understand the concept of continuity. They will learn different methods for finding derivatives and they will be able to apply this concept to curve sketching, solving optimization and related rate problems, finding lines tangent and normal to a curve and solving motion problems. Students will be able to approximate areas with Riemann sums, understand the concept of integral, be able to find integrals by substitution and apply this concept to finding areas between curves, volumes of solids of revolution and solids of known cross-sections as well as to solve simple differential equations. (TI83 or TI84 calculator is required.) This course can count as a capstone concentration course taken along with another senior level math class.

**ADVANCED PLACEMENT STATISTICS**

**MAT470/MAT471**

0.5 credit each

This course will reflect that of an introductory statistics course in a university. In this course students will learn about the major concepts of statistics. Students are exposed to four main themes: Exploring Data: Students will write summaries based on describing patterns and interpreting information. Sampling and Experimentation: Students will make conclusions and generalizations based on studies. Anticipating Patterns: Students will learn; binomial distribution, standard deviation, normal distribution, Central Limit Theorem, sampling distributions, t-distribution, and the Chi-Square distribution. Statistical Inference: Students will explore margin of error, confidence intervals, and significance testing which includes null hypothesis, alternative hypothesis, and p-values. The AP course will focus on the curriculum laid out from the College Board. Students will work towards taking the AP Statistics Exam in May. This class is great for students going into fields such as, communication, business, health fields, psychology, social sciences, law, and journalism. Students must have a TI84 graphing calculator for this math course. This course can fulfill the requirement for a fourth credit in math if taken in 12th grade.

**CALCULUS 12 A & B**

**MAT400/MAT401**

0.5 credit each

Students will study the concepts of limit, continuity, the basic rules for differentiation, the derivative as the slope of a curve and as a rate of change, curve sketching, indefinite integrals, area and definite integrals, the Fundamental Theorem of Calculus, and some applications. Emphasis will be placed on applying previous skills and concepts to develop the Calculus concepts. Students must have a TI83 or TI84 graphing calculator for all the math courses. This fulfills the requirement for a fourth credit in math. This course can count as a capstone concentration course taken along with another senior level math class.

**PROBABILITY AND STATISTICS A & B**

**MAT460/MAT461**

0.5 credit each

This is an introduction to Probability and Statistics. Students will 1) Explore data: looking at various distributions and relationships. 2) Make inferences based on explorations: looking at data in samples and experiments; probability and sampling distributions. 3) Make inferences about variables 4) Make inferences about relationships. This class is great for students going into fields such as, communication, business, health fields, psychology, so-
cial sciences, law, and journalism. Students must have a TI84 graphing calculator for this math course. This course fulfills the requirement for a fourth credit in math. Successful completion of Pre-Calculus is a prerequisite along with 11th grade math teacher recommendation and a GPA of 2.5 or above.

**HS PRECALCULUS A & B**
MAT410/MAT411 0.5 credit each

This senior math course will ready students for their calculus course and/or statistics course in college. Pre-Calculus topics such as extensive emphasis on functions including absolute value, quadratic, cubic, square root, cube root, exponential, logarithmic, rational, and trigonometric. Function work will include study of domain, range and a good working knowledge of graphing of the parent function and inverse functions with and without use of the calculator. Students will explore the notion of the derivative as a rate of change in algebraic and trigonometric functions. Probability and statistics will be explored with the goal of preparing students for college level work using the study of distributions, variability, expected value, and sampling. Throughout the course Algebra topics and applications will continue to be practiced to improve overall math skills as a continued preparation for college. Successful completion of HS Algebra II is a prerequisite.

**BASIC MATH 12 A & B**
MAT420/MAT421 0.5 credit each

This is the final course of the Basic Math Program for students with an identified learning need in the area of mathematics through the Learning Center. It is understood that students who take this class do not plan to pursue a career that requires a deep knowledge of mathematics. Students who take this course will review algebraic and geometric in order to be able to work and solve conversions and equivalences such as length, distance, volume, capacity, temperature and time. Students will also learn about money conversions, interest rates, how to manage and balance their bank accounts and become familiar with simple accounting principles such as assets liabilities, etc. The curriculum of this course is differentiated according to individual student needs. Successful completion of Basic Math 11 is a prerequisite.

**ICFES SAT MATH REVIEW**
MAT480 0.5 credit

The math skills required for the SAT and ICFES are Algebra I, Algebra II, Geometry and a few probability concepts. The CNG Math program covers these topics throughout High School. Students will review these skills and work on SAT and ICFES practice problems in order to develop and strengthen their ability to solve mathematical problems. Students will also learn techniques to improve their chances of being successful with SAT questions, increase their mathematical fluency, and approach taking the SAT with more confidence. This is an elective class for juniors and seniors. Successful completion of a sophomore/junior level math or taken concurrently is a prerequisite.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Basic Math 9</th>
<th>HS Algebra I</th>
<th>Geometry</th>
<th>PreAP Geometry</th>
<th>Acc PreAP Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Grade 10</td>
<td>Basic Math 10</td>
<td>HS Geometry</td>
<td>Algebra II</td>
<td>PreAP Algebra II</td>
<td>Acc PreAP Algebra II</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Grade 11</td>
<td>Basic Math 11</td>
<td>HS Algebra II</td>
<td>PreCalculus</td>
<td>PreAP PreCalculus</td>
<td>Acc PreAP Calculus</td>
</tr>
<tr>
<td>Grade 11 Optional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prob &amp; Stats</td>
<td>AP Prob &amp; Stats</td>
<td>AP Prob &amp; Stats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 12</td>
<td>Basic Math 12</td>
<td>HS PreCalculus</td>
<td>Calculus or</td>
<td>AP Calculus AB</td>
<td>AP Calculus BC</td>
</tr>
<tr>
<td>Grade 12 Optional</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Prob &amp; Stats</td>
<td>AP Prob &amp; Stats</td>
<td>AP Prob &amp; Stats</td>
<td></td>
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</tbody>
</table>

Students may choose to double up in math in grade 9 taking HS Algebra I and Geometry or in grade 10 taking HS Geometry and Algebra II. For other possibilities please see page 15 of this Academic Program guide “Protocol for Changing from High School Level in Math”
# Placement in CNG Math after Failure

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>Entering 10th grade</th>
<th>Failed First Semester of Course</th>
<th>Failed Second Semester of Course</th>
<th>Failed BOTH Semesters of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Algebra I</td>
<td>▶</td>
<td>Remain in HS Algebra I B with additional support OR Move to Basic Math 9 (following year retake HS Algebra I A)</td>
<td>HS Geometry A &amp; B AND 2nd Semester also retake HS Algebra I B</td>
<td>Repeat HS Algebra I A &amp; B AND take HS Geometry A &amp; B OR Basic Math 10 A &amp; B</td>
</tr>
<tr>
<td>Geometry 9</td>
<td>▶</td>
<td>Move to HS Geometry B (following year take HS Geometry A OR Geometry 9 A)</td>
<td>Algebra II 10 A &amp; B OR HS Algebra II A &amp; B AND 2nd semester also retake HS Geometry B</td>
<td>Repeat HS Geometry A &amp; B AND Take HS Algebra II A &amp; B or Algebra II 10 A &amp; B</td>
</tr>
<tr>
<td>Acc PAP Geometry 9</td>
<td>▶</td>
<td>Move to PAP Geometry 9 B (following year retake Geometry 9 A)</td>
<td>PAP Algebra II A &amp; B OR Algebra II 10 A &amp; B AND 2nd semester retake Geometry 9 B</td>
<td>Repeat PAP Algebra II A &amp; B AND Take PAP Algebra II B OR PreCalculus 11 A &amp; B or PAP PreCalculus 11 A &amp; B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10th Grade</th>
<th>Entering 11th grade</th>
<th>Failed First Semester of Course</th>
<th>Failed Second Semester of Course</th>
<th>Failed BOTH Semesters of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Geometry</td>
<td>▶</td>
<td>Remain in same course with additional support OR Move to Basic Math 10 B (following year retake HS Geometry A)</td>
<td>HS Algebra II A &amp; B AND 2nd Semester retake HS Geometry B</td>
<td>Repeat HS Geometry A &amp; B AND Take HS Algebra II A &amp; B OR Basic Math 11 A &amp; B</td>
</tr>
<tr>
<td>Algebra II 10</td>
<td>▶</td>
<td>Move to HS Algebra II B (following year retake Algebra II 10 A)</td>
<td>HS PreCalculus A &amp; B &amp; PreCalculus 11 A &amp; B AND 2nd Semester retake HS Algebra II B</td>
<td>Repeat HS Algebra II A &amp; B AND Take PreCalculus A &amp; B OR PreCalculus 11 A &amp; B</td>
</tr>
<tr>
<td>PAP Algebra II 10</td>
<td>▶</td>
<td>Move to Algebra II 10 B (following year retake Algebra II 10 A)</td>
<td>PreCalculus A &amp; B OR PreCalculus 11 A &amp; B AND 2nd Semester retake Algebra II B</td>
<td>Repeat PreCalculus II A &amp; B AND Take PreCalculus A &amp; B OR PreCalculus 11 A &amp; B</td>
</tr>
<tr>
<td>Acc PAP Algebra II 10</td>
<td>▶</td>
<td>Move to PAP Algebra II 10 B (following year retake Algebra II 10 A)</td>
<td>PAP PreCalculus A &amp; B OR PreCalculus 11 A &amp; B AND 2nd Semester retake PAP Algebra II B</td>
<td>Repeat PAP Algebra II A &amp; B AND Take PreCalculus A &amp; B OR PreCalculus 11 A &amp; B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>Entering 12th grade</th>
<th>Failed First Semester of Course</th>
<th>Failed Second Semester of Course</th>
<th>Failed BOTH Semesters of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Algebra II</td>
<td>▶</td>
<td>Remain in same course with additional support AND Retake HS Algebra II B in following year OR Move to Basic Math 11 (following year retake HS Algebra II A)</td>
<td>HS PreCalculus A &amp; B AND 2nd Semester retake HS Algebra II B</td>
<td>Repeat HS PreCalculus A &amp; B AND Take HS PreCalculus A &amp; B OR Basic Math 12 A &amp; B</td>
</tr>
<tr>
<td>PreCalculus 11</td>
<td>▶</td>
<td>Move to HS PreCalculus B (following year retake PreCalculus 11 A)</td>
<td>Probability &amp; Statistics B AND 2nd Semester retake HS PreCalculus B OR PreCalculus 11 B</td>
<td>Repeat HS PreCalculus A &amp; B AND Take Probability &amp; Statistics A &amp; B OR Calculus A &amp; B</td>
</tr>
<tr>
<td>PAP PreCalculus II 11</td>
<td>▶</td>
<td>Move to PreCalculus 11 B (following year retake PreCalculus 11 A)</td>
<td>Probability &amp; Statistics B OR Calculus B AND 2nd Semester retake PreCalculus 11 B</td>
<td>Repeat PreCalculus 11 A &amp; B AND Take Probability &amp; Statistics A &amp; B OR Calculus A &amp; B</td>
</tr>
<tr>
<td>Acc PAP PreCalculus 11</td>
<td>▶</td>
<td>Move to PAP PreCalculus 11 B (following year retake PreCalculus 11 A)</td>
<td>AB Calculus B AND 2nd Semester retake PreCalculus 11 B</td>
<td>Repeat PreCalculus 11 A &amp; B AND Take Probability &amp; Statistics A &amp; B OR Calculus A &amp; B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12th Grade</th>
<th>Entering 3rd semester senior year</th>
<th>Failed First Semester of Course</th>
<th>Failed Second Semester of Course</th>
<th>Failed BOTH Semesters of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS PreCalculus</td>
<td>▶</td>
<td>Remain in same course with additional support OR move to Basic Math 12 AND add SAT Math to get credit to graduate</td>
<td></td>
<td>Determined by principal and individual needs</td>
</tr>
<tr>
<td>Probability &amp; Statistics 11/12</td>
<td>▶</td>
<td>Remain in same course with additional support AND add SAT Math to get credit to graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus 12</td>
<td>▶</td>
<td>Remain in same course with additional support AND add SAT Math to get credit to graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Calculus 12</td>
<td>▶</td>
<td>Move to Calculus B AND add SAT Math to get credit to graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Statistics 11/12</td>
<td>▶</td>
<td>Move to Statistics B AND add SAT Math to get credit to graduate</td>
<td></td>
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</tbody>
</table>

**NOTE:** Additional support means a failing student will attend opportunity and have additional tutoring with the LC or a private tutor during the second semester. Also note students who are placed in the Basic level of math must have Learning Center testing to support this move.

**NOTE:** While this chart serves as a general guideline for placing students who are failing high school math courses, the final decision for a student’s best path to success rests with the current teacher’s recommendation and principal’s approval.
PHYSICAL EDUCATION AND HEALTH DEPARTMENT

The goal of all Physical Education and Health courses is to develop active, healthy students who are capable of using traditional motor skills that offer opportunities for individual and group success. Students will engage in activities and learning that is mentally stimulating, physically satisfying, and socially sound. This interdisciplinary approach in Physical Education and Health focuses on team building and inclusion of group and individual challenges that develop effective decision making. In addition, participation enhances physical skills and self-esteem. In Physical Education, students will participate in both a number of team and individual sports and activities as well as individual fitness programs. The class activities for the sport portion of class will be directed at helping develop individual and team competence for that sport, as well as participating in competitive play. The class activities for the personal fitness portion of the class will focus on student development of a life-long individual fitness plan. The manner in which students participate in sports and activities is a mirror for how they live in other areas of their lives. By definition Physical Education is the process of learning through the activities of the body.

PHYSICAL EDUCATION AND HEALTH 9 and 10

PEH100/PEH101/PEH102/PEH103/PEH200/PEH201/PEH202/PEH202

0.25 credit each

9th and 10th grade students follow the same course of study over a two year cycle. The course objectives are:

- Students will develop and demonstrate skills and knowledge of rules and strategies in soccer, volleyball, softball, hockey, racquet sports, ultimate Frisbee and basketball.

- The program will focus on having students develop physical conditioning (cardiovascular endurance, strength and flexibility) as part of a lifelong fitness plan.

- Students will be expected to demonstrate responsibility by following the class rules and the policies of Colegio Nueva Granada.

- Skills will be evaluated by using the PE metrics program as well as other standards based assessments.

- Each student’s fitness level will be evaluated by using Fitnessgram test.

- Students will participate in an integrated health program which will focus on nutrition and fitness; stress management and reduction; tobacco, alcohol, and drug education; prevention of consumption of psychoactive substances; and sexual education; among other topics.

AEROBICS 11 - 12

PEH360

0.5 credit

Students may take this elective class, which involves opportunities to enjoy, relax, have social interaction, and develop skills in dancing. In aerobics class students will engage in aerobic exercises using music of different rhythms: dancing music, samba, regueton, reggae, salsa, folklore, etc. Aerobics is a very complete sport that combines movement, music, dance, flexibility, strength, and endurance. In addition, it is very beneficial as it improves the cardiovascular, respiratory, and skeletal systems. In addition, students participating in aerobics will experience weight loss, reduce feelings of depression and/or anxiety, improve fitness, reduce the effects of stress, as well as improve concentration and coordination.

Class size 4-22 students.

No prerequisite.

Students can take this elective a maximum of 2 times.

BASKETBALL 11 - 12

PEH320

0.5 credit

Students who participate in Basketball will have the opportunity to develop more deeply the fundamental skills of the sport. These skills include: footwork, shooting, passing and catching, dribbling, and rebounding. In addition, students will learn how to move with and without the ball, fast breaks, individual and team offensive and defensive skills, examine game strategies and situations, and engage in playing the game.

Class size 6-24 students.

No prerequisite.

Physical Education 9 & 10 are prerequisites.

Students who have successfully completed this course may not repeat the class.
Physical Education And Health Department

COMPETITIVE SPORTS AND CONDITIONING  11 - 12
PEH310  
0.5 credit

This course will enable students to participate in the sports of Softball, Flag Football, Basketball, and Floor/Field Hockey at a highly competitive level. The course will involve a discussion of the basic principles for health and skill-related fitness. It will provide a basic understanding of the physiological basis for conditioning programs applicable to competitive sports. A discussion of fitness assessment will also be covered in this course.

Class size 6-24 students. 
Physical Education 9 & 10 are prerequisites. 
Students who have successfully completed this course may not repeat the class.

CARDIO AND TONING  11 - 12
PEH350  
0.5 credit

This Course is designed for those students who are interested in improving their cardiovascular skills, focus on aerobic endurance, legs and upper body tone, through indoor and outdoor activities. Spinning will make up the core of this class, ensuring a deep engagement in a high level of aerobic endurance. Students from different fitness levels can work out together in a relaxed and fun atmosphere.

Class size 12-24 students. 
Physical Education 9 & 10 are prerequisites. 
Students can take this elective a maximum of 2 times.

SOCCER  11 - 12
PEH340  
0.5 credit

Students who participate in Soccer will have the opportunity to take the fundamental skills of the sport to a higher level. These skills include: movement patterns, ball control, dribbling, kicking, passing, shooting, and heading. Students will also practice throw-in, kick-off, goal-kick, corner kick, direct and indirect free kicks, as well as dropping balls. Students will also apply these skills to individual and team offensive and defensive situations, examine game strategies, and engage in playing the game. The program will be assessed using the PE metrics program as well as other standards based assessment tools. The program will also include 30% physical conditioning content where students will develop cardiovascular resistance, specific strengthening for soccer and flexibility.

Class size 6-24 students. 
Physical Education 9 & 10 are prerequisites. 
Students who have successfully completed this course may not repeat the class.

SOCCER II  11 - 12
PEH341  
0.5 credit

Students who have successfully completed Soccer I will have the opportunity to take the fundamental skills of the sport to a higher level. These skills include: movement patterns, ball control, dribbling, kicking, passing, shooting, and heading. Students will also practice throw-in, kick-off, goal-kick, corner kick, direct and indirect free kicks, as well as dropping balls. Students will also apply these skills to individual and team offensive and defensive situations, examine game strategies, and engage in playing the game. Although the units of study are similar to Soccer I, students will be assessed at a higher standard, using the PE metrics program as well as other standards based assessment tools. The program will also include 30% physical conditioning content where students will develop cardiovascular resistance, specific strengthening for soccer and flexibility.

Class size 6-24 students. 
Physical Education 9 & 10 are prerequisites. 
Students who have successfully completed this course may not repeat the class.

VOLLEYBALL  11 - 12
PEH330  
0.5 credit

Students who participate in Volleyball will have the opportunity to develop more deeply the fundamental skills of the sport. These skills include: movement patterns, forearm pass (underhand pass or the bump), serve, overhead pass, set, attack (spike), and block. In addition, students will learn individual and team offensive and defensive skills, examine game strategies and situations, and engaged in playing the game.

Class size 10-24 students. 
Physical Education 9 & 10 are prerequisites. 
Students who have successfully completed this course may not repeat the class.

ADVENTURE EDUCATION SPORTS  11-12
PEH380  
0.5 credit

The focus of this class is to enhance emotional, social as well as physical skills. To achieve our goal we will make use of different traditional sports like hockey, baseball and ultimate Frisbee; non-traditional sports such as climbing,
orienteering, cross country running as well team building activities. Other components of the class are physical conditioning and risk taking; one enhancing physical endurance and the other emotional strength. Assessments are based on different standards based rubrics, including PE metrics and fitness gram.

Class size 4-16 students.
Physical Education 9 & 10 are prerequisites.
Students can take this elective a maximum of 2 times.

STRENGTH AND CONDITIONING 11 - 12
PEH311
0.5 credit

This class is designed to provide students with the opportunity to explore and understand the benefits of Strength and Conditioning for a lifetime. The students will participate in various physical activities and learn a variety of fitness habits that promote a healthy lifestyle. This class is designed to meet the physical, mental, and social needs of the whole student. The primary objectives are to improve physical fitness, increase knowledge and skills of lifetime sports, and develop awareness of health practices.

Class size 4-16 students.
Physical Education 9 & 10 are prerequisites.
Students who have successfully completed this course may not repeat the class.

YOGA AND STRETCHING 11 - 12
PEH382
0.5 credit

This course is for students who are interested in acquiring skills such as relaxation, concentration, flexibility, body control and meditation through the practice of the ancient Hindu tradition of Yoga. Yoga will introduce students to body control through different mental and physical disciplines which will bring results in improved flexibility, excellent handling of breathing for moments of relaxation in everyday life.

Class size 2-24 students.
Physical Education 9 & 10 are prerequisites.
Students who have successfully completed this course may not repeat the class.

GYMNASTICS LEVEL I
PEH381
0.5 credit

This course seeks to provide students with an opportunity participate in an individual sport, as a complementary option alongside high quality traditional and team sports. Gymnastics is a sport that has excellent benefits, covering all educational dimensions such as physical, mental and social / emotional development. Some of its benefits include improved coordination, body control, physical attributes related to flexibility, endurance and overall strength as well as those relating to balance, flexibility, speed, and power. On the cognitive side, this course encourages memory, organization, sequencing, concentration and partnership capacity among others. On the social and emotional side, gymnastics develops character, discipline, self-control, self-respect, and promotes the use of values such as responsibility and self-care (USA Gymnastics 2010).

Class size 4-16 students.
No prerequisite.
Students who have successfully completed this course may not repeat the class.

DANCE COURSES

AEROBICS 9 - 12
PEH360
0.5 credit

Students may take this elective class, which involves opportunities to enjoy, relax, have social interaction, and develop skills in dancing. In aerobics class students will engage in aerobic exercises using music of different rhythms: dance music, samba, raggaeton, reggae, salsa, folkloric, etc. Aerobics is a very complete sport that combines movement, music, dance, flexibility, strength, and endurance. In addition, it is very beneficial as it improves the cardiovascular, respiratory, and skeletal systems. Students participating in aerobics will experience weight loss, reduce feelings of depression and/or anxiety, improve fitness, reduce the effects of stress, as well as improve concentration and coordination.

• The PE uniform is used for all dance classes; however students may also wear dark blue or black leggings.

Class size 4-22 students.
No prerequisite.
Students can take this elective a maximum of 2 times.

RUMBA 9 – 12
FIN700
0.5 credit

Rumba is a one semester elective class where students choose to participate voluntarily in order to enjoy and develop skills in dancing. Students will experience aerobic entertainment using different rhythms: dancing music, samba, raggaeton, reggae, salsa, folkloric, among others. Participation in this class will help increase functioning of the cardiovascular
system, improve hormonal balance, eliminate fat, and heighten psychological well-being. Steps and circuits will be used in the class. This course can count as ½ credit in Fine Arts or Physical Education.

- The PE uniform is used for all dance classes; however students may also wear dark blue or black leggings.

Class size 4-22 students. No prerequisite. Students can take this elective a maximum of 2 times.

MODERN DANCE 9 – 12
FIN701 0.5 credit
Modern dance is an expressive form that develops body movement in an organic way, facilitating the learning of students through assimilation of the use of space, different types of energy, and the musicality of the movement. It develops the corporal domain leading to comprehension in the execution of movements from the technical as well as the expressive parts. Students will not only learn modern dance techniques, they will develop their own way of seeing, thinking, and dancing. This course can count as ½ credit in Fine Arts or Physical Education.

- The PE uniform is used for all dance classes; however students may also wear dark blue or black leggings.

Class size 4-22 students. Physical Education 9 & 10 are prerequisites. Students can take this elective a maximum of 2 times.

HEALTH TOPICS 11 - 12
PEH396 0.5 credit
The two main topics of this class are focused on psychoactive substances and human sexuality. The goal of the class is to provide the student with information in order to make healthy decisions regarding substances and sexuality. The course will examine the effects, consequences and legislation of drug use in society and the relevant responses and interventions. Students will have the opportunity to learn more about themselves, how to make healthy choices, and use refusal skills with regard to drug consumption. In terms of sexuality, the content will focus on self-knowledge, decision-making, and self-esteem, as well as the physical, psychological, spiritual and social approaches to human sexuality as well as cover topics such as relationships and decision making, sexual behavior in teenagers, abstinence and sexual readiness, gender issues and sexual identity, sexual orientation and prevention of sexually transmitted infections, contraception and teen pregnancy, as well as sexual violence.

No prerequisite.

PHYSICAL EDUCATION POLICIES FOR ABSENCE, UNIFORM, VALIDATION, & EXEMPTION

Absence or Excuse from PE Class

Short term (1 class)
- Must present a parent or infirmary note stating the reason for not participating in class.

Medium term (2 classes to 5 classes)
- You must submit a medical excuse, indicating the illness and time excused from PE.

Long term (6 classes or more)
- Must submit a medical excuse, indicating the illness & time excused from PE.
- Must submit a medical note to resume physical activity after said time excused
- Submit a written project for each UNIT of study which will be assessed to determine the student’s theoretical knowledge of the standards and benchmarks.
- Depending upon illness/injury the student may be placed in another class.

PE Uniform – Students are expected to wear the CNG PE uniform including shirt, shorts or pants, tennis shoes, and CNG sweatshirt if needed.

1. No article of the regular or formal CNG uniform (sweater, polo, pants, etc.) is considered part of the PE uniform.
2. Students who arrive to class without the PE uniform may not participate in class. They must watch class from the sidelines and may not use electronic devices.
3. If the student missed a test, they must make up the class with their teacher during opportunity hours.
BIOLOGY 9 A & B

SCI100/SCI101 0.5 credit each

This course is a basic introduction to the science of biology. Theoretical understanding will be strengthened by the use of laboratories and scientific readings, and connections between theory and everyday life will be emphasized. Content will include the study of cells, cellular energetics, ecology, genetics, inheritance and evolution.

This is a required class for all students.

PRE-ADVANCED PLACEMENT BIOLOGY 9 A & B

SCI150/SCI151 0.5 credit each

Students learn basic concepts in genetics, heredity, ecology and evolution. Students continue to improve their skills in writing academic research papers and reading scientifically relevant literature. Pre-AP Biology teaches students to identify a question, plan research, carry out an experiment, and write a scientific article. In addition to the textbook and science journal articles, students will be required to read and analyze The Immortal Life of Henrietta Lacks during the first semester and Born to Run in the second semester. Students will be prepared to move into AP Biology or AP Environmental Science by the end of Pre-AP Biology. This course fulfills the 9th grade science requirement.

CHEMISTRY 10 A & B

SCI200/SCI201 0.5 credit each

The purpose of this course is to help students develop a better understanding of the physical world. The course focuses on conceptual understanding and quantitative problem-solving, especially stoichiometry. Topics studied include the structure of matter, states of matter, the periodic table, chemical bonding, nomenclature, chemical reactions, behavior of gases, stoichiometry, acid-base chemistry, and a brief introduction to chemical equilibrium. This is a required class for all students.

PRE-ADVANCED PLACEMENT CHEMISTRY 10 A & B

SCI250/SCI251 0.5 credit each

This is an academically rigorous course that covers the principles of general chemistry from both practical and theoretical perspectives. The units covered correspond to those of the regular chemistry class, with special emphasis on problem-solving, stoichiometry, equilibrium and error analysis of laboratory work. Students will regularly be asked to solve AP and university-level chemistry problems.

Pre-AP Biology or special evaluation by instructor is a prerequisite. Students must pre-register through the AP Academy.

PHYSICS 11 A & B

SCI400/SCI401 0.5 credit each

This general physics program emphasizes understanding of concepts, laboratory investigation and applications in the everyday world. Content includes kinematics, dynamics, momentum, energy, non-linear motion, properties of matter, heat, waves, light, sound, electricity and the atom. This is a required class.

PRE-ADVANCED PLACEMENT PHYSICS 11 A & B

SCI450/SCI451 0.5 credit each

This is a general math-based physics program which emphasizes understanding of concepts, problem solving and laboratory investigation. Content includes kinematics, dynamics, momentum, energy, non-linear motion, properties of matter, heat, waves, light, sound, electricity and the atom. This fulfills the physics science requirement.

PreAP math at a high level is a pre-requisite, or must be taken simultaneously. Students must pre-register through the AP Academy.
Los compuestos orgánicos y sus derivados tienen una alta relevancia mundo real. Reconocer, nombrar y explicar las reacciones principales de dichos compuestos y su importancia para la industria química es uno de los objetivos de este curso; así como el de suplir las necesidades de los estudiantes que van a tomar el examen de estado (Saber Test) en el área de las ciencias, cuyos principales unidades de estudio en Biología, Física y Química se abordarán de manera teórico-práctica que permita reforzar los conocimientos previos que los estudiantes han adquirido durante su vida estudiantil pero enfatizándolos en el idioma español. This class is required for students in the Bachillerato Diploma Program, this course is taught in Spanish.

CONCEPTUAL PHYSICAL SCIENCE – TWO YEAR COURSE Year One 10 – 11 A & B

SCI360/SCI361 0.5 credit each

Conceptual Physical Science is a two-year course option that can be used as a replacement for introductory chemistry and introductory physics. The aim is to provide a clear and engaging introduction to physics and chemistry, with some additional coverage of astronomy and earth sciences topics. The course stresses the use analogies and everyday examples to clarify key concepts and help students better understand the foundations of the physical sciences. Instruction will stimulate active learning through critical thinking exercises, hands-on experiments, inquiry activities, and a modest amount of quantitative problem solving.

CONCEPTUAL PHYSICAL SCIENCE – TWO YEAR COURSE Year Two 10 – 11 A & B

SIC362/SIC363 0.5 credit each

This course is a continuation of the first year. Conceptual Physical Science is a two-year course option that can be used as a replacement for introductory chemistry and introductory physics. The aim is to provide a clear and engaging introduction to physics and chemistry, with some additional coverage of astronomy and earth sciences topics. The course stresses the use analogies and everyday examples to clarify key concepts and help students better understand the foundations of the physical sciences. Instruction will stimulate active learning through critical thinking exercises, hands-on experiments, inquiry activities, and a modest amount of quantitative problem solving.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE A & B with LAB 10 – 12

SCI490/SCI491 & SCI492/SCI493 0.5 credit each

AP Environmental Science is an interdisciplinary course focused on a scientific approach but including data from social and political issues. The goal of this 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 both natural and human-made environmental problems, to evaluate the relative risks asso-
associated with these problems, and to examine alternative solutions for resolving or preventing them. This course includes a strong laboratory and field investigation component. Students will test concepts and principles introduced in the classroom, explore specific problems with a depth not easily achieved otherwise, and gain an awareness of the importance of variables that exist in the “real world.” This course can count as a capstone concentration course.

Pre-AP Chemistry or Chemistry must be completed or taken concurrently. Students must be concurrently enrolled or have completed chemistry. Students must pre-register through the AP Academy.

ADVANCED PLACEMENT PHYSICS

B A & B with LAB 12

SCI474/SCI475 & SCI476/SCI477

0.5 credit each

This is a year-long, general course leading to the AP examination. This course uses algebra and geometry to develop students’ problem-solving skills. The content of the Pre-AP Physics course is expanded and treated in greater depth with an emphasis on application and problem solving. Exact content may be found on the College Board website. The course would be of great importance for potential science studies at University. This course can count as a capstone concentration course.

Students should preferably have had PreAP Math and PreAP Physics. Students must pre-register through the AP Academy.

ADVANCED PLACEMENT PHYSICS

C A & B with LAB 12

SCI480/SCI481 & SCI482/SCI483

0.5 credit each

A one year course designed as a foundation for students particularly interested in continuing with physical science or engineering. The course is calculus-based and emphasizes deep analysis of physical situations with the corresponding problem solving. Content emphasis is on Newtonian mechanics. This course can count as a capstone concentration course.

AP Calculus must be taken concurrently as a prerequisite. Students should preferably have had PreAP Physics. Students must pre-register through the AP Academy.

ASTRONOMY 11-12

SCI482

0.5 credit

We look up in the night sky and see many beautiful stars, but they are even more beautiful when we look at them through a telescope. In Astronomy, we will explore our solar system and our universe and learn that the elements in our bodies were made from exploding stars! The course requires students to observe, reason, infer and conclude as they explore the universe using a variety of technologies. Students will appreciate the perspective astronomy and cosmology offers about the uniqueness of humanity, our planet, and our solar system.

Prerequisite: 3.0 or higher in chemistry/pre-AP chemistry.

HUMAN ANATOMY & PHYSIOLOGY I 11-12

SCI486

0.5 credit

This course provides a yearlong study of the anatomy and physiology of the human body, broken into two semesters. The first semester may be taken separately. The course contains structure/function relationships, homeostasis, levels of organization, and the systems of the human body. The systems in focus during first semester include the integumentary, skeletal, muscular, nervous, and endocrine systems. Upon completion of this semester, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and the interrelationships of specific body systems learned. Laboratory work includes dissection of preserved specimens, microscopic study, physiologic experiments, and computer simulations.

Prerequisite: Biology & Chemistry

HUMAN ANATOMY & PHYSIOLOGY II 11-12

SCI487

0.5 credit

The second semester of this course continues on from the topics discussed first semester, so it can not be taken separately. The systems in focus during second semester include the circulatory, lymphatic, digestive, respiratory, urinary, and reproductive systems. As with first semester, the course studies structure/function relationships, homeostasis, levels of organization in our discussion of body systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and the interrelationships of specific body systems learned. Laboratory work includes dissection of preserved specimens, microscopic study, physiologic experiments, and computer simulations.

Prerequisite: Biology & Chemistry
NUTRITION & A HEALTHY LIFESTYLE

SCI481 0.5 credit

Have you ever wondered what it means to eat “right”. Are you unsure whether it is healthier to be a vegetarian or eat a carbohydrate free diet? The diet and weight loss industry nets billions of dollars each year while world-wide obesity rates are on the rise. In Nutrition and a Healthy Lifestyle, students will explore healthy lifestyle choices by scientifically analyzing popular diets and exercise programs and by tracking their own caloric intake and output using smart technology applications.

DEPARTAMENTO DE CIENCIAS SOCIALES Y FILOSOFIA

La enseñanza de las Ciencias Sociales en el Colegio Nueva Granada busca que los estudiantes desarrollen la capacidad de comprender procesos sociales, a partir del estudio de diferentes fuentes y con el apoyo de múltiples disciplinas. Los estudiantes asumirán posiciones críticas frente a los temas estudiados, y plantearán propuestas que contribuyan de modo eficaz a la transformación de los fenómenos sociales haciendo uso de sus competencias ciudadanas.

La enseñanza de la Filosofía busca acercar a los estudiantes a las principales preguntas, problemas, movimientos y contextos filosóficos, desarrollando habilidades de pensamiento con las que puedan asumir de modo reflexivo un proceso de autocomprensión y de sentido crítico sobre los individuos, su lugar en el mundo y en la historia.

LATIN AMERICAN STUDIES 9 A & B
SOC100/SOC101 0.25 credit each

This subject is designed for 9th grade students who are in High School Diploma. It provides an introduction to the general Latin American and Colombian issues into 19th and 20th centuries; through the analysis of several topics like economics, politics and cultural expression of the region. The analysis of such an important tensions into this society will take place around the scenario of the international affairs, between countries and their relationship with the United States and Europe as a way to define themselves as nations who have a past in common, a shared present and an expectation for the future.

PRE-REQUISITO: haber cursado los cursos de sociales de 7th-8th grado.

ESTUDIOS COLOMBIANOS 9 A & B
SOC102/SOC103 0.25 credit each

Este curso esta diseñado para los estudiantes de grado noveno que cursan el Programa de Bachillerato colombiano. Éste propone el estudio de la transición del siglo XIX al XX sobre el principio de modernización del Estado, la dinámica de la producción económica y las tensiones sociales que se producen a través del cambio en las estructuras culturales. Tomando en cuenta los diversos actores y los distintos escenarios de la historia colombiana y su relación con los procesos dentro del contexto regional, sobre la base de las relaciones internacionales y multilaterales del Estado colombiano con sus pares latinoamericanos, además de los vínculos políticos y económicos con Estados Unidos y Europa.

No prerequisites.
La clase de Sociales en el Colegio Nueva Granada tiene como objetivo fortalecer los vínculos de identidad y compromiso del estudiante con Colombia a través del estudio de la historia, la cultura y su actualidad, económica, política y social. Para ello, el programa de Ciencias Sociales en High School se encuentra alineado con las disposiciones del Ministerio de Educación Nacional en donde hay espacio para considerar aspectos como las competencias ciudadanas y la valoración de la diversidad étnica y cultural del país.

Para llevar a cabo nuestro programa partimos del uso de fuentes primarias y secundarias, así como la utilización de metodologías de clase que desarrollan altos niveles de pensamiento crítico.

Para cumplir este objetivo, las asignaturas de Ciencias Sociales se imparten desde tres ámbitos del conocimiento, a saber, economía, geografía y política y se estudian a partir de cuatro períodos históricos organizados por grado, así:

Grado décimo: de las reformas liberales del siglo XX hasta el contexto de las transformaciones de los años 70’s

Grado once: Colombia desde la década de los 70’s hasta nuestros días.

Grado doce: Contextualización de la historia colombiana en el escenario Latinoamericano en el siglo XX y XXI.

Aprobar estos cursos es requisito para obtener el diploma de bachillerato.

Pre-requisito haber cursado los cursos de sociales de 7th–9th grado.

La asignatura de Estudios Colombianos Pre-AP tiene por objetivo fortalecer los vínculos de identidad y compromiso del estudiante con Colombia a través del estudio de su historia, su cultura y su actualidad, económica, política y social. Para ello, y a diferencia de la clase de Sociales, se estudiarán textos con mayor nivel de dificultad tanto en los contenidos, como en los procesos de argumentación, análisis y relación. Estos textos y el trabajo de los estudiantes estarán enfocados en desarrollar una perspectiva crítica desde la dinámica histórica internacional, teniendo como eje el contexto colombiano. La exigencia es mayor respecto de las clases regulares, pues supone niveles de lectura, escritura y argumentación más elaborados.

La secuencia histórica que se aborda sigue la organización del programa de Sociales. A través de los mismos ejes temáticos, se presentan otras fuentes, problemas y contextos históricos que amplían la perspectiva del estudiante del curso Pre-AP.

Pre-requisito haber tomado Sociales en grado 9th y ser recomendado para ingresar al curso Pre AP.

El programa de Filosofía en el Colegio Nueva Granada se propone introducir a los estudiantes en el estudio general de las principales preguntas, problemas, movimientos y contextos filosóficos. El aprendizaje se desarrollará por medio de la lectura, interpretación y análisis de fuentes secundarias, el examen y caracterización de las principales propuestas y movimientos filosóficos y sus implicaciones en la historia de la humanidad. Los estudiantes de grado décimo desarrollarán su trabajo a partir del contexto de la Antigüedad, esto es, el periodo comprendido entre el siglo VIII a.C y el siglo III d.C. y se concentrará en el pensamiento griego-ático. En grado once los estudiantes abordarán los temas propios de la filosofía del Renacimiento y la Modernidad y, finalmente, en grado doce, se estudiará el pensamiento de los filósofos más representativos de los siglos XIX y XX así como su influencia en el mundo contemporáneo.

Pre requisito haber tomado sociales de grado 9th.
FILOSOFIA PRE AP 10-12
SOC355 - 11
SOC455 - 12
0.5 credit each

La asignatura de Filosofía Pre-AP tiene la misma estructura temática del Programa de Filosofía, sin embargo, no sólo busca acercar a los estudiantes del Colegio a las principales preguntas, problemas, movimientos y contextos propios de la reflexión filosófica con base en el estudio de la Historia de la Filosofía y a partir de las propuestas de los pensadores más representativos de la Antigüedad, el Medioevo, la Modernidad y la Era Contemporánea, sino que pretende llevar a los estudiantes a que tomen posición sobre los temas estudiados y que den cuenta de sus opciones vitales e intelectuales a partir de ello. Este trabajo se desarrolla fundamentalmente a partir de la lectura de fuentes primarias y de la escritura de textos argumentativos con lo cual se busca que los estudiantes desarrollen habilidades propias del pensamiento crítico y reflexivo, de tal modo que puedan asumir una postura fundada en razones y no en opiniones no sólo sobre las propuestas filosóficas estudiadas, sino frente a sus propias determinaciones y las de su contexto.

Pre-requisito haber tomado Sociales en grado 9th y ser recomendado para ingresar al curso Pre AP.
This class is taught in Spanish

SOCIALES ELECTIVES

CINE Y REALIDAD 11-12
SOC408
0.5 credit

El cine ofrece diversas perspectivas con respecto a acontecimientos de la vida local, regional y mundial, por eso, en esta electiva el estudiante tendrá la oportunidad de conocer, analizar y asumir una posición crítica sobre diversos personajes, historias y acontecimientos que han sido significativos en la historia. El análisis a las películas nos permitirán hacer foros y discusiones en las que consideremos distintas posiciones sobre un mismo aspecto y expresar así, libremente perspectivas y opiniones.

No tiene pre requisito.
This class is taught in Spanish

SITUATION ROOM 11-12
SOC481
0.5 credit

Con base en la estructura de juegos de simulación los estudiantes investigarán en tiempo real y utilizando distintos herramientas tecnológicas, hechos de actualidad como desastres naturales, ataques terroristas, protestas, reacciones inesperadas del mercado, etc. La información recogida y analizada nos ayudara hacer debates sobre el problema y contexto en el que ocurre. Esta actividad será desarrollada en cada clase, cumpliendo con el objetivo de conocer y comprender la actualidad nacional y mundial desde una perspectiva crítica y activa.

No tiene pre requisito.
This class is taught in Spanish

SOCIAL STUDIES DEPARTMENT

WORLD HISTORY I 9 A & B
SSD100/SSD101

WORLD HISTORY II 10 A
SSD102
0.5 credit each

World History I & II are courses designed to challenge students with higher level thinking skills and mastery of world history content. World History I & II explores the major eras with emphasis on political, economic, cultural and social history from the time of the first civilizations through the modern era. These courses span over three semesters, two semesters in 9th grade and one in 10th grade. The six historical themes* that provide a framework for these courses include:

- The relationship of change and continuity from 8,000 BCE to the present;
- Impact of interaction among and within major societies;
- Impact of technology, economics, and demography on people and the environment;
- Systems of social structure and gender structure;
- Cultural, religious, and intellectual developments;
- Changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state.

These themes are based on AP World History Themes provided by College Board. No prerequisite.
PRE-ADVANCED PLACEMENT
WORLD HISTORY 9 A & B
SSD150/SSD151
0.5 credit each

Pre-AP Global Studies is a course designed to challenge students with higher level thinking skills and mastery of content. It is intended to prepare students for AP-level social studies classes which are offered beginning in the 10th grade. This rigorous course will continue the chronological focus on Global History begun in Grade 8. Chronologically, this course begins after 1500 and includes historical themes including: An Age of Revolution (1750 – 1914); A Half Century of Crisis and Achievement (1900 - 1945); The 20th Century since 1945; Global Connections and Interactions. The distinguishing characteristics of this course include: willingness to do extensive reading, participation in classroom discussions, and excellent research, writing and language skills. Students will be expected to develop their critical thinking skills and formulate understandings using the higher level thinking skills of analysis, synthesis, evaluation, and application. Assignments will include extensive analytical writing. This course fulfills the grade 9 social studies requirement.

UNITED STATES HISTORY 11 A & B
SSD200/SSD201
0.5 credit each

This course is the study of the history of a great experiment in representative democracy. The basic principles and core values expressed in the Declaration of Independence became the guiding ideas for the United State’s civic culture. United States history since the Declaration of Independence has witnessed continuing efforts to apply these principles and values to all people. Adoption of the United States Constitution codified these principles, but, as the history of the United States nation shows, that document and its amendments represented only the first step in achieving “liberty and justice for all.” This course presents a broad thematic overview of the major political, social, economic, and geographical concepts of United States history. The first half deals with the early development of American society, government, and expansion and includes the following units: A Nation is Created; Experiments in Government; Life in the New Nation; Division and Reunion; An Industrial Society. The second half centers on Social and Political Developments of the 20th century and the emergence of the United States as a world power and includes the following units: The United States as an Independent Nation in an Increasingly Interdependent World; The U.S. Between the Wars; The U.S. Assumes Worldwide Responsibilities; The Changing Nature of the American People from World War II to the Present. Emphasis is placed on research skills, critical thinking, and writing as well as content. This course is a requirement for students in the high school diploma program, typically taken at grade 10, but can also serve as an elective. This course can count as a capstone concentration course for Bachelorato students if taken in senior year.

Global Studies 9 or PreAP Global Studies 9 are prerequisites.

AP SOCIAL STUDIES ELECTIVES
ADVANCED PLACEMENT ART HISTORY 11 – 12 A & B
FIN250/FIN251
0.5 credit each

The AP Art History course should engage students at the same level as a college art history survey course. Such a course involves critical thinking and students should develop understanding and knowledge of diverse historical and cultural contexts of art. In the course, students will examine and critically analyze major forms of artistic expression from the past and the present in a variety of cultures. The course covers art from the prehistoric period through postmodernism and is designed to provide students with the same material covered in an introductory college course in art history. Students will gain knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students will examine and critically analyze major forms of artistic expression form the past and present and from a variety of European and non European cultures. While the course does not assume prior training or seek primarily to identify students who will major in art history in college, it does require a high degree of commitment to academic work and to the purposes of a program designed to meet college standards. Students who have done well in other courses in the humanities, such as history and literature, are specially encourage to enroll. The AP Art History course prepares students to take the AP Art History Exam. This course can count as 1.0 credit in Fine Arts or Social Studies. This course can count as a capstone concentration course.

Students must pre-register through the AP Academy.
ADVANCED PLACEMENT HUMAN GEOGRAPHY
11 - 12 A & B
SSD360/SSD361
0.5 credit each

This is a yearlong course that focuses on the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the situation in both the United States and in Colombia. CD-ROM and Internet activities are used to explore certain topics. Course objectives include:

- To introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface.
- To learn about and employ the methods of geographers, especially including observation, mapmaking, data gathering and reporting, and technical writing.
- To employ spatial concepts, geographic vocabulary, and landscape interpretation to a variety of locations and situations around the globe and in local areas.
- To develop a geographic perspective with which to view the landscape and understand current events.

Human Geography is a college level course offered to high school students at Colegio Nueva Granada in accordance with the audit requirements of The College Board. The course relies heavily on college-level texts, comprehensive case studies, and outside readings. It is an opportunity for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. It should be noted that sitting for the AP examination is a course requirement. This course can count as a capstone concentration course.

Students must pre-register through the AP Academy.

ADVANCED PLACEMENT MACRO ECONOMICS
11 - 12 A & B
SSD370/SSD371
0.5 credit each

The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Economics is a unique social science in that it requires both significant math and logic skills. Students will be required to not only read independently, but participate in economic thinking activities, both in an accompanying workbook text as well as online using interactive lessons. Student participation on a regular basis is a requirement for success in this course as it is a sequential learning experience. It should be noted that sitting for the AP examination is a course requirement. This course is for students in grades 11-12 who have successfully passed Grade 10 math. This course can count as a capstone concentration course.

Students must pre-register through the AP Academy.

ADVANCED PLACEMENT MICRO ECONOMICS
12 A & B
SSD374/SSD375
0.5 credit each

As our world becomes more interconnected through technological advances, an awareness of basic economic theory becomes imperative for the active citizen. Consumers and producers, as well as national economies, rely on economic information for their decision making. Students will gain a rounded understanding of the principals of macro-economics and how they apply in the reality of today’s globalized environment. The course places emphasis on providing a diverse and solid foundation in all principal aspects of economic thinking and analysis, and integrates an advanced study of Latin American and Colombian Case Studies. The course provides an essential theoretical and analytical background for any student considering business, economic, or financial studies. Students will also learn the basic analytical tools of macroeconomics primarily the aggregate demand and aggregate supply model and its application in the analysis and determination of national income, as well as evaluating the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability. Recognizing the global nature of economics, students will also have ample opportunities to examine the impact of international trade and international finance on national economies. Various economic schools of thought are introduced as solutions to economic problems are considered. Economics is a unique social science in that it requires both significant math and logic skills. Students will be required to not only read independently, but participate in economic thinking activities, both in an accompanying workbook text as well as online using interactive lessons. Student participation on a regular basis is a requirement for success in this course as it is a sequential learning experience. It should be noted that sitting for the AP examination is a course requirement. This course is for students in grades 11-12 who have successfully passed Grade 10 math. This course can count as a capstone concentration course.

Students must pre-register through the AP Academy.
requirement for success in this course as it is a sequential learning experience. It should be noted that sitting for the AP examination is a course requirement. This course is for students in grades 11-12 who have successfully passed Grade 10 math and have successfully completed Macroeconomics. This course can count as a capstone concentration course.

Students must pre-register through the AP Academy.

ADVANCED PLACEMENT
COMPARATIVE GOVERNMENT
11 – 12 A & B
SSD397/SSD398

0.5 credit each

AP Comparative Government is a college level survey/ seminar in the study of the fundamental concepts used by political scientists to study the process and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and analyzing policymaking. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems, or, what they have done to make things worse. Furthermore, by comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being. Finally, comparison assists explanation. Why are some countries stable democracies and other not? Six countries form the core of this course: China, Great Britain, Iran, Mexico, Nigeria and Russia. *excerpted from the course description provided by College Board.

It should be noted that sitting for the AP examination is a course requirement. This course can count as a capstone concentration course.

Students must pre-register through the AP Academy.

ADVANCED PLACEMENT
UNITED STATES GOVERNMENT
11 – 12 A & B
SSD395/SSD396

0.5 credit each

AP United States Government and Politics is a college level survey/seminar in the study of U.S. Government. It is designed to give students an analytical perspective on government and politics in the United States. The major emphasis is places on the study of American political ide-
ology and the evolution of its institutions. The purpose is to demonstrate the political behavior of the American electorate, the function of its citizens, and their involvement in the local, state and national structures of the American political system. Students will be able to evaluate the role of the national government and its relationship to the concept of liberty in a pluralistic society. The discussions will emphasize the changing political culture of American society and its effect on voting patterns, trends and the processes in government. The structure and strategies utilized with the materials include: thematic studies, documentary readings, use of the inquiry method, a developed, well organized writing style and the ability to synthesize social science data to support and intelligent argument. The topics as laid out by The College Board are as follows: Constitutional underpinnings of the United States Government; Political Beliefs and Behaviors; Political Parties, Interest Groups and Mass Media; Institutions of National Government: the Congress, the presidency, the Bureaucracy and the Federal Courts; Public Policy; and Civil Rights and Civil Liberties. It should be noted that sitting for the AP examination is a course requirement. This course can count as a capstone concentration course.

Students must pre-register through the AP Academy.

ADVANCED PLACEMENT
UNITED STATES HISTORY 11 – 12 A & B
SSD390/SSD391
0.5 credit each

AP United States History is a college level course offered to high school students at Colegio Nueva Granada in accordance with the audit requirements of The College Board. The course is an intensive academic program that covers historical material from the colonization period to Present Day 20th Century history. The course challenges students at an accelerated pace to read and master historical knowledge in order to be able to analyze primary documents, and to write detailed and specific historical essays. This is a very demanding course that requires a great deal of effort and personal responsibility and independent study. This course is offered to all willing 10th, 11th and 12th grade students who can maintain the academic requirements of the course, who possess a keen interest in the subject area and who have the tenacity to accept a rigorous academic challenge. A formal standardized exam is taken in May and upon successful completion of this exam students may receive university credit from various universities based on their level of performance. The criteria for AP U.S. History includes:

- The study of political institutions, social and cultural developments, diplomacy and economic trends.
- Students will learn to analyze evidence and interpretations presented in historical scholarship.
- Classroom instruction will include an analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art and pictorial and graphic materials.
- There will be frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays.

It should be noted that sitting for the AP examination is a course requirement. This course satisfies the Grade 10 U.S. History requirement for a high school diploma. Although intended for 10 grade students, 11th and 12th grade students may enroll. This course can count as a capstone concentration course.

Students must pre-register through the AP Academy.

ADVANCED PLACEMENT WORLD HISTORY 10 – 12 A & B
SSD400/SSD401
0.5 credit each

This course at CNG is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. The course covers all periods of world history with emphasis on political, economic, cultural, and social history from the time of the first civilizations through the modern era. Students will read and write extensively throughout the course. The course relies heavily on college-level texts, primary sources, and outside readings. A special emphasis will be given to historical writing through essay and document-based questions (DBQ). The course will help students to develop certain “Habits of Mind” as identified by the College Board to aid in the study of history. Students must quickly become accustomed to presenting clear, concise, relevant and well-substantiated arguments in their written assignments, as well as in class discussions. Due to the enormous amount of information to be
covered between August and May, the class will be moving at fast rate. Most class meetings will be in lecture format. Any topics not covered in class due to time constraints or other extenuating circumstances will be the students’ responsibility. The Six AP World History Themes include: The relationship of change and continuity from 8,000 BCE to the present; Impact of interaction among and within major societies; Impact of technology, economics, and demography on people and the environment; Systems of social structure and gender structure; Cultural, religious, and intellectual developments; Changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state. It should be noted that sitting for the AP examination is a course requirement. This course can count as a capstone concentration course.

Students must pre-register through the AP Academy.

NON-AP SOCIAL STUDIES ELECTIVES

GENERAL ECONOMICS 9 - 12
SSD330
0.5 credit

The study of economics should provide students with the economic knowledge and skills that enable them to function as informed and economically literate citizens in our society and in the world. The course is designed to be useful for all students, emphasizes rational decision making, and encourages students to become wiser consumers as well as better citizens. This course provides students a broad investigation into basic economic concepts as well as a special focus on personal finance. Significant time will be devoted to examining the role of economic decision making and economic planning on the students’ personal lives. Students taking this course should be prepared to do basic math and enjoy web based learning. Students will use a variety of intellectual skills to demonstrate their understanding of how societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms. Topics of study will include: Basic Economic Concepts; Economic Indicators, Production Possibilities, and the Circular Flow; Aggregate Supply and Demand and Economic Growth; Money, Banking and Monetary Policy; The Government in the Economy and Stabilization; International Economics. Our textbook will provide the basic reading accompanied by online interactive lessons, videos and web quests. This course has open enrollment for grades 11-12 and serves as an elective.

No prerequisites.

GENERAL PSYCHOLOGY 9 - 12
SSD310
0.5 credit

The course aims to provide students with the general overview of Psychology. Emphasis is on the scientific approach to understand human behavior and mental processes. Topics covered include: History and Approaches of Research Methods; Social Psychology; Neuroscience and the Biological Bases of Behavior; Sensation and Perception; Developmental Psychology; Personality; States of Consciousness; Motivation and Emotion; Learning and Cognition; Intelligence and Testing; Psychological Disorders; Treatment of Psychological Disorders. Students will be required to complete out-of-class reading, develop a course specific vocabulary, participate in demonstrations, surveys, field studies and simulated experiments. It is the goal of this course that students will better know themselves when the course is completed. This course has open enrollment for grades 11 and 12.

No prerequisites.

GLOBAL SUSTAINABILITY 11 - 12
SSD410
0.5 credit

If you have a genuine interest in making a contribution to a better world personally, ecologically, and socially, this is the course for you. This course will prepare students with a critical awareness of contemporary global issues and how they can become part of the solution on an individual, community, national, and global context. Students will be engaged in current topics, provocative readings, discussions and debates, research projects, action research, solutions proposals, making documentaries, field trips, and service learning. The units of study include: Global Issues; Understand Population and Carrying Capacity; History, Trends, and Possibilities; Meeting Essential Human Needs: Food, Water, and Energy; Environment: Keeping Our House in Order; Quality of Life: Culture, Health, Education, and Human Rights; Building
Sustainability: Governance, Economic Development, and Peace; Possible Futures and Sustainable Solutions. The essential questions we begin with are:

- What are global issues?
- What is sustainability?
- What is a global perspective?
- How can youth be involved in global issues and sustainable solutions?
- What concepts and tools can help people understand and work towards sustainable solutions?

This course has open enrollment for grades 11-12 and serves as an elective.

**INTRODUCTION TO HISTORY OF ART AND CULTURE 9-12**

FIN250 0.5 credit

The History of Art and Culture course seeks to develop a critical vision of diverse historic and cultural processes that were vital for the development of art in all its forms. The course presents students with a unique opportunity to learn about the complex ties that interlock history and culture. Students will delve into the patterns and relationships that exist between various areas of knowledge. Throughout the course, students will examine and analyze the most representative manifestations of art since the beginning of time. The course looks to develop expertise in the visual identification of art and a keen sense of the period and context in which the artwork was created. By the end of the course, students will be able to understand the techniques employed by the artists as well as the importance of art patrons, politics, and religion. The course focuses on the relationship between artist and society in order to understand art as a manifestation of the spirit of its time period. The History of Art and Culture is an elective course which can be applied toward credits in Fine Arts or Social Studies. It is a great introduction and preparation for AP Art History.

_No prerequisites._

**UNITED STATES FOREIGN POLICY 11 – 12 A & B**

SSD350/SSD351 0.5 credit each

This course is intended as an introduction to the basic concepts, themes, and issues in the US Foreign Policy. In this course students will familiarize themselves with the international sources of foreign policy, the models of international relations and foreign policy, and the foreign policy making in the United States. The course will address a series of key questions. (1) What are those factors that have been, and are the most important in determining the content of US foreign policy? (2) What are the major goals of US Foreign Policy in the most important issue areas? (3) Have past policies been well-designed to achieve those goals, and are current policies likely to help the United States achieve its foreign policy goals in the future? (4) Could past policies have been, and should current policies be modified in ways designed to increase the probability that US foreign policy goals are achievable? (5) Are there foreign policy goals that have been or are overlooked, avoided, or under-emphasized by US foreign policy makers? We will, for example, examine the US conduct of the Persian Gulf War. We will also deal with the crisis and ensuing war in the Kosovo region of Yugoslavia. The relationship between the United States and Latin America will receive special attention. This course has open enrollment for grades 11-12 and serves as an elective. This course can count as a capstone concentration course.

_US Government or US History are prerequisites._
The Spanish Literacy Program is designed to serve students who are proficient Spanish speakers but have received non or little formal instruction in the language. The program focuses on enhancing reading and writing skills in Spanish in order to help students be able to perform and cope with the academic demands of the regular Spanish classroom.

- Objectives:
  - to learn the specifics of the writing craft in Spanish which cannot be transferred from English. (spelling, mechanics, organization)
  - to develop reading decoding and comprehension skills in Spanish.

The students who qualify for this program are:
- proficient Spanish speakers who have received little or no formal instruction in Spanish.

The students who do not qualify for this program are:
- Students previously enrolled in the Spanish as a New Language Program
- Students who are lagging behind in their academic development in the regular Spanish class.

Students who complete this year course will be enrolled in the regular Spanish class the following year and are entitled to specific accommodations.

El programa de Español en noveno busca desarrollar las 4 habilidades del lenguaje: lectura, escritura, habla y escucha, por medio de los temas (situación actual colombiana), los géneros literarios (épica, lírica, dramática, narrativa y ensayo), sobre los cuales se leerán diferentes textos y se desarrollarán escritos que sustenten la comprensión y demuestren pensamiento crítico. Todos los escritos se realizarán teniendo en cuenta: el proceso de producción escrita, la organización por medio de párrafos, el buen desarrollo de ideas usando conectores, el correcto uso de la ortografía y la búsqueda de una voz y estilos propios. Los procesos cognitivos y comunicativos de los alumnos también se trabajarán durante todo el transcurso del año, en algunos casos habrá actividades concretas y toma de conciencia del trabajo y proceso en cuestión, pero en otras situaciones simplemente se aprenderán en el diario convivir y en la constante reflexión grupal, individual y guiada. Esta clase es requisito para los alumnos del programa de bachillerato.

Español 8º es pre-requisito.
El programa contempla las áreas de literatura, lectura, gramática, producción escrita y expresión oral. Se propone el desarrollo de competencias de lectura, escritura y de manejo de la lengua formal dentro del marco de la literatura latinoamericana. Se leen obras representativas desde la época prehispánica hasta la contemporánea. Se promueve el enriquecimiento del vocabulario y la adquisición de nuevos y más complejos niveles de ortografía, los cuales deben mostrarse en la producción de crónicas, cuentos, artículos, comentarios, trabajos de investigación y ensayos. Este curso cumple con los requisitos del programa de bachillerato.

PreAp Español o Español 9 es pre-requisito.

Los estudiantes deben pre-registrarse en el AP Academy.

**ESPAÑOL 10 A & B**

SPA200/SPA201 0.5 credit each

Este curso busca generar una visión analítica y crítica del mundo y el entorno, a partir del análisis de diversos textos. Durante este proceso se pretende, a su vez, motivar al estudiante en la lectura de relatos legendarios y de temas históricos ya que en el curso se analiza la estrecha relación entre la literatura, la historia los mitos y la leyenda. Los temas abarcados van desde la antigüedad clásica hasta los principios del mundo moderno, se presenta una visión panorámica de los procesos culturales desde el punto de vista de la mitología, la literatura y el arte. Estos se utilizan como herramienta para aproximarse a cada época. El resultado de la reflexión sobre la literatura y su contenido cultural, sirve como tema para la elaboración de ensayos y para la realización de ejercicios de expresión oral, en un ambiente de respeto y tolerancia frente a las diferencias ideológicas. A nivel de expresión oral y escrita, el curso refuerza el uso de habilidades comunicativas tomando como marco referencial las diversas épocas culturales y artísticas de occidente, especialmente desde el uso de interpretación de símbolos literarios y mitológicos (preliterarios) dentro del proceso creativo y su aplicación en el discurso argumentativo como herramienta de pensamiento crítico. Este curso cumple con los requisitos del programa de bachillerato.

Español 10 es pre-requisito.

**PRE-ADVANCED PLACEMENT LITERATURA Y CULTURA HISPANOAMERICANAS 11 A & B**

SPA350/SPA351 0.5 credit each

El curso familiariza a los estudiantes con las obras de literatura clásica española desde la Edad Media hasta el siglo XIX. Enfatiza en el contexto histórico en el que se desarrolla cada una. Hace hincapié en el enriquecimiento del vocabulario como herramienta fundamental para la comprensión; fortalece el dominio de las estrategias para el análisis textual y contextual, y fomenta la reflexión necesaria para asumir una posición crítica frente al texto. La producción de ensayos críticos sirve de recurso para demostrar la defensa de las ideas propias. Los textos escogidos son los que necesitan conocer los alumnos para presentar exitosamente el examen de AP. Este curso cumple con los requisitos del programa de bachillerato.

Es necesario pre-registrarse en el AP Academy.

Español 9 es pre-requisito.

**ESPAÑOL 11 A & B**

SPA300/SPA301 0.5 credit each

Este curso busca generar una visión analítica y crítica del mundo y el entorno, a partir del análisis de diversos textos. Durante este proceso se pretende, a su vez, motivar al estudiante en la lectura de relatos legendarios y de temas históricos ya que en el curso se analiza la estrecha relación entre la literatura, la historia los mitos y la leyenda. Los temas abarcados van desde la antigüedad clásica hasta los principios del mundo moderno, se presenta una visión panorámica de los procesos culturales desde el punto de vista de la mitología, la literatura y el arte. Estos se utilizan como herramienta para aproximarse a cada época. El resultado de la reflexión sobre la literatura y su contenido cultural, sirve como tema para la elaboración de ensayos y para la realización de ejercicios de expresión oral, en un ambiente de respeto y tolerancia frente a las diferencias ideológicas. A nivel de expresión oral y escrita, el curso refuerza el uso de habilidades comunicativas tomando como marco referencial las diversas épocas culturales y artísticas de occidente, especialmente desde el uso de interpretación de símbolos literarios y mitológicos (preliterarios) dentro del proceso creativo y su aplicación en el discurso argumentativo como herramienta de pensamiento crítico. Este curso cumple con los requisitos del programa de bachillerato.

Español 11 es pre-requisito.
Spanish Language Arts Department

ADVANCED PLACEMENT LITERATURA Y CULTURA HISPANOAMERICANAS 12 A & B
SPA450/SPA451 0.5 credit each

Este programa fue diseñado en Estados Unidos y equivale al tercer año de universidad en Literatura Hispanoamericana. El contenido contempla el análisis de una gran variedad de textos literarios de todos los géneros; con un enfoque histórico, parte desde la literatura española del siglo XV, hasta la literatura hispanoamericana actual. El análisis literario y la evaluación de cada texto estudiado se presentan en ensayos expositivos y argumentativos los cuales se discuten en grupo; estos trabajos y el ejercicio oral sirven como evaluación de la clase. En consecuencia, el trabajo individual, el compromiso y la dedicación son fundamentales para el desarrollo exitoso del programa. Además, se exige la asistencia a diversos eventos que enriquecen el conocimiento de la lengua. Este curso cumple con los requisitos del programa de bachillerato colombiano.

Los estudiantes deben pre-registrarse en el AP Academy. PreAP Español 11º Español 11 es pre-requisito.

SPANISH AS A NEW LANGUAGE PROGRAM

The Spanish as a New Language Program is designed to serve foreign students in order to develop communicative skills in the Spanish language and therefore, be able to build a bridge with the Colombian culture. The program works on developing skills in the four language areas: listening, speaking, reading, and writing simultaneously.

Objectives:
• to understand spoken language, to communicate orally, to understand reading texts and write compositions in order to ease their adaptation process.
• to understand cultural aspects of the language, with an emphasis on the Colombian culture.

The students who qualify for this program are:
• foreigners who are interested in learning Spanish
• children of native Spanish speakers who do not speak the language

Students who speak fluent Spanish but are lagging behind in the literacy development in Spanish DO NOT qualify for this program.

Eligibility to the SNL program will be established using the CELF-4 that provides information on a student’s cognitive language proficiency (the ability to use a language to learn).

Students who have been successful in the regular Spanish classes (with or without accommodations) cannot go back to the Spanish as a New Language Program.

*If serious concerns regarding a student’s performance in the regular Spanish classroom arise, the following steps must be followed:

1. Spanish Teacher communicates concern to the World Languages Department (WLD) Coordinator in order to re-assess student.
2. Results of re-assessment are discussed among school principal, Spanish teacher, and WLD Coordinator.
3. This team makes a decision, and parents and SNL teacher are informed in order to proceed.

SPANISH AS A NEW LANGUAGE I

A – Beginning SNL 9 – 12
SPA500 0.5 credit

This course is designed for students who have not received any training in Spanish and are non-Spanish speaking students. The focus of this course is to help students be able to communicate basic information in oral and in written form such as asking and answering questions about personal information, giving time and date, likes and dislikes, describing the weather, ordering food in a restaurant, the school’s Snack Shack and Bookstore, and using cardinal and ordinal numbers, among other information. Cultural information in this course helps students identify differences in greetings, weather conditions, friendship, layout of streets and avenues in Bogotá and activities Colombians really enjoy. Students will gradually acquire vocabulary, grammar, and knowledge of the everyday life experience and will be able to use it in a new cultural environment.

Interview and testing will be used to determine level in SSL classes.

SPANISH AS A NEW LANGUAGE I

B – Beginning SNL 9 – 12
SPA501 0.5 credit

This course is designed for students who already have some vocabulary and structures in Spanish, but need to work on the use of verbs to express daily routines and actions. One of the course objectives is to instill confidence in the student by means of a communicative approach. Students attain a measurable degree of competency and proficiency in each of the main language skills: listening, speaking, reading, and writing. Students will transfer, apply, and integrate vocabulary, structures, and pronunciation
patterns. The short stories read throughout the course are topic related. By the end of this course, students are able to demonstrate appropriate use of verbs in the Present Tense.

Students should get approval from teacher to sign up for this course. Interview and testing will be used to determine level in SSL classes.

SPANISH AS A NEW LANGUAGE II
A – Intermediate SNL 9 – 12
SPA510 0.5 credit

This course is designed for students who are able to communicate well in Present Tense and have the Beginners Level vocabulary and grammar. Vocabulary is expanded and grammatical structures are more elaborate. This course enables students to review and apply more complex vocabulary and structures such as comparative and superlative adjectives, “por” and “para”, “ser” and “estar”, and use stem changing verbs, reflexive verbs and pronouns. Reading comprehension is reinforced through short stories that contain an intermediate level of vocabulary and structures. Students will also develop cultural awareness and understanding of Colombian music, cuisine, holidays, and cultural differences.

Students should get approval from teacher to sign up for this course. Interview and testing will be used to determine level in SSL classes.

SPANISH AS A NEW LANGUAGE II
B – Intermediate SNL 9 – 12
SPA511 0.5 credit

In this course the objectives and procedures are similar to Intermediate Spanish as a Second Language I. A vocabulary, grammatical, and tenses review will be accomplished through a variety of activities in speaking, reading, listening, and writing. Students will improve their knowledge of grammar and their proficiency in these necessary language skills. At the end of the course, students should be able to communicate orally and write short compositions using appropriate grammar of irregular verbs in the simple present and past tenses. A program of vocabulary building will be incorporated into the program in which idiomatic expressions are included.

Students should get approval from teacher to sign up for this course. Interview and testing will be used to determine level in SSL classes.

SPANISH AS A NEW LANGUAGE III
A – Advanced SNL 9 – 12
SPA520 0.5 credit

This course has been designed to help students reinforce and deepen their use of the Spanish language. This course will offer an in-depth review of grammar topics in Spanish that continue to cause difficulties for the foreign language learner such as the preterit-imperfect contrast. Students will learn vocabulary organized by themes, grammar structures such as the imperative mood, and cultural concepts. Students will be exposed to different literary genres so they can express themselves creatively as well as develop fluency in both written and oral language. In the cultural component of this course, students will develop cultural awareness and understanding of Colombian myths, folktales, idioms, and traditions.

Students should get approval from teacher to sign up for this course. Interview and testing will be used to determine level in SSL classes.

SPANISH AS A NEW LANGUAGE III
B – Advanced SNL 9 – 12
SPA521 0.5 credit

This course is designed for students who can express themselves in present and past tense, but still need to practice in order to clear up and reinforce conjugation patterns and uses of all present, past and future tenses using regular, irregular, and stem changing verbs. A general but profound grammar review is included in the program as well and more complex structures such as the use of the present subjunctive are introduced. The goal of this course is to make students independent users of Spanish.

Students should get approval from teacher to sign up for this course. Interview and testing will be used to determine level in SSL classes.

TRANSITIONAL SPANISH AS A NEW LANGUAGE A – TSNL 9 – 12
SPA530 0.5 credit

This course is designed for students who are able to communicate well in Spanish but need the literary support and skills required for the regular Spanish class. Students in this course comprehend Spanish intended for native speakers and produce comprehensible Spanish to native speakers in a variety of settings, types of discourse, topics, and styles. Students study different genres of Colombian authors, as well as Latin American writers, and are expected to analyze literature with critical terminology and historical background for each of the readings. This course will develop cultural awareness and understanding of Colombian society. This class may fulfill the requirement in the Bachillerato Diploma program for students who Spanish doesn’t allow them access to the native speaker’s class.

Students should get approval from teacher to sign up for this course. Interview and testing will be used to determine level in SSL classes.
TRANSITIONAL SPANISH AS A NEW LANGUAGE
B – TSNL 9 – 12

SPA531 0.5 credit

This course is a continuation of the TRANSITIONAL SSL COURSE 1 and the last course of SSL in High School. It is designed for students who are fluent in Spanish but have limited literary knowledge and skills. Students read several novels and poetry of a variety of authors. They complete the study of the subjunctive by learning the formation of the compound tenses and the uses of the subjunctive through a sequence of tenses. The main objective of the course is to strengthen the four components of the language (listening and reading comprehension, oral and written expression) so students can make the transition into the more literature based and oriented Spanish Literacy class. This class may fulfill the requirement in the Bachillerato Diploma program for students who Spanish doesn’t allow them access to the native speakers class.

Students should get approval from teacher to sign up for this course. Interview and testing will be used to determine level in SSL classes.

Transitioning from SNL/Spanish Literacy Program to the Native Spanish Program

Philosophy:

The goal of both the SNL program and the Spanish Literacy course is to develop communicative skills in the Spanish language and therefore, be able to build a bridge with the Colombian culture. The program works by developing skills in all four language areas: listening, speaking, reading and writing simultaneously.

Exit from SNL/Spanish Literacy:

One of the major objectives of the program is that as students become proficient and their language skills soar, that we ensure a smooth transition from SNL/Spanish Literacy to the Native Spanish program. In Transitional SNL, as well as in the Spanish Literacy course, students are immersed in working with text and media in Spanish via poetry, short stories, novels, movies, video clips, and newspaper and magazine articles. In preparation for the exit from this program students are not only expected to analyze these texts and media critically in daily dialogue within the class, but in writing, as well. In essence, this scaffolding will ensure a seamless transition from SNL/Spanish Literacy to the Native Spanish class.

In taking this step, we must ensure that the students have fulfilled the following requirements.

1. The student must maintain a grade point average at or above a 3.3 in the SNL/Spanish Literacy course for the whole year
2. The student must score within the established parameters for exit from the program established via the CELF4 exam results
3. The student must be recommended for exit from the program by the SNL teacher

If all three requirements are in place, the following steps will be followed:

1. World Languages coordinator and student’s current SNL teacher will discuss the possibility of exiting the student from the program
2. If all requirements have been fulfilled, and it is decided that the student should exit the program, the World Languages coordinator should inform the building principal
3. With the principals approval, the SNL teacher will inform the parents and the counselors of the placement for the following year
4. The SNL teacher will meet with the Native Spanish teacher the transitioning student will have the following year in order to establish the accommodations and/or modifications that will need to be in place in order for the student to be successful

Follow up during the year:

1. The SNL teacher will
   a. Check in with the Native Spanish teacher and student at least twice a quarter in order to assess how the student is performing and feeling
   b. Observe a class during the first quarter and send observations and comments for improvement to the World Languages coordinator, the principal, and the Native Spanish teacher
   c. Review accommodations/modifications in order to assess if changes need to be implemented
   d. Inform the World languages coordinator and building principal of the performance and state of mind of the student at the following points in the year
      i. Midway through the first quarter
      ii. At the end of the first quarter
      iii. At the end of the third quarter
2. The Counselors will follow the recommendations outlined in document titled, Recommendations/reminders for counselors regarding Spanish Proficient students transitioning to Native Spanish Program.

3. The native Spanish teacher will
   a. Follow all accommodations given by the World Language department
   b. Fill out an Accomodations follow-up form at the end of every quarter in order to assess how the plan is working

4. The student will
   a. Fill out an Accomodations follow-up form at the end of every quarter in order to assess how the plan is working
   b. Inform the counselor of any concerns/difficulties faced with the new placement

**Academic difficulty:**

1. The following procedure will be followed if a student seems to face academic difficulties within the Native Spanish class (Grades below a 3.0)
   a. Native Spanish teacher informs parents
   b. The student and Native Spanish teacher will inform the SNL teacher
   c. The student will attend opportunity day once a week with the native Spanish teacher
   d. If the grades, do not improve, the student will also see the SNL teacher for help during opportunity days
   e. Student will get a tutor

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**SPANISH ELECTIVES**

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**CURSO DE MITOLOGIA 10 – 12**

SPA570 0.5 credit

Este curso familiariza a los estudiantes con las raíces culturales de occidente que se encuentran en los mitos griegos, nórdicos, celtas, del cercano oriente y Egipto y su relación con el arte y la música contemporáneos. En la mitología se encuentran las raíces de la poesía, la religión, la magia y su interés por ellos no se ha desvanecido con el tiempo. En la actualidad son reinterpretados en películas videos y producciones musicales. Comprender las características de éstas cosmogonías ayuda a los estudiantes a comprender las raíces de la cultura occidental.

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**ESCRITURA CREATIVA 10 – 12**

SPA560 0.5 credit

Este curso ofrece un marco teórico sobre la estilística, sus fuentes y tareas, cuyo conocimiento permite que el estudiante haga ejercicios de crítica literaria a partir de elementos objetivos. Se desarrollan talleres de escritura creativa que conduzcan a la producción de distintos tipos de texto, ya sean narrativos, argumentativos o propios de la poesía. Es un curso electivo.

**TALLER DE ENSAYO 10 – 12**

SPA575 0.5 credit

En este curso se desarrollan habilidades de escritura argumentativa. Se profundiza en las exigencias que impone la competencia argumentativa, (específica) para la producción de textos escritos. Se optimiza el desarrollo de las habilidades de pensamiento crítico necesarias en los argumentos, como son: razonamiento formal, el dominio de la investigación, la competencia de discurso dentro de la cual se revisará la estructura de un ensayo y el empleo de recursos bibliográficos apropiados. Este curso es una electiva.
CNG has a proven record of effective intervention for students K4-12 who have identified learning difficulties. In the High School, there are several programs offered to meet individualized learning needs of our students:

**Consult Model: Students with IEPs or Medical Needs** - An Individualized Learning Plan or Individual Health Plan will be created that allows students to attain certain accommodations in order to be able to access the regular high school curriculum. These students will not receive any direct instruction from a learning center teacher; they will only be monitored by a case manager and will receive accommodations in the classroom.

**Learning Lab** - This is a scheduled period which would occur every other day to support study skills, organization, pre-teaching and re-teaching of course material, and to address other learning needs according to the student’s Individualized Education Plan.

**Inclusion Program** – A student in the Inclusion program has a learning center specialist accompany them to their classes to support them directly in the learning environment. They will assist the student with note taking, organization, understanding of the curriculum, and assistance with assignments and test taking. This student would also receive a scheduled period of learning lab that would either be conducted with their inclusion teacher or in the regular learning lab classroom depending on the student’s needs.

**Specialist Programs** – Students receiving this form of support may receive one or more specialist pull-out educational periods depending on the student’s particular needs.

This may include speech and language therapy, language and learning, occupational therapy, sensory integration, social skills training, English as a second language, and other customized programs.

There is an additional charge for these programs. The Learning Center, the High School administration, and the guidance counselors will work closely with the families of students with learning disabilities to create the most appropriate program that best meets the needs of the students. Please be aware that students, who are in the Learning Lab in grade 8, MUST take Learning Lab in grade 9 for at least the first semester. This ensures continuity of support and gives the student the best opportunity to transition to high school effectively and successfully.

A student placed in any of these programs will have an Individualized Education Plan (IEP) created. The IEP will contain specific learning goals, that with the help of the learning center staff, the students will try to achieve throughout the school year. Furthermore, the IEP will outline specific accommodations and modifications that students require to be successful in the general education classrooms.

**Accommodations** do not require benchmarks to be changed; the student will learn all the benchmarks that other students are expected to learn.

Students who require **modifications** are unable to learn the same benchmarks as the other students in the class. Modifications involve a change in the breadth or depth of the benchmark being taught for that particular student.

### LEARNING LAB I & II

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<th>I A &amp; B</th>
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<td>II A &amp; B</td>
<td>LLP200/LLP210</td>
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0.5 credit each

The focus of the Learning Lab is to help students reach their full potential by providing them with a variety of strategies to become independent learners. Students are taught skills that target specific learning needs such as organization, study skills, and self-advocacy skills. The students, along with their Learning Lab teacher, will create and address specific individualized education plan goals throughout the school year. Curriculum from general education classes will be supported through organizational assistance, prioritizing important assignments, and pre-teaching and re-teaching of course material, however, the Learning Lab is not the place for homework completion.

### LEARNING LAB III & IV

| III A & B | LLP300/LLP310 |
| IV A & B | LLP400/LLP410 |

0.5 credit each

The focus of the Learning Lab is to help students reach their full potential by providing them with a variety of strategies to become independent learners. Students are taught skills that target specific learning needs such as organization, study skills, and self-advocacy skills. The students, along with their Learning Lab teacher, will create and address specific individualized education plan goals throughout the school year. Curriculum from general education classes will be supported through organizational assistance, prioritizing important assignments, and pre-teaching and re-teaching of course material, however, the Learning Lab is not the place for homework completion.
TECHNOLOGY DEPARTMENT

COMPUTERS AND CAREERS 9 A & B
TEC100/TEC101
0.25 credit each

Computers and Careers 9 is a project-based class where students will have the opportunity to learn about using technology in our increasingly globalized community. Exposure to a broad range of skills will allow students to examine personal strengths, weaknesses, interests and potential career choices.

The topics covered will also provide insight into fields of study and guide students towards achieving their academic goals.

No prerequisite.

DIGITAL MEDIA 10 – 12
TEC220
0.5 credit

Digital Media is an introduction to digital media concepts featuring digital media hardware and software tools and techniques. Students work in a multimedia computer lab to capture, create, and edit sound, video, and animation files to be used in multimedia productions such as podcast, wikis, blogs, video sharing sites, playlists, voice threads, EVL books, software, HS events, the HS radio station and the HS public service announcements. In this hands-on course Students may use various hardware and software to capture and digitize all media. Each project will give students a new challenging skill to develop, helping to promote their creativity and logical thinking.

Computers & Careers 9 is a prerequisite.

GRAPHIC DESIGN 10 – 12
FIN330
0.5 credit

This is a project-based class in which students will learn concepts of visual communication, visual representations using digital images, and typography. The course will include: general concepts of design, advertising campaigns, and understanding the versatility of digital images. Students will learn how they can change their environment with their artwork. The course will introduce students to the concepts of bitmaps and vector based images using Adobe Photoshop and Illustrator. This course can count as ½ credit in Fine Arts or Technology.

One art course is a pre-requisite.

ANIMATION 10 – 12
FIN331
0.5 credit

In this course students will work with audiovisual language in animation. Through a series of hands on projects, students will be exposed to a range of traditional and digital techniques for animation, from flip books, stop-motion, Claymation and up to computer animation using Flash and After Effects. This course can count as ½ credit in Fine Arts or Technology.

Computers & Careers 9 is a prerequisite.

ELECTRONIC PUBLISHING 10 – 12
TEC310
0.5 credit

This course introduces students to Electronic Publishing procedures. Students will learn to produce computerized graphic designs using programs such as In Design CS6, Photoshop, and Illustrator. By the end of this course we will have created our semester magazine called IDEAS, which includes articles, essays, interviews, letters, plays, poems, short stories, and images. Students will also learn to design different kinds of graphic material such as brochures, cards and hand books. This course has a strong emphasis on all communication processes involved in electronic publishing.

Computers & Careers 9 is a prerequisite.

CUTTING EDGE VIDEO ART 10 – 12
FIN511
0.5 credit

This is a course in which students work with audiovisual techniques such as mapping and video mixing to create live video presentations. Please look at http://vimeo.com/colegionuevagranada/videoart for a sample of what this course will entail. Students will work with animation and video using After Effects, Premiere, Modul8 and Mad Mapper. This course can count as ½ credit in Fine Arts or Technology.

Video Editing or an interview and presentation of your video portfolio.
3D DIGITAL OBJECT DESIGN 10 – 12
FIN331 0.5 credit

This is a project-based course in which students will learn 3D object modeling and 3D printing, using cutting edge technologies such as 3D modeling software, and a 3D printer. Students will develop spatial reasoning, being aware of the impact of this technology in their creative processes, and in the society. This class can be taken for additional credit. This course can count as ½ credit in Fine Arts or Technology.

Computers & Careers 9 is a prerequisite.

VIDEO PRODUCTION I 9 – 12
FIN500 0.5 credit

This course demonstrates the fundamental principles needed to create good video content on any kind of budget. Students will learn about the language of video both in technical and artistic levels. The student will develop his/her skills in front and behind the cameras and learn about storytelling, composition, journalism, film making and advertising by creating and producing in audiovisual media. The course introduces the basics of video production utilizing a personal camcorder and video editing equipment. Students study video technologies, basic equipment operation, video composition, basic lighting and audio production planning, and visual storytelling. Students work in groups to create video projects utilizing post-production editing to present the final premiere production. This course can count as ½ credit in Fine Arts or Technology.

One High School computer course or teacher recommendation is a prerequisite. Students must have their own digital camera.

VIDEO PRODUCTION II 10 – 12
FIN510 0.5 credit

This is a course in which students combine film techniques with research and creativity to generate audio visual productions. The ultimate goal of this course is to develop artistic and meaningful communication with members of the community. This class can be taken for additional credit. This course can count as ½ credit in Fine Arts or Technology.

Students with acting experience are preferable, but not mandatory.
Students must have a video camera or a good cell phone camera.

WEB MASTERING I 10 – 12
TEC302 0.5 credit

This course introduces students to the process involved in the design and development of webpages. Students will learn to build web pages using HTML code and Dreamweaver; they will acquire specific skills using web and image-editing software. Students will learn to use programs such as Photoshop, Illustrator and Flash; they will understand basic graphic design principles specialized for the web and will become aware of the communications processes involved. 12th grade students can apply this knowledge towards their SIS (Senior Independent Study) by creating their own website. Each project will give students a new challenging skill to develop, helping to promote their creativity and logical thinking. This course can count as a capstone concentration course concurrently with Web Mastering II

Web Mastering I is a prerequisite.

WEB MASTERING II 10 – 12
TEC303 0.5 credit

This course introduces students to the process involved in the design and development of webpages. Students will learn to build web pages using HTML code and Dreamweaver; they will acquire specific skills using web and image-editing software. Students will learn to use programs such as Photoshop, Illustrator and Flash; they will understand basic graphic design principles specialized for the web and will become aware of the communications processes involved. 12th grade students can apply this knowledge towards their SIS (Senior Independent Study) by creating their own website. Each project will give students a new challenging skill to develop, helping to promote their creativity and logical thinking. This course can count as a capstone concentration course concurrently with Web Mastering I

Music & Technology
FIN622 0.5 credit each

This course will allow students to explore the many technological possibilities for musicians in terms of creation, production, and performance. Students will learn about recording techniques, performance software, arranging, composition, and sound engineering. They will learn about recording soft-
ware like LOGIC and performance software like LIVE as well as how to record, mix, and master musical tracks at home. Even though the core of the course is not music theory, students will learn basic concepts about rhythm and harmony as a foundation for their musical creation. This course can be counted for 0.5 credit technology or fine arts credit.

No Prerequisite.

ADVANCED PLACEMENT COMPUTER SCIENCE
A 11 – 12 A & B
TEC320/TEC321 0.5 credit each
The AP Computer Science A course provides the students with the material and learning experience of an introductory college level course in computer science. The course has an emphasis on object-oriented programming methodology and the development of the problem solving skills and algorithm development knowledge needed to satisfactorily develop computer programs. The program also includes the study of data structures and data abstraction.

The students work with the Java programming language and learn to use the Java library classes included in the College Board provided Java subset. Students also get related with large programs through the detailed study of the Study Cases. Through the program, students understand that computer science implies much more than just programming; they are encouraged to learn and use an appropriate program development processes, program design and analysis, etc. The program also covers a general knowledge and awareness of the current situation of technology in our society, stressing in topics like responsible use and ethics as an integral part of the course. This course can count as a capstone concentration course.

20 hours of lab experience required.
One High School computer course or teacher interview is a prerequisite.
Students must pre-register through the AP Academy.

WORLD LANGUAGES DEPARTMENT

FRENCH AS A FOREIGN LANGUAGE PROGRAM

FRENCH I A & B - Beginners 9 – 12
WLG100/WLG101 0.5 credit each
In this beginning level course students are introduced to the French Language and culture through a conversational, hands-on approach. Elementary oral and written survival skills regarding varied topics such as greetings, introducing oneself and others, filling out travel formats, ordering foods and drinks, asking price, time, and weather, understanding and using numbers, expressing likes, dislikes, agreement, disagreement, requesting information in a variety of settings, describing friends and family, and making weekend plans are developed and studied in this course. All content is based on a solid grammar foundation and presented within a cultural context. A final exam, aligned with the official French DELF - A1.1, will be given at the end of the course.

Students have maintained a 2.7 average or higher in English and Spanish classes. Students coming from Middle School with one or two semesters of French should sign up for this fast-paced beginners course.

FRENCH II
A & B – Advanced Beginners 9 – 12
WLG120/WLG121 0.5 credit each
In this continuation of the beginning level of French, students review material and continue to develop their interpersonal, interpretive and presentational modes of oral and written communication skills through a conversational, hands-on approach which emphasizes the culture of the French speaking world. The sustained progress of pronunciation and intonation patterns, vocabulary, grammatical structures and verb tenses are essential components of the topics examined such as schools and education, oneself and others, daily routines, weekend activities and sports, housing, cities and city life, foods, meals and eating habits, fashion and clothes, shopping, childhood experiences, present and future life dreams and projects. A final exam, aligned with the official French DELF – A 1, will be given at the end of the course.

Students have maintained a 2.7 average or higher in English and Spanish classes as well as successfully completed French I with a 2.5 or higher in the end of the year exit exam. Students coming from Middle School with four semesters of French should sign up for this fast-paced advanced beginners course.
FRENCH III
A & B – Intermediate 9 – 12
WLG130 /WLG131 0.5 credit each

In this intermediate level of French, students strengthen their confidence in communicating with accuracy given meaningful cultural contexts. Family relationships, daily activities and routines, descriptions, leisure activities and entertainment, vacation and travel are some of the subjects studied. An exploration of recreational reading, recognized French authors’ works, world current events and French cultural practices are introduced or studied in more depth. In this intermediate level the interpersonal, interpretive and presentational modes of oral and written communication skills gain importance. Since this is a course that prepares students for the AP French option, daily contact and practice with French resources is a must. A final exam, aligned with the official French DELF – A 2, will be given at the end of the course.

Students have maintained a 2.7 average or higher in English and Spanish classes as well as successfully completed French II with a 2.7 or higher in the end of the year exit exam. Students coming from Middle School with five or six semesters of French should sign up for this fast-paced intermediate course. Students need to get approval from teacher to sign up for this course.

ADVANCED PLACEMENT FRENCH
A & B –12
WLG140/WLG141 0.5 credit each

The main objective of the AP French Language and Culture course is to promote oral and written proficiency in the 3 modes of communication: Interpersonal, Interpretive and Presentational, while exploring and developing appreciation of diverse cultural aspects of the French—speaking world. A wide-range of motivating themes such as global challenges, science and technology, contemporary life, families and communities will be studied during this challenging course. In order to attain the level of language proficiency, students are required to practice the language daily by consulting websites, newspapers and magazines, films, literature, television programs.

Students have maintained a 3.0 average or higher in English and Spanish classes as well as successfully completed French III with a 3.0 or higher in the end of the year exit exam. Students need to get recommendation from previous teacher. Students must pre-register through the AP Academy.

MANDARIN AS A FOREIGN LANGUAGE PROGRAM

The Mandarin as a Foreign Language Program is designed to serve students who are interested in developing communicative skills in the Mandarin language as well as learning about and understanding the Chinese culture. The program works on developing skills in the four language areas: listening, speaking, reading and writing simultaneously.

Long Term Objectives (End of the Program):

• to develop Interpersonal Communication Skills: understand spoken language, to communicate orally, to understand reading texts of basic complexity, and write simple compositions.

• to understand cultural aspects of the language, and general characteristics of the Chinese culture.

The students who qualify for this program are:

• students who are truly interested in developing communicative skills in Mandarin.

Students who enroll in the program should demonstrate genuine interest in acquiring the language and learning about the Chinese culture, and therefore, will be willing to commit to the program for at least one year.

MANDARIN I
A & B – Beginning 9 – 12
WLG200/WLG201 0.5 credit each

This course will cover the basics of the language, including pronunciation, characters, and daily expressions. Basic survival skills, such as: how to introduce oneself; how to order food and drinks in Chinese; learning to use numbers and to know about number culture; making plans for the weekend; making telephone calls; typing Chinese characters on the computer; as well as talking about weather and hobbies.

Students have maintained a 2.7 average or higher in English & Spanish classes.
MANDARIN II
A & B – Intermediate Beginners 9 – 12
WLG210/WLG211 0.5 credit each

In this advanced beginning level the students review and continue to develop their oral and written skills through a conversational, communicative approach. Students are offered continued opportunity to enlarge vocabulary on previous topics and new topics like making appointments, talking about their activities and schedules in detail. Students will learn vocabulary related to seeing the doctor or organizing a birthday party. The focus of this course is continued training in Chinese writing and reading as well as speaking and listening.

Students have completed Mandarin I A & B successfully and maintained a 2.7 average or higher in English & Spanish classes.

MANDARIN III
A & B – Advanced Beginners 9 – 12
WLG220/WLG221 0.5 credit each

This course will allow students to continue in their study of Chinese. Students will learn to narrate past, present, and future events. They describe daily routines and give detailed descriptions of people and things. More topics like reserving a room or table, arranging the transport, making a travel plan will be explored. Students focus work on their reading and writing, and focus their efforts and time on Chinese grammar and structures.

Students have completed Mandarin II successfully and maintained a 2.7 average or higher in English & Spanish classes. Middle School with four semesters of Mandarin should sign up for this fast-paced advanced beginner course. Students should get approval from teacher to sign up for this course.

MANDARIN IV
A & B – Intermediate 9 – 12
WLG222/WLG223 0.5 credit each

In this intermediate level of Mandarin, students strengthen their confidence in communicating with accuracy given meaningful cultural contexts. Family relationships, daily activities and routines, leisure activities and entertainment, are still the subjects. In addition, students learn how to express their opinions, doubts, and emotions about familiar topics. Varied readings offer students deeper understanding and help acquire more knowledge of target language and culture.

Students have maintained a 2.7 average or higher in English & Spanish classes as well as successfully completed Mandarin III with a 2.5 or higher. Middle School with six semesters of Mandarin should sign up for this fast-paced intermediate course. Students should get approval from teacher to sign up for this course.

SPANISH AS A NEW LANGUAGE PROGRAM

The Spanish as a New Language Program is designed to serve foreign students in order to develop communicative skills in the Spanish language and therefore, be able to build a bridge with the Colombian culture. The program works on developing skills in the four language areas: listening, speaking, reading and writing simultaneously.

Objectives:

• to understand spoken language, to communicate orally, to understand reading texts and write compositions in order to ease their adaptation process.
• to understand cultural aspects of the language, with an emphasis on the Colombian culture.

The students who qualify for this program are:

• foreigners who are interested in learning Spanish
• children of native Spanish speakers who do not speak the language

Students who speak fluent Spanish but are lagging behind in the literacy development in Spanish DO NOT qualify for this program.

Eligibility to the SNL program will be established using the CELF-4 that provides information on a student’s cognitive language proficiency (the ability to use a language to learn).

Students who have been successful in the regular Spanish classes (with or without accommodations) cannot go back to the Spanish as a New Language Program.

*If serious concerns regarding a student’s performance in the regular Spanish classroom arise, the following steps must be followed:

4. Spanish Teacher communicates concern to the World Languages Department (WLD) Coordinator in order to re-assess student.
5. Results of re-assessment are discussed among school principal, Spanish teacher, and WLD Coordinator.
6. This team makes a decision, and parents and SNL teacher are informed in order to proceed.
SPANISH AS A NEW LANGUAGE I
A – Beginning SNL 9 – 12
SPA500 0.5 credit
This course is designed for students who have not received any training in Spanish and are non-Spanish speaking students. The focus of this course is to help students be able to communicate basic information in oral and in written form such as asking and answering questions about personal information, giving time and date, likes and dislikes, describing the weather, ordering food in a restaurant, the school’s Snack Shack and Bookstore, and using cardinal and ordinal numbers, among other information. Cultural information in this course helps students identify differences in greetings, weather conditions, friendship, layout of streets and avenues in Bogotá and activities Colombians really enjoy. Students will gradually acquire vocabulary, grammar, and knowledge of the everyday life experience and will be able to use it in a new cultural environment.

Interview and testing will be used to determine level in SSL classes.

SPANISH AS A NEW LANGUAGE I
B – Beginning SNL 9 – 12
SPA501 0.5 credit
This course is designed for students who already have some vocabulary and structures in Spanish, but need to work on the use of verbs to express daily routines and actions. One of the course objectives is to instill confidence in the student by means of a communicative approach. Students attain a measurable degree of competency and proficiency in each of the main language skills: listening, speaking, reading, and writing. Students will transfer, apply, and integrate vocabulary, structures, and pronunciation patterns. The short stories read throughout the course are topic related. By the end of this course, students are able to demonstrate appropriate use of verbs in the Present Tense.

Students should get approval from teacher to sign up for this course.
Interview and testing will be used to determine level in SSL classes.

SPANISH AS A NEW LANGUAGE II
A – Intermediate SNL 9 – 12
SPA510 0.5 credit
This course is designed for students who are able to communicate well in Present Tense and have the Beginners Level vocabulary and grammar. Vocabulary is expanded and grammatical structures are more elaborate. This course enables students to review and apply more complex vocabulary and structures such as comparative and superlative adjectives, “por” and “para”, “ser” and “estar”, and use stem changing verbs, reflexive verbs and pronouns. Reading comprehension is reinforced through short stories that contain an intermediate level of vocabulary and structures. Students will also develop cultural awareness and understanding of Colombian music, cuisine, holidays, and cultural differences.

Students should get approval from teacher to sign up for this course.
Interview and testing will be used to determine level in SSL classes.

SPANISH AS A NEW LANGUAGE II
B – Intermediate SNL 9 – 12
SPA511 0.5 credit
In this course the objectives and procedures are similar to Intermediate Spanish as a Second Language I. A vocabulary, grammatical, and tenses review will be accomplished through a variety of activities in speaking, reading, listening, and writing. Students will improve their knowledge of grammar and their proficiency in these necessary language skills. At the end of the course, students should be able to communicate orally and write short compositions using appropriate grammar of irregular verbs in the simple present and past tenses. A program of vocabulary building will be incorporated into the program in which idiomatic expressions are included.

Students should get approval from teacher to sign up for this course.
Interview and testing will be used to determine level in SSL classes.
SPANISH AS A NEW LANGUAGE III
A – Advanced SNL 9 – 12

SPA520  0.5 credit

This course has been designed to help students reinforce and deepen their use of the Spanish language. This course will offer an in-depth review of grammar topics in Spanish that continue to cause difficulties for the foreign language learner such as the preterit-imperfect contrast. Students will learn vocabulary organized by themes, grammar structures such as the imperative mood, and cultural concepts. Students will be exposed to different literary genres so they can express themselves creatively as well as develop fluency in both written and oral language. In the cultural component of this course, students will develop cultural awareness and understanding of Colombian myths, folktales, idioms, and traditions.

Students should get approval from teacher to sign up for this course. Interview and testing will be used to determine level in SSL classes.

SPANISH AS A NEW LANGUAGE III
B – Advanced SNL 9 – 12

SPA521  0.5 credit

This course is designed for students who can express themselves in present and past tense, but still need to practice in order to clear up and reinforce conjugation patterns and uses of all present, past and future tenses using regular, irregular, and stem changing verbs. A general but profound grammar review is included in the program as well and more complex structures such as the use of the present subjunctive are introduced. The goal of this course is to make students independent users of Spanish.

Students should get approval from teacher to sign up for this course. Interview and testing will be used to determine level in SSL classes.

TRANSITIONAL SPANISH AS A NEW LANGUAGE A – TSNL 9 – 12

SPA530  0.5 credit

This course is designed for students who are able to communicate well in Spanish but need the literary support and skills required for the regular Spanish class. Students in this course comprehend Spanish intended for native speakers and produce comprehensible Spanish to native speakers in a variety of settings, types of discourse, topics, and styles. Students study different genres of Colombian authors, as well as Latin American writers, and are expected to analyze literature with critical terminology and historical background for each of the readings. This course will develop cultural awareness and understanding of Colombian society. This class may fulfill the requirement in the Bachillerato Diploma program for students who Spanish doesn’t allow them access to the native speaker’s class.

Students should get approval from teacher to sign up for this course. Interview and testing will be used to determine level in SSL classes.

TRANSITIONAL SPANISH AS A NEW LANGUAGE B – TSNL 9 – 12

SPA531  0.5 credit

This course is a continuation of the TRANSITIONAL SSL COURSE 1 and the last course of SSL in High School. It is designed for students who are fluent in Spanish but have limited literary knowledge and skills. Students read several novels and poetry of a variety of authors. They complete the study of the subjunctive by learning the formation of the compound tenses and the uses of the subjunctive through a sequence of tenses. The main objective of the course is to strengthen the four components of the language (listening and reading comprehension, oral and written expression) so students can make the transition into the more literature based and oriented Spanish Literacy class. This class may fulfill the requirement in the Bachillerato Diploma program for students who Spanish doesn’t allow them access to the native speakers class.

Students should get approval from teacher to sign up for this course. Interview and testing will be used to determine level in SSL classes.