# High School Bell Schedule 2019-2020

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<tr>
<td>CNG Director:</td>
<td>Dr. Eric H. Habegger</td>
<td><a href="mailto:ehabegger@cng.edu">ehabegger@cng.edu</a></td>
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<tr>
<td>Director of Learning &amp; Teaching:</td>
<td>Ms. Shaysann Kaun</td>
<td><a href="mailto:skaun@cng.edu">skaun@cng.edu</a></td>
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<tr>
<td>High School Principal:</td>
<td>Mr. Ivan Velasco</td>
<td><a href="mailto:ivvelasco@cng.edu">ivvelasco@cng.edu</a></td>
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<td>Bachillerato Program Administrator:</td>
<td>Ms. Astrid Amador</td>
<td><a href="mailto:aamador@cng.edu">aamador@cng.edu</a></td>
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<tr>
<td>High School Associate Principal Grade 11 &amp; 12:</td>
<td>Mr. Brad Park</td>
<td><a href="mailto:bpark@cng.edu">bpark@cng.edu</a></td>
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<tr>
<td>High School Associate Principal Grade 9 &amp; 10:</td>
<td>Mr. Jesse Wagner</td>
<td><a href="mailto:jesse.wagner@cng.edu">jesse.wagner@cng.edu</a></td>
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<td>College &amp; Career Counselor:</td>
<td>Ms. Maria Lucia Puerta</td>
<td><a href="mailto:mlpuerta@cng.edu">mlpuerta@cng.edu</a></td>
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<tr>
<td>College &amp; Career Counselor:</td>
<td>Ms. Anna Stewart</td>
<td><a href="mailto:anna.stewart@cng.edu">anna.stewart@cng.edu</a></td>
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<tr>
<td>College &amp; Career Counselor:</td>
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<td><a href="mailto:kgonzalez@cng.edu">kgonzalez@cng.edu</a></td>
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<tr>
<td>High School Counselor – Grade 9:</td>
<td>Mr. Felipe Merizalde</td>
<td><a href="mailto:fmerizalde@cng.edu">fmerizalde@cng.edu</a></td>
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<tr>
<td>High School Counselor – Grade 10:</td>
<td>Ms. Juliana Tamayo</td>
<td><a href="mailto:jtamayo@cng.edu">jtamayo@cng.edu</a></td>
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<tr>
<td>High School Counselor – Grade 11:</td>
<td>Ms. Kate Harvey</td>
<td><a href="mailto:kharvey@cng.edu">kharvey@cng.edu</a></td>
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<tr>
<td>High School Counselor – Grade 12:</td>
<td>Ms. Marcela Cobo</td>
<td><a href="mailto:mcobo@cng.edu">mcobo@cng.edu</a></td>
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<tr>
<td>High School Social Service Coordinator:</td>
<td>Ms. Marcela Campos</td>
<td><a href="mailto:mcampos@cng.edu">mcampos@cng.edu</a></td>
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<tr>
<td>Academic Secretary:</td>
<td>Ms. Aida Hernandez</td>
<td><a href="mailto:ahernandez@cng.edu">ahernandez@cng.edu</a></td>
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<tr>
<td>High School Head Principal Secretary:</td>
<td>Ms. July Martinez</td>
<td><a href="mailto:julmartinez@cng.edu">julmartinez@cng.edu</a></td>
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<tr>
<td>High School Administrative Secretary:</td>
<td>Ms. Ana Maria Vega</td>
<td><a href="mailto:amvega@cng.edu">amvega@cng.edu</a></td>
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<tr>
<td>High School Attendance &amp; Records Secretary:</td>
<td>Ms. Andrea Moreno</td>
<td><a href="mailto:amoreno@cng.edu">amoreno@cng.edu</a></td>
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<tr>
<td>High School Office Support:</td>
<td>Ms. Marleyvis Mogollón</td>
<td><a href="mailto:mmogollon@cng.edu">mmogollon@cng.edu</a></td>
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## MY FOUR YEAR PLAN

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* For students in the Colombian Bachillerato Program the requirements are Sociales 9 (0.5), Sociales 10 (0.5), Sociales 11 (1.0), Sociales 12 (0.5) and Global Studies (1.0). Additionally students may take Sociales and Social Studies electives as part of their Electives in the above chart.

** For students in the Colombian Bachillerato Program, they must take 1.0 credit in Spanish during senior year. Additionally, if a student in this program plans to study at an international university, he/she must also take 1.0 credit in English during senior year. For students who are ONLY in the US Diploma Program, they must take 1.0 credit in English during senior year.
LETTER FROM THE HIGH SCHOOL ADMINISTRATION

Dear Parents and Students currently in grades 8, 9, 10, and 11:

As you begin to review this Academic Program Guide we 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 June 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>
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</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,

High School Administration
School Philosophy

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.

School Mission

CNG is a learning community committed to serving a diverse student population and preparing responsible global citizens through an accredited United States/Colombian college-preparatory program focused on motivating students to achieve their fullest individual potential for excellence.

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. After conducting an external accreditation review and evaluation in October 2016, AdvancED granted CNG another 5-year extension of accreditation for all academic programs.

Since its foundation, CNG has grown to an enrollment of nearly 1800 students. Today the student population is: 49% Colombian, 12% U.S., 22% dual (Colombian and U.S.) and 16% international. Nearly all graduates enter the university: 39% going to the United States to study, 51% staying in Colombia, and 9% 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.
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 a college preparatory program in which students fulfill the requirements for the US High School Diploma. Additionally, students who are Colombian nationals are expected to fulfill the requirements for the Colombian Bachillerato diploma. Both of these programs provide students a strong academic background that prepares them for university level work. Additionally, CNG offers a third diploma for students who require a modified curriculum.

Students may also choose to attend courses in the CNG Advanced Placement Academy which offers the most rigorous course of study. Students who take a variety of AP courses may receive AP awards, the AP International Diploma and/or the AP Capstone Diploma.

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 7 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, HS Counselor, and Director of the Bachillerato Program.

Students must complete 32 academic credits as specified, 80 hours of social service, and a Senior Research Project (SRP) in order to receive the 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, 80 hours of social service, and a Senior Research Project (SRP) 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 until grade 10. Approval must be given by the HS Principal and Director of the Colombian Bachillerato Program. 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.
STANDARD HIGH SCHOOL DIPLOMA PROGRAM

Approved by CNG Board of Directors on November 21, 2016

The Standard High School Diploma Program is an academic program for students who require a modified curriculum in two or more core subjects (English, Mathematics, Science, Social Studies, and Spanish) which is delivered through our Learning Center. In order to be eligible for this diploma, students must qualify based on their psycho-educational testing. Students qualifying for the Standard Diploma Program must qualify for services as having a Moderate to Severe Intellectual Learning Disability and/or a Mental Health Condition that prevents the student from being successful on a full time basis within the general education curriculum.

Students who meet the criteria for the Standard Diploma Program will not be able to obtain a U.S. High School Diploma, nor a Colombian Bachillerato Diploma.

Students in the Standard High School Diploma Program typically complete 32 academic credits, between the general education High School classes and the Resource Room. Students’ whose IEP indicates special circumstances, may be eligible to complete fewer credits to complete the Standard Diploma Program. The High School requirements of 80 hours of social service and a Senior Research Project (SRP) will be differentiated based on each students’ needs and abilities. For changes to any of the above stated requirements for specific individual needs there must be prior approval by the High School Principal, Learning Center Director, and Director of the Colombian Bachillerato Program. Parents of students in this program must sign a form acknowledging that their student is a candidate for this particular diploma.

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, and complete at least 80 hours of social service. 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 GRADUATION CREDIT REQUIREMENTS

<table>
<thead>
<tr>
<th></th>
<th>Bachillerato Diploma &amp; HS Diploma</th>
<th>HIGH SCHOOL Diploma Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>4.0</td>
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</tr>
<tr>
<td>Spanish Language Arts</td>
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<td>Spanish Language Arts (preferred)</td>
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<td></td>
<td></td>
<td>If not possible, another World Language may substitute</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<tr>
<td>Sociales</td>
<td>2.5</td>
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</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
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<td>Fine &amp; Performing Arts</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2.5*</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Health</td>
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<tr>
<td>Affective Education</td>
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<tr>
<td>CNG Capstone Concentration Course</td>
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<td>Electives</td>
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<td><strong>Total Credits</strong></td>
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<tr>
<td><strong>Social Service Hours</strong></td>
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<td><strong>Social Service Hours</strong></td>
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</table>

*Students in the Class of 2020 and 2021 require 3.0 PE and Health credits.
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. The SRP is a year-long process included in the AP Research or Grade 12 English Research course and counts for 1.0 credits toward graduation. Core courses typically consist of two 0.5 credits earned in 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 80 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 Individual 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.

INCOMING STUDENTS

TRANSCRIPT PROCEDURES

- Before a class schedule can be made, the parent needs to provide an apostilled transcript from each previous school attended by the student
- If student is in the High School program, the transcript should include 9th grade on to present
- If student is in the Bachillerato program, the transcript should include 7th grade on to present
- Parent should request a school profile from the previous schools attended by student to better understand their grading system
- A good resource is the following: http://www.nafsa.org/Resource_Library_Assets/Publications_Library/Online_Guide_to_Educational_Systems_Around_the_World/

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 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 in Skyward 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 absent due to illness for three or more days, an official doctor’s note must accompany the entry in Skyward or be delivered by hand to the Attendance Office.

Parents must contact the attendance office hsdismissal@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, drivers, 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 hsdismissal@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 must make arrangements with the subject teacher to complete the missing work to address the content standards. This may include attending Opportunity Days, working through lunch time, and/or completing alternative assignments at the teacher’s discretion. **It is the student’s responsibility to demonstrate the content standards.**

- If missed work isn’t turned in by the two week deadline, students will receive a missing grade on the assignment according to the CNG Assessment Protocol. This will result in a Skyward referral.

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 **3 days** prior to being off campus. Unless there are extenuating circumstances, forms submitted after the 3 day deadline will not be permitted to attend.

- For **non-school related Pre-Arranged Absences**, students must obtain PRE-APPROVAL from the Associate Principal. If approved, the student must send an email to teachers (and HS office) and return the form to the office three days prior to the absence.

- Students who will need to arrive **after the start of 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 a 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 be required to make upformative and summative assessments that were due during unexcused absence. Students should be prepared to attend Opportunity Time and/or lunch time sessions as assigned by their teachers to work on the missing assignments, class work, and assessments. Students who fail to attend Opportunity Time / extra work sessions will be referred to the Office through Skyward for follow up by the Associate Principal.
Excessive Absence

- Attendance in class is critical for success at CNG. Students with excessive absences (i.e. more than 5 classes per course in any one semester) will be referred to the Associate Principal. If it is determined that the absences are not valid / authorized, students will face disciplinary consequences under the CNG Code of Honor as they will be seen as not upholding the CNG core values. Students will be expected to attend Opportunity Day, and make up the time missed as it is the student’s responsibility to attend class.

- 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.

- Students who fail to make up their absences may receive an INCOMPLETE (I) on their report cards. This could result in not earning the credit for a course, regardless of their grade at the end of a semester.

Exemptions For Attendance

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

- Illness or treatment (with medical note)
- Unavoidable cause (e.g. accident, natural catastrophe)
- Issues with school-provided transportation
- Suspension
- Religious celebrations
- Field trip organized by the school
- Student athletes selected to represent national/district events (Decree 2845 of 1984, article 48, required by law for athletes)
- Passport/visa issues or legal/Embassy appointments
- Transition visits or testing for other schools (for departing students)
- AP Exams or AP Exam study days (in HS)
- Other absences caused by extenuating circumstances, petitioned and reviewed by the division administration and/or committee.

TEMPORARY WITHDRAWAL REQUEST

Students who are planning to study abroad at an accredited school in the USA or at an accredited international school with a similar profile and calendar as CNG are encouraged to have their parents complete the Temporary Withdrawal Process. 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.

SCHEDULE CHANGES

Extensive pre-planning and counseling takes place in the spring each year to ensure that student timetables meet their academic needs, both now and in the future as we help prepare students for their first post-secondary destinations. Every effort is made to ensure the timetable is complete and accurate before the end of the previous school year.

However, we recognize that sometimes circumstances change. Therefore, 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 filling out a survey that is sent from counseling at the beginning of each semester. 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**

Please see information in the AP Academy section - pages 29-31

**REMEDICATION 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. There are typically no opportunities to remediate course work once the course has 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 as outlined in the CNG Assessment Protocol (May 2012).

If a student has not completed a formative or summative assignment, the teacher will enter the assignment as “missing” in the Standards Based Gradebook. The student and parent(s) will receive an email inviting the student to the teacher’s next Opportunity Day to address the missing assignment.

If the student still does not complete and submit the assignment, the teacher has a variety of options at his or her disposal to encourage the student to complete and submit the missing assignment, including, but not limited to: meeting with the student at lunch or VIP focus time, calling home, having the student write a reflection in which he or she considers the impact not submitting the assignment is having on the student’s learning, and/or note the behavior in the student’s life skills grade on the next progress report. The teacher will document all steps taken to support the student.

If the student continues to fail to submit assignments to the detriment of his or her learning, the teacher may submit a referral to receive the support of the high school administration and encourage the student to complete the missing assignment.

**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.

**REMEDICATION 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 HS 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.
CNG transcripts only report of end-of-course, subject, or year-end grades. For students in grades K4-5, CNG only reports grades at the end of year on the transcript. If a student in K4-5 should leave school any time prior to the end of academic school year, the trimester report cards and/or progress reports will be attached to the transcript.

For students in grades 6-12, CNG only reports grades at the end of a course on the transcript. In grades 6-12 where there are some quarter classes such as Physical Education and Health, these types of courses will be reported on the transcript at the end of each quarter in which the credit is earned. Typically in grades 9-12, all other courses are comprised of two semester courses for each year-long course. These courses are also reported out as semester grades when credit is awarded. In the event that a student in grades 6-12 needs a transcript prior to the end of the two separate semester marking periods, all quarterly progress reports and/or report cards will be attached for that academic year. In addition, for students enrolled in a current year, the course names for courses in which the student is currently enrolled will be included on the official transcript as often needed for college/university applications as well as summer school applications.

All transcripts, whether unofficial or official, are processed through the office of the CNG Academic Secretary, located in the HS Office. During vacation times when the Academic Secretary might not be available, a designee will be assigned to process unofficial and official transcripts. Parents and students can request unofficial transcripts for their own information at any time by making a request through the Academic Secretary.

Official transcripts are typically needed for most educational institutions. Parents and students can request an official transcript through the College Counselors (for college and university applications as well as summer school programs) or through the CNG Admissions Office (for transfer to another school, departure from CNG, or study abroad for a semester/year). An official transcript must be sent directly to the educational institution from CNG.

If the receiving institution requires a physical copy that needs to be sent through a courier service, parents will be billed accordingly. In general, transcripts for universities are sent electronically through the Naviance system with no service change applied.

In special extenuating circumstances as determined by CNG Administration, parents may request an official transcript in a signed and sealed envelope for direct delivery to the receiving institution. A note will be included on the transcript to make it official only if it is received in a signed and sealed envelope. However, most educational institutions require that official transcripts be sent at some point directly from the issuing school.

The only standardized test scores included in a CNG transcript are passing scores for Advanced Placement courses in the High School. For students in High School, the college counseling process helps a student make the determination of whether or not to include Advanced Placement (AP) passing scores of 3, 4, and 5 on the transcript. If a student waives this right, no AP scores will be included, and the student will need to request reports directly from the College Board.

For students studying in Colombia and receiving the Bachillerato diploma, CNG has an official Colombian transcript that will also need to be requested through the Academic Secretary.
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 Exemption of 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 a regional, national, or international levels.

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 is 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 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 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)
# CNG GRADUATION WAIVER FORM

Name: ____________________________________________  
Date: _______________________________

Counselor: ______________________________________  
Graduation Year: ________________

Dear CNG Administration:

We hereby request the following graduation waiver(s):

Due to:

______________________________  
Signed by Student

______________________________  
Signed by a Parent
CNG CAPSTONE CONCENTRATION COURSE

As part of CNG’s Graduation requirements all high school Seniors are required to take a CNG Capstone Concentration Course. These courses, which typically are 1.0 credit and come from the Advanced Placement Academy offerings, are advanced or college level electives designed to extend students’ learning beyond the standard academic sequence and push them to experience college level work. Students will have an opportunity to explore rich course material, participate in engaging classroom discussions, and be expected to complete demanding assignments that will help him/her develop the content mastery and critical thinking skills expected of college students. Capstone Concentration Courses are in addition to, not in place of, core subjects (English, math, science, social studies/sociales, or spanish). In addition, Capstone Concentration Courses are always one year in duration and have 1.0 credit awarded for those whose final academic grade is a 2.0 or higher.

**CNG Capstone Concentration Courses include:**

- Any Advanced Placement course being offered by CNG - This is the recommended course for most CNG seniors.
- For Seniors who have a valid reason to not take an Advanced Placement course for their Capstone Concentration Course, a meeting must occur with student, parents, counselors, and associate principal to discuss which of the following options would be appropriate:
  - An additional Senior level Math course (Prob/Stats)
  - Any additional Senior level (full year) English course
  - US History (For Bachillerato students only)
  - Any of the World Languages (French, Mandarin) which must be taken for the full year (A & B) and not dropped at the semester.
  - One year of Learning Lab 12.

**Exemptions for AP Capstone requirements:**

A student may request an exemption to the Capstone Concentration Course requirement by submitting a request directly to the high school principal explaining his/her reasoning and sharing a copy of the request with parents, counselor, and associate principal. These requests will be handled on an individual basis.
CNG HIGH SCHOOL CLASSROOM WITHOUT WALLS (CWW)
CREDIT POLICIES
last updated April 2016

CREDIT FOR CWW OFF-CAMPUS TRIPS

Students who participate in the Classroom Without Walls (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. Students who attend the CWW trip, but do not complete the assigned project will not be eligible to receive credit. The CWW elective credit can only be used for credit remediation at CNG. Students completing the above will receive 0.5 credit as well as the social service hours.

Students who have more than five (5) unexcused absences from a class in one semester will be required to complete Saturday school in order to make up for the time out of class. For more than five (5) excused absences in a class in one semester, the administration will make a determination if Saturday school will be needed.

Students who attend activities outside the school during the HS CWW week OR who do not complete the above requirements are not eligible to receive credit nor social service hours.

CREDIT FOR 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 OR elective credit through one of the following ways:

- **Co-School Program:** Student must attend all days and experiences in the activity as well as engage fully. Students who complete these requirements will receive up to 20 hours of CNG social service to count toward their yearly social service requirements OR 0.25 elective credit. Students must determine which they are going to count.

- **Local Experience With No Cost:** Students who participate other local options as designated by the school and complete the assigned reflective projects may be eligible to receive elective credit, which may be up to 0.5 or 0.25 credit. Typically social service options will not be available through this option.

**Note:** Students who do not attend any of the above options must seek approval for their absence through the HS Administration. Typically these absences will be considered unexcused absences unless they fall into one of the previously approved categories. In this case, they will be considered excused.

<table>
<thead>
<tr>
<th>CWW Trip</th>
<th>CWW Local</th>
<th>CWW Trip</th>
<th>CWW Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0.5 credit)</td>
<td>(0.25 or 0.5 credit)</td>
<td>(0.5 credit)</td>
<td>(0.25 or 0.5 credit)</td>
</tr>
<tr>
<td>CWW100</td>
<td>CWW101</td>
<td>CWW200</td>
<td>CWW201</td>
</tr>
<tr>
<td>CWW300</td>
<td>CWW301</td>
<td>CWW400</td>
<td>CWW401</td>
</tr>
</tbody>
</table>
CNG’s expectation is that all students will participate in the Classroom Without Walls (CWW) travel or local program each year while at CNG. These programs are educational and part of the learning experience that the school offers its students.

When students do not participate they are considered absent for the days and these absences are distributed between their classes. The policy states:

- 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 Opportunity Day 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 the AP exam(s).

With the above in mind, we understand that some parents and students will still opt to do other activities during the CWW time frame. If you would like to have the time counted as an excused absence, you must do the following for the different situations listed below along with a Pre-Arranged Absence Form:

- Medical absence – Student is having a surgery or exams done. It will be important for the student to submit to the attendance office a medical excuse/Doctor’s note specifically stating the dates of the procedure and dates needed for recovery. If the dates do not match up with the dates missed, the student will be counted as unexcused for dates not listed.
- University visits – Student will need to submit a letter from each university visited. There should be one letter for each day missed (if the universities are far apart, travel time will be considered) from the university stating that the student participated in a visit.
- Students should also submit a learning log from their visits as to what was learned through this experience. One paragraph for each visit with 5 to 8 sentences in each paragraph.

- Social Service Experience – Students should bring a letter from the foundation that they completed the social service hours with. The letter should specifically note the hours completed and the exact dates and times. Please note that no social service credit will be awarded to students doing social service hours during school time for the purpose of meeting CNG’s Social Service requirements. Students must also complete a learning log as to their experience during the social service experience. This learning log should be one paragraph with 5 to 8 sentences per paragraph per day missed.
- Internships – Students doing internships are required to bring a letter from the company/organization they did the internship with which specifically states the type of internship experience, dates and hours attended, and have contact information for the organization. Students must also complete a learning log as to their experience during the internship experience. This learning log should be one paragraph with 5 to 8 sentences per paragraph per day missed.
- Other – any other situation not stated must be discussed with the student’s grade level administrator. He/she will then inform the student and parents what are the requirements for the student’s absences to be considered excused.

Our hope is that students participate in CNG’s Classroom Without Walls experiences. However, when students cannot it is important that they have experiences that are educational and meaningful. Please make sure to review the attendance points stated above and discuss how the absences will affect your child.
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.

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 final evaluation will count for no more than 20% of the semester grade. The final evaluation will focus on the overall / overarching content standards to assess the student’s understanding of the concepts and will be an evaluation of the concepts learned during the entire semester. This could take the form of a written exam, a performance task or project, or other form of summative evaluation.

- Final evaluations will take place in December (Semester I) and May/June (Semester II)
- Final evaluations will be 80 minutes in duration (one class period)
- AP courses will have a Semester I exam in December and the AP exam will be taken by students in May. Students who sit the AP exams will not be required to write an additional exam in May/June. Another form of summative evaluation will be required in AP courses at the end of Semester II to evaluate understanding of the broad concepts in the course since December.
- Students will take part in up to two final evaluations per day according to the schedule set by the HS Office
- Final evaluations are mandatory. Any students with exam conflicts must discuss this with their Associate Principal. Alternative arrangements may be considered. Non-completion of the final evaluation may result in the loss of credit for the course.

In order to provide guidance to students as they prepare for their final evaluations, subject teachers will provide a study guide at least 4 class periods (8 school days) prior to the start of the exam period. The study guide will outline expectations for the evaluation, the major themes studied, and what students should review as they prepare for the evaluation. Teachers will provide direct instruction to students on how to study for the evaluation.

No new material will be introduced in any CNG High School class in the final two classes (4 school days) before final evaluations. No major summatives will be due in these two classes. This is time to review and prepare for the evaluation.

During high stakes standardized testing times (MAP, SAT10, PSAT, SABER, AP) teachers are requested to keep homework and summative assessments or high stakes assignments to a minimum in order to provide students support during this stressful time.

Courses taught by different teachers will have a common summative evaluation and assessment of the final will be done in tandem by all teachers involved.

Ideally, the subject / classroom teacher will invigilate the final evaluation. However, in rare circumstances an alternate proctor will be assigned.

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.

REPLACEMENT for FINAL EXAM: For specific courses, a final exam may be replaced with a SAT Subject test. The student will need to bring in proof of having taken the exam in order to be excused from the final exam for that specific course. Some of these include: PAP Biology 9; AP Biology, AP US History, AP World History, along with other AP courses. Details can be sought with teachers of these courses.

MINIMUM GRADE: CNG expects all students to take final evaluations seriously and at a level that ensures readiness to move to the next level of study. Therefore, students who demonstrate poor performance on their end of semester exams may be required to retake the exam even if they are passing the course.
# HS Life Skills

## Life Skill Rubrics

### Life Skill Sample Behaviors

**Respect and Caring**
- Demonstrates care for others in a class/collaborative setting
- Accepts roles and an equitable share of work in a group
- Builds healthy peer-to-peer relationships
- Works with others to resolve conflicts
- Shares information, resources, and expertise to promote collaboration and critical thinking to solve problems and make decisions

**Integrity**
- Demonstrates honesty
- Follows through on commitments
- Submits original work, citing all sources where required.
- **NOTE:** Breaches include dishonesty, cheating, plagiarism, falsifying documents (including permission forms), improper use of digital technology, or helping another person do anything that falls in this area

**Responsibility**
- Completes and submits all class work, homework, and assignments according to agreed upon deadlines
- Takes responsibility for and manages own behavior
- Advocates for own learning (contacts teacher, asks for help, attends Opportunity Day when needed, etc.)

**Organization & Independent Work**
- Comes to class prepared with all necessary equipment and supplies
- Uses class time appropriately to complete tasks – works to learn
- Follows instructions with minimal supervision
- Devises and follows a plan and process for completing work and tasks
- Establishes priorities and manages time to complete tasks
- Assesses and determines appropriate tools required to complete tasks

**Self Regulation**
- Follows class rules and expectations for behavior and learning
- Uses technology appropriately for learning
- Sets own learning goals and actively works toward achieving them
- Perseveres and makes an effort when responding to challenges
- Accepts constructive criticism with a growth mindset

### Life Skill Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>Consistently and independently demonstrates behaviors.</td>
</tr>
<tr>
<td>3.0</td>
<td>Regularly demonstrates behaviors. Requires limited support / reminders.</td>
</tr>
<tr>
<td>2.0</td>
<td>Sometimes demonstrates behaviors. Requires frequent support / intervention.</td>
</tr>
<tr>
<td>1.0</td>
<td>Rarely demonstrates behaviors.</td>
</tr>
</tbody>
</table>
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.
- **Mejor Bachiller** – student who holds the second highest GPA, and one of 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.
- **Salutatorian** – student who holds the third place for cumulative-grade-point average for grades earned at CNG for a minimum of three full academic years.
- **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 the top four academic awards (Valedictorian, Salutatorian, Mejor Bachiller, International Valedictorian) will only receive one of the awards. No student will receive more than one of these awards.

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.
POLICIES FOR COMMUNITY SERVICE

MISSION STATEMENT

The Community Service and Social Responsibility Department serves CNG High School students, providing them opportunities to develop an understanding of the community’s needs and how their time, talents, and effort can make a difference, contributing to develop character for leadership and service in the world of today for a better tomorrow.

VISION STATEMENT

Inspire students to become agents of positive change as members of society, helping them realize the impact that their actions have on the world around them, guiding them to become leaders of change, and recognizing students’ efforts in identifying social injustices and taking action.

PROGRAM STRUCTURE

Students volunteer their time and skills in school-run programs supporting primarily the Colegio Fundación Nueva Granada, our CNG community, our neighboring communities, and volunteering in external nonprofit organizations. A central focus moving forward is to inspire and guide students in starting up their own social action projects that they can work on throughout the year/s as their community service requirement.

A Request for Approval is required to participate in volunteering opportunities in external nonprofit organizations, guiding students in having a meaningful experience in well run programs. Once students carry out their service they must provide a certificate from the external organization to validate the hours. Students may keep track of their hours using the Tracking Log form. All students must conclude their service with a Reflection of Service form for hours to be uploaded in the system. All forms are available for download in the Community Service section of the CNG website, or at the HS Community Service Office.

To reap the benefits of community service, students should participate in the Preparation (planning and training) stage, the Action (hands-on activity) and in the Reflection phase.

Students with continuous commitment to community service programs are recognized with ‘Outstanding in Service’ and ‘Passionate in Service’ awards.

SERVICE OPPORTUNITIES

In-school community service programs (After school English Clubs, Saturday Clubs and Adult Education) and all other service opportunities are updated weekly in the HS News, and Mail2Parents. We highly recommend students use these communication tools to stay informed of the numerous service opportunities.

POLICIES

According to Colombian law students must complete a minimum of 80 hours of community service. At CNG students complete these hours over the course of four years.

<table>
<thead>
<tr>
<th>Grade</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Service Hours</td>
<td>20 not cumulative</td>
<td>20 not cumulative</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

GUIDELINES

Approved schedule for community service: students may only apply for service hours to be approved when carried out after school hours, on weekends, holidays and vacation periods. No service hours will be approved during school hours, unless carried out during a school run program, such as Local CWW Community Service Options, and Teacher Trainee elective class.

Students applying for approval of service hours already completed, without pre-approval: if service was carried out without prior approval, students must present a certificate of hours from the organization along with the Reflection of Service Form to determine whether the service activity falls within CNG Community Service guidelines for approval.

Students who participate in sports or other activities at a highly competitive level: all students must qualify for sports exemptions, each school year during the First Quarter, through the IDRD, Instituto Distrital de Recreación y Deporte; additional information on how to apply for exemption of other activities and details on the IDRD process should be requested at the HS Community Service Office.
Students transferring to CNG: a certificate of hours from previous school needs to be submitted to the Community Service Office for those hours to be accepted as part of their CNG High School history.

- Students who transfer to CNG looking to complete the Bachillerato program are expected to meet the expectations as mentioned in the above chart.
- Students who transfer to CNG looking to complete the High School Diploma program need to contact the Community Service Office in order to determine what their service requirement will be.

Students who don’t speak Spanish or who are not allowed to do their service off campus due to security concerns: several of the ongoing programs offer English lessons at CNG for Colegio Fundación Nueva Granada students and for Adults in the Adult Education program which are ideal for non spanish speakers. The Community Service Department and High School Administration will work with the student to identify different service opportunities.

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SENIOR RESEARCH PROJECT
PHILOSOPHY & COURSE DESCRIPTION

As part of our philosophy that all CNG graduates will demonstrate a high level of academic rigor, CNG requires all students, in their Senior year, to complete a research course, either English 12 or AP Research which will culminate in a Senior Research Project which will be counted toward the 32 credits to earn their graduation diploma.

The Senior Research Project (SRP) is the culmination of a students learning to this point in their lives. It should reflect 21st century learning skills of Creativity, Communication, Collaboration, and Critical Thinking in addition to CNG Core Values and student leadership. The SRP stimulates personal growth and creativity based on a pragmatic application of each student’s unique passions, knowledge and skills. Through their course students will deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. The Senior Research Project culminates in an academic paper and an oral defense in May.

All students in their Senior year take one of AP Research or Grade 12 English/Research. The curriculum in both of these courses helps to develop the knowledge and skills students need to be able to undertake the SRP in an independent manner, with the support of their subject teachers as a valuable resource. Through their SRP, students will be able to demonstrate a thorough understanding of academic research skills needed for success in their post-secondary studies.
CNG’S SPECIAL PROGRAMS  
ADVANCED PLACEMENT ACADEMY

INTRODUCTION
CNG offers all students the opportunity to apply for enrollment in an Advanced Placement (AP) course. These are rigorous course offerings at the advanced / honors level which help students build the skills they need in their upcoming college years. Students give their minds a rigorous workout developing competence in handling challenging issues and problems with the support of AP teachers at the High School level. The goal of AP courses is to help students understand what to expect in the next phase of their educational journey, building time management and study skills along the way.

To be successful in AP courses, students need to understand these academic challenges. Demonstrated work ethic, motivation to succeed, and taking responsibility for your learning are critical for success. Each department at CNG has established criteria for entry into AP courses that ….. Please refer to these as you consider which AP courses you wish to apply for.

We recognize that all learners are different. Some students who do not meet all entrance requirements may still wish to be considered for an AP course. Please see your Counselor if this is the case.

There are a number of benefits to taking an AP course at CNG. Students who score 3 or more on their AP exams may be eligible for college credit, advanced placement or both at many universities, including those in Colombia. In addition, having AP credits on your CNG transcript communicates to colleges and universities your readiness to take on the next challenge.

ACCEPTANCE INTO THE AP ACADEMY
Acceptance into an AP course places the student in the AP Academy. Students may be accepted on a probationary basis. In such instances, 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 maintain a grade of 2.5 or higher (without the AP enhancement) throughout the course. Failing to meet these expectations, students on Probationary acceptance may be removed from the course at the end of Semester I.

EXPECTATIONS OF STUDENTS IN THE AP ACADEMY
Students taking AP courses at CNG are expected to participate fully in the AP course experience, including the AP exam in May. Students who do not take the AP exam seriously may still be required to take a final examination in the course in order to demonstrate to CNG that they have the requisite knowledge, understanding and skills to move on to the next level of study.

The results of AP exams are used by CNG to evaluate the effectiveness of the learning program at the advanced level. Each year, the results are analyzed to identify areas for improvement in our ongoing efforts to improve as a school.

AP EXAM EXPECTATIONS:
1. All students in AP classes are expected to sit for the exam in May. The school orders exams for all enrolled students plus those students who have petitioned for an additional AP exam.
   a. If removed from an exam room, the College Board will be notified and the student/parents will be charged for the full cost of the exam $141 USD plus a $50 USD administration fee. This fee must be paid or a student will not be entitled to graduate from CNG.
   b. In addition, consequences under the CNG Code of Honor will be considered depending on the nature of the disruption to the examination.
2. Students who do not attend the examination will be charged a $50 USD administrative penalty. This fee must be paid or a student may not be entitled to graduate from CNG.
3. Students who do not attend the examination will be charged a $50 USD administrative penalty. This fee must be paid or a student may not be entitled to graduate from CNG.

AP EXAMINATION EXEMPTIONS:
In rare instances, it may be recommended that a student not sit for the AP exam.
• If, by March 15 of the current academic year, the subject teacher determines it is not in the best in-
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).

No Drops will be permitted after the mid-quarter deadline.

Students are responsible for making up any work that has been missed in the new class.

In advance of semester two, students may make a request to drop 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 two weeks before the start of semester two.
- A request must be sent to hsschedules@cng.edu.
- These requests can only be approved by AP Coordinator and/or HS Administration.
- No grace period for add/drop is permitted in Q3.

**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 Examination Fee**

Beginning with the Class of 2018, an AP Examination Fee will be charged in the second billing cycle for EACH AP course a student is enrolled in. The fee of US$141.00 in a peso equivalent will be charged for each exam. There will not be a refund for students who drop an AP course or determine not to take the AP exam.

**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 the process as communicated by the AP Coordinator. Typically this will be a Google Form that the student needs to fill out.
The AP Academy Director and HS Principal will review these requests and send reply by March 15. For students who are approved, they cannot use the CNG school code when taking this AP exam. Parents will be billed for all petitioned AP exams for the AP exam fee of US$141.00 and a US$30.00 administration fee. If the student does not take the exam during the regular schedule, then an additional fee is assessed for late testing of US$50.00.

**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$141.00. 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.
AP INTERNATIONAL DIPLOMA

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.

AP CAPSTONE DIPLOMA

AP CAPSTONE 11 & 12

The College Board AP Capstone Diploma™ is an innovative program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of a new, two-course high school sequence—AP® Seminar and AP® Research—and is designed to complement and enhance the in-depth discipline-specific study provided through AP courses. These courses and this program cultivate curious, independent, and collaborative scholars and prepares them to make logical and evidence-based decisions.

AP CAPSTONE DIPLOMA

Students who earn scores of 3 or higher in both of the AP Capstone courses and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™

AP SEMINAR

Team Project & Presentation
Research-Based Essay & Presentation
Written Exam

AP RESEARCH

Academic Thesis
Public Presentation & Defense

4 AP COURSES & EXAMS
(Taken at any point throughout high school)

AP SEMINAR AND RESEARCH CERTIFICATE

Students who earn scores of 3 or higher in both of the AP Capstone courses but not on the four additional AP Exams will receive the AP Seminar and Research Certificate™, signifying successful performance in those courses.

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.
ADVANCED PLACEMENT SEMINAR 11 A & B  
ENG520/ENG521  
0.5 credit each

In AP Seminar students investigate real-world topics from multiple and competing perspectives, and learn to collect and analyze information accurately, develop arguments based on facts, and effectively communicate them. The course topics can be viewed through the disciplinary lenses of other AP courses, such as AP Psychology, AP Human Geography, AP Statistics, AP Art History. As such, we recommend taking this in conjunction with other AP courses. Students will create a presentation, a paper, a team project, and a written exam in May. It is expected that students who take AP Seminar will take the AP Research: Advanced English 12 course the following year as seniors. Students who engage in this two-year program will be able to use these courses as a primary source for developing their Senior Research Project (SRP) project. Students who earn scores of 3 or higher in both AP Seminar and AP Research: Advanced English 12 and on four additional AP exams of their choosing during their high school years will receive the AP Capstone Diploma.

Prerequisites: Successful completion of at least one AP course in grade 10. Concurrent enrollment with one or more AP courses. Student must be in grade 11.

AP RESEARCH: ADVANCED ENGLISH 12 A & B  
ENG522/ENG523  
0.5 credit each

AP Research: Advanced English allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research: Advanced English course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Prerequisites: Upon successful completion of AP Seminar.

GIFTED & TALENTED PROGRAM

CRITICAL THINKING AND INDEPENDENT STUDIES 9  
GTP100  
0.5 credit

Independent Studies is a course created for the identified gifted student and designed to be curriculum differentiation above and beyond what may be traditionally offered in the general education classroom. While students pursue their individual interests and talents, they will enhance their creative, critical thinking skills, and problem-solving skills, and hone the independent study and research competencies needed to be effective self-directed learners. This course will be based on personal and shared interests of the participants.
HIGH SCHOOL COMPUTER SPECIFICATIONS 2019-20

BRING YOUR OWN LAPTOP (BYOL) PROGRAM
GRADES 9, 10, 11, and 12 - RECOMMENDED REQUIREMENTS

<table>
<thead>
<tr>
<th>Machine Type</th>
<th>Laptop or Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS</td>
<td>Windows 10 / Mac OS X</td>
</tr>
<tr>
<td>Screen Size</td>
<td>12” - 15”</td>
</tr>
<tr>
<td>Processor</td>
<td>Intel i3 or better</td>
</tr>
<tr>
<td>RAM</td>
<td>8 GB</td>
</tr>
<tr>
<td>Storage</td>
<td>1 TB</td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>802.11g</td>
</tr>
<tr>
<td>Ports</td>
<td>2 USB, Audio in/out, HDMI</td>
</tr>
<tr>
<td>Battery</td>
<td>4 cell - longlife</td>
</tr>
<tr>
<td>Warranty</td>
<td>1 year (new equipment)</td>
</tr>
</tbody>
</table>

Please note it is recommended that students reading e-books for independent reading in Spanish or English should have an e-reader rather than a laptop in order to remain focused on their reading.

CNG SCHOOL UNIFORMS

- Please review the CNG Uniform Guidelines poster. (Page 103)
- It is expected that students will wear on a daily basis the white CNG polo or white CNG oxford shirt as a base layer with CNG navy sweater or sweatshirt as needed for warmth. Seniors can wear their senior jacket as an outer layer.
- Students also need to wear navy gabardine pants. Girls may use the navy CNG skirt, ensuring an appropriate length and fit, as well as navy shorts underneath.
- Students may only use the CNG scarf for additional warmth and the CNG hat (outdoors) for sun protection.
- Students may not use colored sweaters, sweatshirts, or coats for layers. All layers must be CNG navy blue.
AFFECTIVE EDUCATION DEPARTMENT

<table>
<thead>
<tr>
<th>Grade 9th</th>
<th>Grade 10th</th>
<th>Grade 11th</th>
<th>Grade 12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Religion</td>
<td>Catholic Confirmation</td>
<td>Life 101, Leadership or Filosofía</td>
<td>Ethics, Mitología, or Mindfulness</td>
</tr>
<tr>
<td>Healthy Mind and Body</td>
<td>Great Masters &amp; World Religions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUPPLIES

- Writing tools and notebook as needed.

COURSE DESCRIPTIONS

HEALTHY MIND & BODY 9 -10

AFE104 0.5 credit

This course is designed to assist students in obtaining accurate information, and encourage lifelong positive attitudes and behaviors, related to their personal health and character development. Students will develop skills and knowledge allowing them to take responsibility for their own health status as well as their cognitive, emotional, and behavioral dispositions. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

No prerequisite.

GREAT MASTERS & WORLD RELIGIONS 9-12

AFE105 0.5 credit

This course explores the great masters and selected readings of some of the world’s major religions. Ancient religious traditions and their influence on history, art, culture, and society will be studied. The focus will be on seeking commonalities and how beliefs develop creativity, health, spirituality, and a sense of purpose. The core of this course is dedicated to the study of some of the following religions: Judaism, Christianity including Protestantism, Hinduism, Buddhism, Jainism, Chinese religious traditions including Confucianism and Taoism, as well as Japanese religious traditions including Shintoism and Zen Buddhism. Some philosophers and psychologists who address these topics will also be explored. Students will examine the spiritual dimension and determine how these teachings help individuals to grow. Students will delve into ethical concepts such as personal growth, social justice, environmental awareness, and peace. In addition, students will analyze whether some of these teachings may be applicable in their daily lives in order to make the earth a better place in which to live.

No prerequisite.

ETHICS 9 - 12

AFE220 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.

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 de 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/CONFIRMACIÓN CATÓLICA 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.

LIFE 101: LIVE IT, PLAN IT, ENJOY IT!
AFE342 11 & 12
This course is designed to help Juniors and Seniors prepare for their future while balancing their present teenage life. This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will examine factors that affect success while refining their skills within the academic and affective domains. Not only can there be time set-aside for college application, essay writing and support finding the right fit for university, gap year, or career path, but lessons on stress and time management that are needed when planning a future and simultaneously completely high school course work. This course will also provide time for reflection on personal and family values (Who am I? Who do I want to be? Do my actions match my values?) and where there might be internal struggles between social/familial pressures and personal authenticity and goals.
No prerequisite.

LEADERSHIP: AUTHENTICITY, REFLECTION, AND CONNECTION 11-12
AFE344
0.5 credit
This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school community especially with our CNG middle school students; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles. Students will examine group dynamics and learn the value of diversity within groups and communities. A key component to this course is a willingness to self-reflect and self-assess in order to be a sincere role model for younger students. No prerequisite.

FILOSOFÍA 11-12
AFE224
0.5 credit
El ser humano se caracteriza por desear entender el mundo que lo rodea y por intentar comprenderse a sí mismo. Esta curiosidad nos lleva a formular preguntas y a tratar de encontrar respuestas en muchas fuentes: la ciencia, la religión, la literatura, el arte. La Filosofía, como otros saberes, durante siglos, ha tratado de responder a esas preguntas y en la clase, los estudiantes tendrán la oportunidad de explorar las grandes debates y las importantes reflexiones que se han generado sobre esas preguntas cotidianas, que definen lo que somos como cultura y como individuos: ¿es posible alcanzar eso que llamamos felicidad?, ¿somos realmente libres?, ¿la ciencia y la religión son incompatibles?, ¿qué son el bien y el mal?, ¿qué nos hace diferentes de los otros animales?, ¿existen acciones completamente desinteresadas?, ¿necesitamos ser gobernados? Además de reflexionar sobre estas ideas, los estudiantes podrán constatar su vigencia y pertinencia y, así mismo, tomar una posición informada sobre sus propios valores, estilos de vida y comportamientos.
This course is taught in Spanish. No prerequisite. Recommended for Colombian Bachillerato Program.
MINDFULNESS 9 -12

AFE410 0.5 credit

“Mindfulness is about being fully awake in our lives. It is about perceiving the exquisite vividness of each moment...” - Jon Kabat-Zinn

In a troubled and fast-paced world like the one we live in, we tend to be fully occupied and continually entertained. It is difficult to notice the amount of stress that we are under and, therefore, the need to become truly present becomes more imperative.

In the Mindfulness Course, students will learn how to pause and diminish their inner speed in order to connect with themselves and with their bodies in increasingly deeper ways. They will see how the practice of Mindfulness can help them improve their concentration, insights, academic performance, learning, social interactions, and much more. Students will learn practical exercises that can be implemented in their daily lives which will enable them to deal with stress and conflict in much better ways and have more stable, productive, and richer lives. As such, the course will be highly experiential and daily practice perhaps the most important component.

Students will learn how this seemingly simple practice has transformed millions of lives for thousands of years, why there is so much research being done on this topic today, and why it’s becoming so widespread and essential in our contemporary world.

The curriculum will mirror widely acclaimed coursework in Mindfulness Based Stress Reduction and Mindfulness essentials. The historical context of mindfulness and meditation throughout the ages will be explored. The mounting clinical research regarding Mindfulness Based Stress Reduction will also be studied. A variety of mindfulness experiences and practices will be introduced and developed. Ongoing discourse and personal reflection will be prompted throughout the course.

This class will be taught in English

WORLD MYTHOLOGY 10 – 12

AFE482 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. La evolución de los mitos se presenta como un paralelo al desarrollo cultural de las sociedades y como un reflejo de la evolución individual del hombre en su búsqueda de una explicación a los fenómenos que lo rodean y a su propia existencia vital. Se busca que los estudiantes encuentren la permanencia y actualidad de los mitos griegos y reconozcan su influencia en el psicoanálisis y la profunda verdad que reflejan sobre la condición humana.

This course is taught in Spanish.

TEACHER TRAINEE 11-12

AFE340 0.5 credit

The main objective of this course is to aid Juniors and Seniors in the development of techniques and abilities used by quality educators and to be able to apply them via authentic experiences. Students will be challenged throughout this course to self-assess where they excel as regards these skills, where they can improve and challenge themselves and their own unique process in education up to this point. Students will facilitate discussions and engage in critical thinking on a variety of topics such as second language acquisition, socioeconomic impact on teaching and learning, student attitudes and behaviors and the role of teachers and differentiation, as well as many other related topics. With the structure and analysis afforded in this course, students will be able to prepare and teach effective and dynamic English lessons to others through the social service office.

An essential and mandatory aspect of the course is the 20 hours of teaching each student will be engaged in during classroom time. If the teacher reports that the student has satisfactorily completed the hours stated above, the Social Service office will be notified in order to add the 20 hours to their records.

No prerequisite.
ENGLISH LANGUAGE ARTS DEPARTMENT
NATIVE ENGLISH PROGRAM

COURSE SEQUENCING FOR THE REGULAR ENGLISH PROGRAM:

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>English 10 or any preAP/AP course with recommendation</td>
<td>English 11 or any AP course with recommendation</td>
<td>Research (Required) or AP Language or AP Literature with recommendation</td>
</tr>
</tbody>
</table>

ACCELERATED ENGLISH PROGRAM

For students looking to challenge themselves in their humanities studies, the Accelerated English Program is a wonderful way to maximize rigorous learning as well as college credit opportunities available in English Language Arts.

To be considered for this program, students must meet the following requirements:

1) currently enrolled in Pre-AP English 9 with an academic average and life skills average above 3.5 (before the 0.3 bump),

2) have a positive recommendation from their Pre-AP 9th grade English teacher to join the Accelerated English Program, and

3) possess consistent standardized test scores in Reading Comprehension, Language Usage, and Vocabulary in MAP, SAT10, etc. that are above the 85th percentile range.

COURSE SEQUENCING FOR THE ACCELERATED ENGLISH PROGRAM:

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-AP English 9</td>
<td>PreAP English 10 or AP Language or AP Literature</td>
<td>AP Literature</td>
<td>AP Research (Required if student took AP Seminar) (year 2 of AP Capstone program)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Seminar (year 1 of AP Capstone Program)</td>
<td></td>
</tr>
</tbody>
</table>

Please note that students accepted into the Accelerated English Program are REQUIRED to be in the AP Capstone program in order to fulfill their HS English credits.
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 Courses MAP Reading 236 (or higher), Language Usage 234 (or higher)

- **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

**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.

SUPPLIES

For all English classes AP, PreAP, and Regular

- Post-its (large) (75mm x 75mm)
- Loose-leaf, college-ruled paper
- Two Pocket folder or 3-ring binder for purposes of holding loose-leaf paper
- Pens / Pencils
- Laptop: See page 34 for specifications

COURSE DESCRIPTIONS

**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.
This course surveys key ancient texts in the 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 (explicative), 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.

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 (explicative), 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.

English 10 is a prerequisite.

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 (explicative), 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.

English 11 will continue to target students’ skills in reading and writing while valuing student choice in becoming lifelong readers and writers. Reading workshops will encourage students to broaden their literary horizons through analysis of author’s craft, genres and themes. Students will value the writing process using the workshop model to practice skills utilized by professional writers. Possible units may include: genre studies; author study; high interest themes (based on student input); study of graphic novels and visual media; Shakespeare’s plays and poetry; an introduction to authentic research and argument useful for the Senior Research Project; and world poetry. Students will engage in independent reading throughout the year developing their skills as readers and writers. Possible texts include: one of Shakespeare’s tragedies or comedies (Twelfth Night, Othello, Merchant
of Venice); independent reading based on student choice and/or teacher directed genre and themes; and readings from All Quiet on the Western Front, The Things They Carried, Fences, and The Interpreter of Maladies.

Prerequisite successful completion of English 9 and 10

ADVANCED PLACEMENT ENGLISH LITERATURE and COMPOSITION 11 – 12 A & B
ENG396/ENG397

0.5 credit each

This course prepares students to read, analyze and enjoy all types of literature in English (poetry, plays, novels, short stories). With work balanced between writing and reading, students will read writers from the 16th century until today in the English language, from various English-speaking countries. In addition, students will experiment with writing their own works of literature. Students can expect to improve their vocabulary, reading comprehension, as well as style and grammar.

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.

ADVANCED PLACEMENT SEMINAR 11 A & B
ENG520/ENG521

0.5 credit each

In AP Seminar students investigate real-world topics from multiple and competing perspectives, and learn to collect and analyze information accurately, develop arguments based on facts, and effectively communicate them. The course topics can be viewed through the disciplinary lenses of other AP courses, such as AP Psychology, AP Human Geography, AP Statistics, AP Art History. As such, we recommend taking this in conjunction with other AP courses. Students will create a presentation, a paper, a team project, and a written exam in May. It is expected that students who take AP Seminar will take the AP Research: Advanced English 12 course the following year as seniors. Students who engage in this two-year program will be able to use these courses as a primary source for developing their Senior Research Project (SRP). Students who earn scores of 3 or higher in both AP Seminar and AP Research: Advanced English 12 and on four additional AP exams of their choosing during their high school years will receive the AP Capstone Diploma.

Prerequisites: Successful completion of at least one AP course in grade 10. Concurrent enrollment with one or more AP courses. Student must be in grade 11.

AP RESEARCH: ADVANCED ENGLISH 12
ENG522/ENG523

0.5 credit each

AP Research: Advanced English 12 allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research: Advanced English 12 course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Prerequisites: Upon successful completion of AP Seminar.
**RESEARCH 12**  
ENG456/ENG457  
0.5 credits each

English 12 allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the English 12 course, students further their skills such as understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. Weekly writing will follow a workshop format that emphasizes elements of mastery of the conventions of Standard English. The course culminates in a senior research project which includes an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Prerequisite: successful completion of English 9, 10, & 11

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**ENGLISH ELECTIVES**

**ADVANCED COMPOSITION AND CONFERENCING**  
(THE WRITING CENTER)  
ENG528/ENG529  
0.5 credits each

The purpose of this course is to grow already advanced writers and build in them the ability to be a peer tutor and leader through the workshop model in a Writing Center setting. In this course, students will improve their own writing and knowledge of writing strategies and techniques and learn the power of being a peer leader within the school. Additionally, students will hone their writing skills working with complex works of academic discourse around best practices in Writing Centers at the University level and in reading the literary work of published writers for purposes of inquiring how to write better ourselves. In the first semester, students will learn how to guide others with a writing assignment to understand the assignment/audience, generate ideas/questions, form a thesis, choose an organizational pattern, revise and edit. Students will read peer-reviewed articles that employ MLA, APA and other citation and research elements. Students will be guided in the writing workshop model and will practice having their own writing conferences with each other, teachers and students in a variety of classes. Students will gain a deeper understanding of the workshop approach to guiding writers. Throughout the course, students will be responsible for promoting the Writing Center among the student body, developing the revising protocols and processes for the Center, and taking appointments with actual student clients.

This course can be counted for 1.0 credit of English in 11th grade as a yearlong English course.

This course can be counted for 0.5 credit in 12th grade as a semester length elective.

Registration is open through invitation only and requires submission of writing sample and, if selected to move on, an interview with the Writing Center teacher and guidance counselor. This course does not receive the .3 grade bump received in Advanced Placement courses.

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**YOUNG JOURNALISM WORKSHOP**  
TALLER DE PERIODISMO JOVEN  
9-12  
SPA562  
0.5 credit

Social Networks, the recent political and democratic events around the world, and the subtle ways Media has changed during the XXI century, lead us to think twice when we are talking about journalism, specially with a very young audience. Traditional journalists are not having the social impact that some YouTubers have; some of our best reporters are now working in graphic novels, and the most visited news online are infographics. Journalism language is changing, which leads us to change the vision we have about it.

In this semester long course, students will reflect about a journalist’s work today, and will explore the new languages we are using to communicate (video, comics, writing for online media, and infographics). While students know some of the best works in this new language of journalism and reflect on the ethics of sharing information with an audience, the students will also learn how to build a successful journalist piece. They will also have the opportunity to practice their reading and writing skills, while they reflect upon the world that they are living in and come up with a critical vision about it. This course will be taught both, in English, and in Spanish.

**No prerequisites.**
VISUAL, MEDIA, AND PERFORMING ARTS DEPARTMENT

The Visual, Media, and Performing Arts Department is made up of a variety of subjects which include Visual Arts, Photography, Design, Film & Video, Theater, Music, and Dance.

VISUAL ARTS

<table>
<thead>
<tr>
<th>Grade 9th</th>
<th>Grade 10th</th>
<th>Grade 11th</th>
<th>Grade 12th</th>
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<td>Painting Lab II</td>
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<td>Photography I</td>
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<td>Drawing</td>
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Students should focus on taking two Visual / Media Arts classes

Pre AP Studio Art 2D, 3D or Drawing & Painting

AP Studio Art 2D, 3D or Drawing & Painting

AP Art History

PRE-REQUISITES FOR AP ACADEMY

PreAP STUDIO ART & AP STUDIO ART

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

1. Course prerequisite:
   - PreAp 3D and PreAp Drawing prerequisite: Drawing and one other art class
   - PreAP 2D suggested: Graphic Design and Photo I, Prerequisite: any two arts of 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 a PreAP Art Studio class.
2. Presentation of portfolio of 10 original art works developed by student.
3. Interview with AP Art Studio teacher.

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.

SUPPLIES

- AP Studio Art may need materials according to their projects. They also need to spend some money framing the quality works of the portfolio.
- Photography Classes require a 35mm traditional camera
DRAWING 9 – 12
FIN140
0.5 credit
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.

PAINTING LAB 9 – 12
FIN171
0.5 credit
This is a one semester class where the students will have the opportunity to understand painting in the contemporary world as a visual thinking process. Students will experiment with techniques such as watercolors, charcoal, acrylic paint, oil painting and ink. During the semester we will study different styles of art and different areas of knowledge band culture that are critical components of the contemporary practices.

PAINTING LAB II 10 – 12
FIN172
0.5 credit
This is a semester class where the students will continue to have the opportunity to understand painting I in the contemporary world as a visual thinking process. In this class students will mainly explore abstraction studying painters like, Kandinsky, Pollock, Rothko, De Kooning, using different media, like watercolors, acrylic paint, tempera paint and oil paint.

HANDS ON DESIGN 9 – 12
FIN174
0.5 credit
This is a one semester class where students can focus on making handicrafts and useful objects. The students will explore different techniques like foil engraving, ceramics, linoleum print on fabric and the decoration of a wooden box. The emphasis of the class is on design.

3D-SCULPTURE 10 – 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.

VISUAL CREATIVE LAB 10 – 12
FIN135
0.5 credit
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.

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.

**PHOTOGRAPHY II 10 – 12**

FIN310 0.5 credit

Students in this class will expand their understanding of visual culture by studying the photographic Psychology. Students will incorporate the influence of a specific topic into their own ideas. During the second quarter of the semester, students will use different programs such as Adobe Photoshop to create their digital portfolio.

Photography is psychology. Why? Because understanding the visual image is understanding the realm in which the psyche of the photographer and viewer intersect. Psychological principles about perception, emotion, creativity, personal identity, interpersonal communication, and human relationships help explain how we create visual images, how we share them, and how people react to what they see. Psychology can also help clarify the personality and social factors that shape the vocation and avocation of photography. This course can count as ½ credit in Fine Arts or Technology.

**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.

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

FIN260 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. This course can also count as a Fine Arts or Social Studies elective.

**PHOTOGRAPHY III 11 - 12**

FIN320 0.5 credit

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. During the second quarter of the semester, students will use different programs such as Adobe Photoshop to create their digital portfolio. This course can count as ½ credit in Fine Arts or Technology.

**Suggested: Photo I**

**No prerequisites.**
Students taking AP Studio Art Classes should note these following changes in grading, assessing, and course work starting 2019 - 2020:

**Sustained Investigation** (60% of exam score)

For all three portfolios, students will submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision:

- A minimum of 15 digital images that include works of art and design and process documentation.
- Typed responses to prompts, providing information about the questions that guided their investigation and how they practiced, experimented, and revised, guided by their questions.

**Selected Works** (40% of exam score)

For all three portfolios, students will submit works of art and design and writing to demonstrate skillful synthesis of materials, processes, and ideas:

- For AP 2-D Art and Design and AP Drawing: 5 physical works or high-quality reproductions of physical works with written responses on paper describing the materials, processes, and ideas used.
- For AP 3-D Art and Design: Digital images of 5 works (2 views of each) with typed responses describing the materials, processes, and ideas used.

**PRE-ADVANCED PLACEMENT ART 11**

FIN232/FIN233 (2D)
FIN222/FIN223 (3D)
FIN224/FIN225 (Drawing & Painting) 0.5 credit each

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 2D, Drawing & Painting or 3D Design.

**PreAP 2D Design:** Students will work on black & white photography, lighting techniques, digital photography, graphic design, different techniques of illustration and mix media. After this intense experimentation, students are challenged to begin their studio art portfolio.

_Credit in two prior visual art courses is a prerequisite. Suggested: Photo I and Graphic Design._

**PreAP 3D Design:** The 3D portfolio is based on the application of principles of design in a variety of materials, so students may explore different medias (ceramics, plaster, iron, etc) while addressing a variety of approaches to investigation of 3D design principles such as spacial unity, balance, emphasis, contrast, rhythm, repetition, proportion/scale, etc.

_Credit in Industrial Design / Makerspace and in Drawing or other visual art course._

The PreAP drawing and painting portfolio addresses the understanding of a range of drawing concerns that includes drawings from observation, work with inventive and non inventive forms, effective use of light and shade, various spatial systems and expressive mark making. Students must develop this skills within every creation for their portfolios.

_Prerequisite: Drawing and one other visual art class._

**ADVANCED PLACEMENT STUDIO ART 12**

FIN244/FIN245 (2D)
FIN226/FIN227 (3D)
FIN228/FIN229 (Drawing & Painting) 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.

**AP 2D Design:** Students demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration,
painting and printmaking. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course. Through the program WE.org, which will be incorporated in the course, students will integrate service learning into the course.

Prerequisite: PreAp D2 Design.

AP 3D Design: The 3D portfolio is intended to address engagement with physical space and materials. Design involves a fabrication process that demonstrates a purposeful decision making about the principals of design, this issues can be approach in a variety of perspectives such as architectural models, figurative or non figurative sculptures, plaster, ceramics, three-dimensional fiber arts/fashion, jewelry and body adornment.

Prerequisite: PreAP 3D Design

The Drawing and Painting portfolio intends to address a wide range of approaches and media. Line quality, light and shade, composition, surface manipulation, illusion of depth and mark-making are drawing issues that can be addressed through a variety of means which could include painting, printmaking, mixed media, abstract or observational and inventive works.

Prerequisite: PreAP Drawing.

ADVANCED PLACEMENT ART HISTORY
10 – 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 from 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 or teacher recommendation is a prerequisite.

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MEDIA ARTS

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<th>Grade 11th</th>
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<td>Recommended Preparation</td>
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<td>Video Production II</td>
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<td>Films</td>
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<td>Video Production I</td>
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</table>
INDUSTRIAL DESIGN / MAKERSPACE 11 – 12
FIN512
0.5 credit

This is a project-based course in which students will develop the ability to use of real-life problems for designing solutions relevant for our ever-changing world with a particular focus on sustainable and responsible design. They will design projects by using analog and cutting edge digital techniques such as 3D printing, laser cutting, 3D scanning, and 3D modeling software like Fusion 360, Cinema 4D, Illustrator, Mesh Mixer, and Mudbox. Students will develop not only practical abilities but also critical thinking and innovative strategies. This course can count as ½ credit in Fine Arts or Technology.

Recommended: Other Technology course.
Maximum class size 11.

VIDEO PRODUCTION I 10 – 12
FIN500
0.5 credit

This course entails the principles required to create an audiovisual production by understanding and applying the steps of pre-production, production, and postproduction. This class emphasizes the use of audiovisual language in technical and artistic levels, and the development of creativity. Students will explore different types of narratives, storytelling, and composition by creating and producing different projects of audiovisual media. Students will have the opportunity to explore different video and audio technologies such as chroma key (green screen), equipment operation, video composition, lighting, and sound design, with access to a professional audio recording studio. Students also will work with professional software: Final Cut Pro, After Effects, Premiere Pro, Modul8, MadMapper, and Logic Pro. Some projects of this class will be participating in different contests in and out of the school (if appropriate and possible). This course can count as ½ credit in Fine Arts or Technology.

Video Production I or video portfolio approved by the VP teacher
Maximum class size 11.

SOUND PRODUCTION 10 – 12
FIN514
0.5 credit

This course focuses on processes of sound production though recording and mixing sound and music in a professional sound studio. Students will have the opportunity to work with audio software like Logic Pro, Adobe Audition and Garage band to record live sounds and music, and also to produce sounds digitally. This course gives the opportunity to develop projects such as music demos, produce sound and special effects for audiovisual productions, and create podcasts or any type of project that includes sound design. The ability to play an instrument or sing is not required. This course can count as ½ credit in Fine Arts or Technology.

No prerequisite.
Maximum class size 11.

Recommended: Video Production I.
Maximum class size 11.
FILMS 9 – 12
FIN423
0.5 credit

Film is both a powerful communication medium and an art form. The objectives of this course are focused on the ability to understand, question, interpret film and eventually create their own productions. We will study the basic concepts of cinema through its history, theory, culture, and the socio-economic situations at the time of the production. During the creation unit where students produce a film, they will gain meaning and value in the process of transmitting their stories into cinema, by doing short films. Throughout the course students learn the value of cinema in relation to our history, the important role in our present society, and the power it has in our future.

No prerequisite.

PERFORMING ARTS

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<td>Acting for Life</td>
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<td><strong>Music</strong></td>
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<tr>
<td>Piano, Ukelele and guitar (PUG)</td>
<td>Intermediate Ensemble</td>
<td>Advanced Ensemble</td>
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<tr>
<td>Vocal Ensemble I</td>
<td>Vocal Ensemble II</td>
<td>Vocal Ensemble III</td>
<td>Vocal Ensemble IV</td>
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<td>Symphonic Band I</td>
<td>Symphonic Band II</td>
<td>Symphonic Band III</td>
<td>Symphonic Band IV</td>
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<tr>
<td><strong>Dance</strong></td>
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<td>Introduction to Rumba</td>
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<td>Advanced Rumba</td>
<td>Social Dance</td>
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SUPPLIES

MUSIC

Students can use a school owned instrument for any music course that we offer at CNG. Students may be asked to purchase a binder or folder for a music class.
THEATER COURSES

THEATER I

COMEDY AND IMPROVISATION 9 – 12
FIN400

0.5 credit

This class offers a general overview of the world of theatre, focusing on your personal development as an actor and as a theatre enthusiast. Students will engage in games and exercises that stimulate the discovery of movement, space, voice and improvisation. Students will be exposed to a wide range of dramatic literature and will develop fundamental acting skills as a preparation for interpreting classical and contemporary texts. Students will be given opportunities to stretch their imagination, focus their creative energies, and work alone or in groups to bring their inter characters to life.

- Theatre I develops the following essential knowledge and skills: do you think we need this?
- Perception of self and others
- Creative expression in acting
- Creative expression in theatre production
- Awareness of historical/cultural heritage
- Response/evaluation of theatre concepts and performances.

No prerequisite.

THEATER II

CLASSICAL THEATER 9 – 12
FIN410

0.5 credit

This class offers advanced work in actor training and script analysis through the study of classical theatre texts to build skills and knowledge studied in Theater I. Students will be introduced to the contemporary acting process and theories, and be given opportunities for their application on classical plays. Particular emphasis is given to character analysis and development. Students study texts and bring them to life through presentations.

Prerequisite: Experience in theater.

ADVANCED THEATER III

MODERN 9 – 12
FIN414

0.5 credit

This class offers the dedicated theatre student advanced work in actor training and script analysis with the goal of preparing the student for theatrical experiences outside the secondary school environment. If you are interested to be involvement in college theatre, community theatre, professional theatre, or want to study theatre in detail - this is the class for you. Students will be introduced to contemporary acting process theories and be given opportunities for their application. Particular emphasis is given to play writing opportunities and experimental theatre projects as well as career exploration and college audition preparation. Self-discipline, a strong work ethic, and a commitment to collective group efforts is critical for your success in this class.

Prerequisites: Theatre I, II, or prepare and perform an audition.

ACTING FOR LIFE 9 – 12
FIN421

0.5 credit

This is a semester course were students learn acting tools that are useful in everyday situations while communicating with others. The focus of this class is to empower students to present themselves clearly and professionally, teach students how to think on their feet, and show students gain respect and admiration in their community. Through the application and repetition of exercises, students learn how to empathize their strengths and turn any communication problem into a natural situation. Students will get the chance to practice these skills in a safe space and work on self-confidence.
BEGINNING PIANO, UKULELE, AND GUITAR (PUG) 9 – 12
FIN626
0.5 credit

Beginning PUG is a course for students who are interested in learning how to play the piano, ukulele, or guitar, as well as those who have played one of these instruments for only a short while. In this class we will focus on instrument technique and basics of music theory. We will be playing a variety of music alone as well as with a large group.

INTERMEDIATE ENSEMBLE 9 - 12
FIN654
0.5 credit each

Intermediate Ensemble is for students who are exploring guitar, electric bass, piano, and drums. In this class students will play current rock and pop music at a beginner to intermediate level. Students will learn fundamentals of music, instrument technique, play in small ensembles, and work to build confidence in their playing.

ADVANCED ENSEMBLE 9 – 12 A & B
FIN724/FIN725 - 9th grade
FIN726/FIN727 - 10th grade
FIN728/FIN729 - 11th grade
FIN730/FIN731 - 12th grade
0.5 credit each

Advanced Ensemble is designed for students who are at a high level of musicianship. In this class, students will play current rock and pop music in small and large ensembles. Admission is granted on an audition basis to those who are experts on their instruments and have participated in a music ensemble in the past. This class will focus on rehearsing as an ensemble, music interpretation, and performance technique. Students can take this course for a year or semester.

SYMPHONIC BAND 9 – 12 A & B
FIN708/FIN709 - 9th grade
FIN710/FIN711 - 10th grade
FIN712/FIN713 - 11th grade
FIN714/FIN715 - 12th grade
0.5 credit each

This is the most advanced symphony band we offer at CNG. Students in this class will perform at a professional level in contests and concerts. Students will learn about musicianship, history, culture, and composition. Students in this class will select the majority of the music they play, work in small groups, and perform throughout the year. Since students can take this class every year, the expectations for instrument technique, leadership, and playing ability become higher. Students are graded on a higher level as they progress through the program. This band will have the opportunity to travel. (orchestra players are welcome). This is a year long class.

No Prerequisite.

VOCAL ENSEMBLE 9 - 12 A & B
FIN716/FIN717 - 9th grade
FIN718/FIN719 - 10th grade
FIN720/FIN721 - 11th grade
FIN722/FIN723 - 12th grade
0.5 credit each

Vocal Ensemble is a stepping stone for Advanced Ensemble (rock band), as well as a place for anyone who would like to sing. In this class we will focus on using proper technique to extend your range (how high and low you can sing) as well as building your ear and your voice to sing harmonies. What could be better than a class where you get to sing all day? Students can take this course for a year or semester.

No Prerequisite.
SOCIAL DANCE 11 - 12  0.5 credit

The main focus of Social Dance is to teach students traditional dance forms and styles that were taught in Social Dance one or other dance classes. During the semester the student’s will learn and practice basic to intermediate techniques from Colombian dances that are currently popular within our society. We will focus on: salsa, merengue, vallenato, bachata and a variety of others. The class will use these styles of dances to go deeper social cultural elements and encourage students to use dance as a way to communicate and grow individually. **This course can count as ½ credit in Fine Arts or Physical Education.**

Class size: 10 couples (10 boys and 10 girls).

INTRODUCTION TO RUMBA 9 – 10  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, 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.**

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

Class size 6-20 students.
No prerequisite.
Students can take this elective a maximum of 2 times.

ADVANCED RUMBA 11 – 12  0.5 credit

Advanced Rumba is a one semester elective class where students choose to participate voluntarily in order to enjoy, refine, and build on the skills of the introduction to Rumba course. 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.**

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

Class size 6-20 students.
Prerequisite: Intro to Rumba.
Students can take this elective a maximum of 2 times.
VISION STATEMENT

CNG inspires its student mathematicians at all levels through challenging, well aligned, and balanced curriculum. Students learn the true nature of mathematics through engaging and authentic tasks. CNG students are persistent, flexible thinkers, who clearly communicate their ideas and apply their knowledge to solve problems in a variety of contexts. Teachers at CNG encourage and model a growth mindset through a collaborative, safe environment where mistakes and risk taking are valued as learning opportunities. The instructional strategies and practices that we use spark curiosity, facilitate discourse, and encourage inquiry.

Essential Agreements: The curriculum will balance conceptual understanding and procedural fluency.

The CNG math department offers math courses on three standard levels: regular level, PreAdvanced Placement, or Accelerated PreAdvanced Placement. Most regular level and Pre-AP classes are taught using the same textbook, but move at different paces and the depth of the material taught may differ. 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 TI-84 graphing calculator for their math classes.

The PreAP and Accelerated PreAP course levels mandate 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 who complete AP Statistics, AP Calculus AB or AP Calculus BC math courses and pass the AP Exam with a 3 or higher may have the opportunity to earn college credit.

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

NOTE: Students who are not prepared to be placed in the standard levels of mathematics courses should have discussions with their counselor and/or Learning Center team about the sequencing of their high school math courses and what the mathematics requirements may be for their choice of university.

Pathways offered in Math department for 2019-2020 school year

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<td>Geometry</td>
<td>Algebra II / Trigonometry</td>
<td>Calculus or Regular Probability and Statistics</td>
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<tr>
<td>Pre AP Algebra I &amp; Pre AP Geometry</td>
<td>PreAP Algebra II</td>
<td>PreAP Calculus</td>
<td>AP Calculus AB</td>
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<tr>
<td>PreAP Algebra I</td>
<td>PreAP Geometry PreAP Algebra II</td>
<td>PreAP Precalculus</td>
<td>AP Calculus AB</td>
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<tr>
<td>PreAP Geometry</td>
<td>PreAP Algebra II</td>
<td>PreAP Precalculus</td>
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<tr>
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<td>Accelerated PreAP Algebra II</td>
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<td>Math elective in grade 11 or 12 - AP Statistics</td>
<td>Math elective in grade 11 or 12 - AP Statistics</td>
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Pre-Requisites to JOIN a PreAP or AP Mathematics class from a regular class:

To be admitted to any PreAP or AP Mathematics course, students must meet the following general requirements of the AP Academy:

- Maintained a **minimum grade of 3.4** throughout your regular math class;
- Be **above the 70th percentile** in both MAP and Stanford tests (and PSAT for grade 10 & 11 students);
- **Most important**: Recommendation from current math teacher.

Requirements to REMAIN in a PreAP math class:

Already a PreAP or AP math student? To REMAIN in the AP Academy for Mathematics from semester to semester or course to course, students must do the following:

- Maintain a **minimum grade of 2.7** without the 0.3 enhancement.
- Remain **above the 70th percentile** for MAP and Stanford tests (and PSAT for grade 10 & 11 students);
- **Most important**: Recommendation from current math teacher.

**SUPPLIES**

- Graphing Calculator (TI-83, TI-84, or TI-84 Plus only)
- Pencils & erasers
- Ruler (with inches and centimeters) for most math classes
- Laptop: See page 34 for specifications

<table>
<thead>
<tr>
<th>Pre-AP Algebra I</th>
<th>Geometry, Pre-AP Geometry, Accelerated Pre-AP Geometry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• One (1) Notebook (grid paper, 160 pages)</td>
<td>• Two (2) Notebooks (grid paper, 80+ pages each)</td>
</tr>
<tr>
<td>• Folder or binder with dividers</td>
<td>• Loose leaf paper (80+ pages, grid)</td>
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<td>• Binder with dividers</td>
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<td>• Protractor</td>
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<table>
<thead>
<tr>
<th>Algebra II Pre-AP Algebra II</th>
<th>PreCalculus Pre-AP PreCalculus</th>
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<tbody>
<tr>
<td><strong>Accelerated Pre-AP Algebra II:</strong></td>
<td><strong>Accelerated Pre-AP PreCalculus:</strong></td>
</tr>
<tr>
<td>• Two (2) Notebooks (grid paper, 80+ pages each)</td>
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<table>
<thead>
<tr>
<th>Calculus:</th>
<th>Advanced Placement Calculus AB and BC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Two (2) Notebooks (grid paper, 80+ pages each)</td>
<td>• Loose leaf grid paper (300 - 400 pages)</td>
</tr>
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<td>• Pencils &amp; erasers</td>
<td>• Binder with dividers</td>
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<td>• Folder or binder with dividers</td>
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<td>• Colored pencils</td>
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<tr>
<th>Probability &amp; Statistics:</th>
<th>Advanced Placement Statistics:</th>
</tr>
</thead>
<tbody>
<tr>
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<td>• Folder or binder with dividers</td>
<td>• Folder or binder with dividers</td>
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</tbody>
</table>
**COURSE DESCRIPTIONS**

**ALGEBRA I A & B**

MAT110/MAT111 0.5 credit each

Students in this course will deepen their understanding of proportions (used in the context of solving equations), linear models, solving equations, solving systems of equations (with 2 or more variables, using substitution, elimination, graphing methods), quadratic functions, exponential functions, properties of exponents. They will also learn about parent functions and their transformations on the graph.

*(A TI-84 calculator is required for this course.)*

Successful completion of grade 8 regular math course is a prerequisite.

**MATH 10 A & B**

LLC506/LLC507 0.5 credit each

In the Geometry Math Support class, students who need extra support to access grade level curriculum engage in reteaching, review, and strategy instruction to support the curriculum they are learning in their Geometry class. The Geometry Math Support class is taken in tandem with the Geometry class, and when possible, the Geometry Math Support class is scheduled on the opposite day from the Geometry class so that students engage in math concepts every day. The Geometry Support Class is taught by a teacher who co-teaches in the grade level Geometry class. This teacher is able to build on the concepts being taught in the Geometry class and review material for students who need extra practice or instruction. This class is meant to provide support, a variety of teaching methods, opportunities for review, and reteaching of core math concepts so that all students can access grade level math content.

Recommendation of Learning Center and Administration with concurrent enrollment in Geometry.

**PRE-ADVANCED PLACEMENT ALGEBRA I A & B**

MAT112/MAT113 0.5 credit each

This class is offer upon recommendation from the middle school teachers. It is for students who could not quite meet the requirements for a PreAP class in middle school, but feel ready for the challenge in high school. It is important to know that in order to continue in the PreAP program in HS, students will have to take 2 PreAP math classes in grade 10. Students in this course will deepen their understanding of proportions (used in the context of solving equations), linear models, solving equations, solving systems of equations (with 2 or more variables, using substitution, elimination, graphing methods), quadratic functions, exponential functions, properties of exponents. They will also learn about parent functions and their transformations on the graph. *(A TI-84 calculator is required for this course.)*

Successful completion of Algebra I (or concurrently enrolled in Algebra I) is a prerequisite.

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**GEOMETRY 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 is a prerequisite.
PRE-ADVANCED PLACEMENT GEOMETRY 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 Algebra 1 concepts (Linear equations, transformations, distance and midpoint formulas) and use it to solve geometric problems on the coordinate plane (Coordinate Geometry). This advanced class will also introduce trigonometric concepts such as trigonometric ratios, the Law of Sines, The Law of Cosines, the unit circle, trigonometric functions and basic trigonometric identities. Students will also expand their understanding of statistical analysis. Students should take this course if they enjoy a challenging fast paced math course. (A TI-84 calculator is required for this course.)

Successful completion (3.2 or higher without the bump) of PreAP math 8 class or Pre AP Algebra 1 in high school.

ACCELERATED PRE-ADVANCED PLACEMENT GEOMETRY 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, polar coordinates, statistical analysis and properties of trigonometric functions. (A TI-84 calculator is required for this course.)

Successful completion (3.6 or higher without the bump) of Pre AP Geometry and PreAP Algebra 1, or successful completion (grade of 3.4 or higher) of Geometry.

ALGEBRA II A & B
MAT200/MAT201 0.5 credit each

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. We continue our work with linear equations, including systems of equations. The study of functions is deepened with attention to some transformations and basic input/output notation. An emphasis is placed on understanding domain, range, and graphing of several families of functions. We develop an understanding of quadratic equations, solution processes and their graphs. Both Geometric and Arithmetic Sequences are used to study linear and exponential relationships as well as real-world applications like investments and loans. We will also cover some topics in probability and statistics. (A TI-84 calculator is required for this course.)

Successful completion of Geometry is a prerequisite.

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

Students in this course will deepen their understanding of several families of functions such as linear, quadratic, rational and exponential functions. They will study conic sections, and advanced trigonometry. Students will explore linear algebra and linear programming by solving systems of linear equations and inequalities, graphing in two and three dimensions, and using matrices. They will also work with exponential and logarithmic functions. Students will use combinatorial mathematics to develop the binomial distribution and find probabilities. (A TI-84 calculator is required for this course.)

Successful completion (3.2 or higher without the bump) of Pre AP Algebra II A & B and teacher recommendation are prerequisites.

ACCELERATED PRE-ADVANCED PLACEMENT ALGEBRA II 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 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 Calculus concepts such as limits and derivative rules such as the constant, power, product, and quotient rules as well the chain rule. They will also use the limit process to find instantaneous rates of change. (A TI-84 calculator is required for this course.)

Successful completion (3.2 or higher without the bump) of Accelerated Pre-AP Geometry is a prerequisite.

**PRE-CALCULUS A & B**
MAT300/MAT301

0.5 credit each

The CNG Pre-Calculus course is built on the previous Algebra II 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. Probability is also included. Analytic Geometry includes extended graphing topics. (A TI-84 Calculator is required for this course.)

Successful completion of Algebra II is a prerequisite.

**ACCELERATED PRE-ADVANCED PLACEMENT PRE-CALCULUS 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, vectors, analytic trigonometry including law of sines and cosines, probability, and analytic geometry (conic sections). They also explore exponential, polynomial, rational, logarithmic, and periodic families of functions along with partial fractions. 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. (A TI-84 Calculator is required for this course.)

Successful completion (3.2 or higher without the bump) of Pre-AP Algebra II is a prerequisite.

**CALCULUS 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. 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. (A TI-84 Calculator is required for this course.)

Successful completion of Pre-Calculus is a prerequisite.
ADVANCED PLACEMENT CALCULUS AB
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. 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. (A TI-84 calculator is required for this course.)

Successful completion (3.2 or higher without the bump) of Pre AP Pre-Calculus or successful completion (grade of 3.6 or higher) of Pre-Calculus.

ADVANCED PLACEMENT CALCULUS BC
MAT452/MAT453
0.5 credit each

This is the final course for students who have completed the Accelerated Pre-AP courses. 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-section. The course also includes Taylor approximations and series including Maclaurin and harmonic series. All through the course the student will use technology to help solve problems and interpret results. 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. (A TI-84 calculator is required for this course.)

Successful completion (3.2 or higher without the bump) of Accelerated Pre-AP PreCalculus is a prerequisite.

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, social sciences, law, and journalism. (A TI-84 calculator is required for this course.)

Successful completion of regular precalculus is a prerequisite. This course may be taken in place of regular Calculus class in grade 12.

ADVANCED PLACEMENT STATISTICS A & B
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. (A TI-84 calculator is required for this course.)

Successful completion of Algebra II or higher is a prerequisite. This course must be taken concurrently with Pre-Calculus, Calculus or higher unless approved by administration. Students must have a 3.2 (without the bump) in previous PreAP course or a 3.4 in previous regular level course.
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.

<table>
<thead>
<tr>
<th>Grade 9th</th>
<th>Grade 10th</th>
<th>Grade 11th</th>
<th>Grade 12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 9</td>
<td>PE 10</td>
<td>Soccer I</td>
<td>Soccer II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yoga I</td>
<td>Yoga II</td>
</tr>
<tr>
<td>Introduction to Rumba</td>
<td>Advanced Rumba, Social Dance, Basketball, Cardio/Spinning, Volleyball, Adventure Education Sports, or Strength &amp; Conditioning.</td>
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</tbody>
</table>

**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 uniform will only be allowed to participate if they are wearing appropriate clothing. However, since our standards include affective elements of physical education focused on the values of responsibility, safety and a life-long appreciation for physical activity, those who are not in full uniform will be assessed accordingly, and not be able to earn a full grade for that particular benchmark.
3. If the student missed a test, they must make up the class with their teacher during opportunity hours.

**SUPPLIES**

**PHYSICAL EDUCATION COURSES** (PE Uniform is required for all PE classes, and PE elective courses)
One or two CNG PE Uniforms: Shirts, shorts or sweat pants, running shoes, CNG hooded sweatshirt if needed.
## COURSE DESCRIPTIONS

### PHYSICAL EDUCATION 9  A & B

*PEH120/PEH121*

- 0.5 credit each
  - Students will develop and demonstrate skills and knowledge of rules and strategies in a variety of sports, and dance.
  - 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, concepts, personal & social development, and health & fitness development, will be evaluated using shape America Standards.
  - Each student’s fitness level will be evaluated by using Fitnessgram standardized test.

### PHYSICAL EDUCATION 10  A & B

*PEH220/PEH221*

- 0.5 credit each
  - Students will develop and demonstrate advanced skills and knowledge of rules and strategies in a variety of sports, and dance.
  - 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 high level of responsibility by following the class rules and the policies of Colegio Nueva Granada.
  - Skills, concepts, personal & social development, and health & fitness development, will be evaluated using shape America Standards.
  - Each student’s fitness level will be evaluated by using Fitnessgram standardized test.

### 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.

### CARDIO / SPINNING 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.

### SOCCER I 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.
**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: 8-20 students.*
*Physical Education 9 & 10, and Soccer I are prerequisites.*
*Students who have successfully completed this course may not repeat the class.*

**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: 6-16 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: 6-14 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: 6-12 students.*
*Physical Education 9 & 10 are prerequisites.*
*Students can take this elective a maximum of 2 times.*

**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: 8-24 students.*
*Physical Education 9 & 10 are prerequisites.*
*Students who have successfully completed this course may not repeat the class.*

**YOGA LEVEL II 11 - 12**
**PEH384 0.5 credit**

This course will provide students with an opportunity to review and reinforce some of the basic skills learned in Yoga level I and expand their knowledge with some more advanced Yoga skills. In this second level of the course, students will discover how the breath can ease not only the mind, but deep practice as well. Together, students will discover how the flowing sequence of movements in the Asanas (poses) and Prana (energy/breath) are inter-connected, as well as Steady practice to reset the mind and body.

The class will work on Pranayama (breath control), Asana (poses), meditation, and some background into the history of yoga and what it is all about. This class will focus on proper warm up and strength building while maintaining a good awareness and focus on the breath. The class will also teach some restorative poses to help increase flexibility in the joints and connective tissues by being passive in longer holds. Those who register for this class will have the opportunity to energize the body and calm the mind.

*Class size: 6-14 students.*
*Physical Education 9 & 10 and Yoga I are prerequisites.*
DANCE COURSES

INTRODUCTION TO RUMBA 9 – 10
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, 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.

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

Class size 6-20 students.
No prerequisite.
Students can take this elective a maximum of 2 times.

ADVANCED RUMBA 11 – 12
FIN702 0.5 credit
Advanced Rumba is a one semester elective class where students choose to participate voluntarily in order to enjoy, refine, and build on the skills of the introduction to Rumba course. 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.

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

Class size 6-20 students.
Prerequisite: Intro to Rumba.
Students can take this elective a maximum of 2 times.

SOCIAL DANCE 11 - 12
FIN706 0.5 credit
The main focus of Social Dance is to teach students traditional dance forms and styles that were taught in Social Dance one or other dance classes. During the semester the student’s will learn and practice basic to intermediate techniques from Colombian dances that are currently popular within our society. We will focus on: salsa, merengue, vallenato, bachata and a variety of others. The class will use these styles of dances to go deeper social cultural elements and encourage students to use dance as a way to communicate and grow individually. This course can count as ½ credit in Fine Arts or Physical Education.

Class size: 10 couples (10 boys and 10 girls).
## SCIENCE DEPARTMENT

### Supplies

- **Calculator:** can be the same one as for math
- **Laptop:** See page 34 for specifications

#### All Classes except Pre-AP Biology, AP Biology, and AP Physics classes:
- Writing utensil(s)
- Notebook and/or paper (can be shared with other classes)
- Folder for handouts (can be shared with other classes)

#### AP Biology:
- Writing utensil(s) - black and red pens and pencils
- Colored pencils
- Calculator: can be the same one as for math
- 5 subject notebook (used only for AP Biology)
- Folder for handouts (can be shared with other classes)

#### Pre-AP Physics and Regular Physics:
- Writing utensil(s)
- Calculator: can be the same one as for math
- Protractor
- Ruler
- Notebook and/or paper (Optional: can be shared with other classes)
- Folder for handouts (can be shared with other classes)

#### Pre-AP Biology:
- All materials listed for science in general
- Students may find it useful to have 2-3 different colored pencils (optional)

#### AP Physics C:
- Writing utensil(s)
- Calculator: can be the same one as for math
- Protractor
- Ruler
- Notebook and/or paper
- Folder for handouts (can be shared with other classes)
PRE-REQUISITES FOR AP ACADEMY

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

COURSE DESCRIPTIONS

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.

No prerequisites.

PRE-ADVANCED PLACEMENT BIOLOGY 9 A & B

SCI150/SCI151

0.5 credit each

Students learn basic concepts in cell biology, cellular energetics, genetics, heredity, ecology, and evolution. Students will focus on thinking critically about science and using their understanding of Biology to explain phenomena in the natural world. Pre-AP Biology teaches students to identify a question, plan research, carry out an investigation, read scientific literature, and write for science. Students will be prepared to move into AP Biology or AP Environmental Science by the end of Pre-AP Biology. Students may also consider taking the SAT Subject Test in Biology after the completion of Pre-AP Biology. This course fulfills the 9th grade science requirement.

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

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. Topics studied include the structure of matter, states of matter, the periodic table, chemical bonding, chemical reactions, behavior of gases, acid-base chemistry, chemical equilibrium, and the chemistry of Earth’s systems. This course is required for all students.

No prerequisite.

PRE-ADVANCED PLACEMENT CHEMISTRY 10 A & B

SCI250/SCI251

0.5 credit each

This academically rigorous course 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, dy-
dynamics, momentum, energy, non-linear motion, properties of matter, heat, waves, light, sound, electricity and the atom. This is a required class.

No prerequisite.

**PRE-ADVANCED PLACEMENT PHYSICS**

**11 A & B**

SCI450/SCI451

0.5 credit each

This general math-based physics program 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 course 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.

**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 of 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**

SCI362/SCI363

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 of 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 BIOLOGY A & B with LAB 10 - 12**

SCI370/SCI371 & SCI372/SCI373

0.5 credit each

This course is designed to be equivalent to a full year Introductory College-level Biology course. By structuring the course around the four big ideas, enduring understandings, and science practices designed by the College Board, students are assisted in developing an appreciation for the study of life and identifying and understanding the unifying principles within a diversified biological world. This course can count as a capstone concentration course.

Pre-AP Biology/Biology or special evaluation by instructor is a prerequisite.
Preferably concurrent enrollment in Chemistry
Students must pre-register through the AP Academy.

**ADVANCED PLACEMENT CHEMISTRY A & B with LAB 11 - 12**

SCI470/SCI471 & SCI472/SCI473

0.5 credit each

This academically rigorous, College Board approved program is designed to be the equivalent of a full-year, college-level general chemistry course. The course expands upon, and adds depth to the introductory chemistry or Pre-AP chemistry course taught at CNG. AP Chemistry can count as a capstone concentration course.

Pre-AP Chemistry is recommended, but not required. Students must pre-register through the AP Academy.

**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 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 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 must pre-register through the AP Academy.

NUTRITION & HEALTH 11-12
SCI484 0.5 credit
Have you ever wondered what it means to eat “right”? The diet and weight loss industry nets billions of dollars each year while world-wide obesity rates are on the rise. In Nutrition and Health students will explore healthy lifestyle choices by scientifically analyzing popular diets and exercise programs and by using tools and techniques to track their own behaviors as they relate to nutrition and fitness.

EARTH SCIENCE 11-12
SCI302 0.5 credit
Earth Science is a course designed for second semester juniors and first semester seniors to complete their Earth Science requirement. The course is intended to meet the NGSS requirements for earth science not met by the other core science classes. There are four main topics in this elective: astronomy, earth material and systems, climate science, and human impact, including the use of Earth’s natural resources. In each topic we will develop understanding through the science practices and cross-cutting concepts. Students will develop critical thinking and problem solving skills not only to be used in this course, but also in post-secondary courses and in everyday life.

This is a required class for all students, unless they have taken an AP science course.

MICROBIOLOGY 12
SCI494 0.5 credit
This is an elective course designed for seniors who wish to take another semester of science. The course is intended for those planning to enter health or other biology fields. Students will explore the microbial world, identify microorganisms (pathogenic & non-pathogenic), and drug resistant organisms, among other related topics. We will develop understanding through research and experimentation. Students should develop critical thinking and problem solving skills not only to be used in this course, but also in post-secondary courses, as well as in everyday life.

QUÍMICA ORGÁNICA 12
SCI496 0.5 credit
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 abordaran 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.

HUMAN ANATOMY & PHYSIOLOGY 12
SCI488 0.5 credit
Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. Students will engage with topics related to understanding the structure and function of the human body, including its organization, major body systems, and the impact of disease. Students will learn basic anatomical terminology and the biochemical composition of the human body, in addition to details of each of the major systems of the body. Students will learn through reading, video lessons, case studies, collaborative group work, and labs. Students will use the science and engineering practices in accordance with the NGSS standards. A goal of this course is to prepare students with the skills necessary to be successful in future science classes in university and in medical fields.
El Departamento de Ciencias Sociales ha diseñado un currículo, para los estudiantes inscritos en los programas de Bachillerato Colombiano y High School Diploma, el cual estudia los contextos culturales, económicos, políticos y sociales de Colombia, Latinoamérica y de éstos en el mundo. A través de la síntesis de fenómenos contenidos en hechos, sucesos y acontecimientos que han influido en la forma de la sociedad actual.

Las asignaturas ofrecen formación en Ciencias Sociales, la cual está direcccionada hacia una comprensión de la sociedad colombiana dentro de la comunidad global. Lo anterior con base en distintas áreas de conocimiento como los son: antropología, ciencia política, economía; geografía, historia, sociología.

Además la formación en Competencias Ciudadanas, es parte importante de este currículo el cual incluye el estudio de la diversidad cultural, los principios del Estado de Derecho, la resolución de conflictos, la organización del Estado y la función pública, Derechos Humanos y Derecho Internacional Humanitario orientado hacia Cátedra de la Paz.

Sobre esas bases, las asignaturas que ofrece el Departamento de Ciencias Sociales están diseñadas para que los procesos de enseñanza-aprendizaje permitan desarrollar niveles de pensamiento superior a través de diferentes actividades como debates, estrategias de diferenciación, centros de interés, trabajo colaborativo, seminarios y talleres de simulación entre otros, que permitan comprender los contextos de la actualidad.

Los programas a continuación están organizados en bloques de fundamentación, avanzado y electivas.

VISION STATEMENT

SUPPLIES

- All Classes: Laptop, see page 34 for specifications
- Pre AP and Regular 12: First option: Laptop (Digital Notebook) Second option: 1 notebook (80 sheets) and 1 pen
**LATIN AMERICAN STUDIES 9**

SOC104 0.5 credit

This subject is designed for 9th grade students who are in the High School Diploma Program. It provides a evaluation to the general Latin American processes current events through the analysis of specific topics like: democratic systems, dictatorships experiences, government, foreign policy and foreign affairs. The analysis of such important phenomena in this societies will take place in a broader Latin American context of similar experiences which have a common past, a shared present, and an expectation for the future.

The main topics for this course start from the detailed description of the creation of the new nations in the perspective of the modern state in Latin America with its cultural, economical, political and social major events.

The main themes of this course are: the Foreign Policy Structure; Regional Cooperation & Development for Economic Growth; Military Alliances for Common Defense and the Globalization of the Latin American States.

*No prerequisites.*

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**ESTUDIOS COLOMBIANOS 9**

SOC100 0.5 credit

Este curso está diseñado para los estudiantes de grado noveno que cursan el Programa de Bachillerato Colombiano, el cual propone analizar la función pública de las instituciones políticas de Colombia.

Durante este curso, Gobierno Colombiano, los estudiantes analizarán éstas instituciones como organismos centrales de ordenamiento político y reguladores de la vida social, para así comprender cómo el Estado ejerce la autoridad, el poder y la soberanía en el territorio. Lo anterior, a través de estudio de los fenómenos de participación democrática; la estructura de las ramas del poder público; la función de la organización electoral; la vigilancia de los organismos de control y de la administración de los recursos naturales.

El objetivo principal de esta asignatura es evaluar los fenómenos alrededor de la construcción del Estado-Nación en Colombia basado en la experiencia del ejercicio del poder, la relación entre el Estado y los ciudadanos y de estos entre sí (lo público y lo privado), analizando el papel de la democracia y la participación a través de un estudio comparado entre las constitución política de Colombia y otras constituciones recientes de la región.

*Próximo mínimo de 3.6 en clase de sociales del año anterior*

**ESTUDIOS COLOMBIANOS PRE AP 9**

SOC110 0.5 credit

Este curso está diseñado para los estudiantes de grado noveno que cursan el Programa de Bachillerato Colombiano, en el que se propone evaluar la aplicación de los principios de estado unitario, soberanía y autonomía en el ejercicio de la función pública de las instituciones políticas de Colombia.

Este curso de Gobierno Colombiano Pre AP, evaluará los alcances y límites de la gestión pública del Estado Colombiano, comparado dentro de su bloque regional y con otros fenómenos similares en otras formas de gobierno alrededor del mundo. Lo anterior, a través de estudio de: los principios básicos de la política exterior y las relaciones internacionales; la participación democrática de los ciudadanos en los asuntos políticos; la interacción entre las ramas del poder público en la función de gobernar; el papel de la autoridad electoral en las elecciones a cargos de elección popular; la vigilancia de la función y el gasto público por parte de los organismos de control y la intervención de Estado en el desarrollo de la sociedad a través del régimen económico.

El objetivo principal de esta asignatura es evaluar los fenómenos alrededor de la construcción del Estado-Nación en Colombia basado en la experiencia del ejercicio del poder, la relación entre el Estado y los ciudadanos y de estos entre sí (lo público y lo privado), analizando el papel de la democracia y la participación a través de un estudio comparado entre las constitución política de Colombia y otras constituciones recientes de la región.

*Próximo mínimo de 3.6 en clase de sociales del año anterior*

**Recomendación de profesor de sociales del año anterior.**
ESTUDIOS COLOMBIANOS 10
SOC204 0.5 credit
La clase de Ciencias Sociales de décimo grado busca que los estudiantes hagan un análisis de la relación existente entre los fenómenos económicos y las transformaciones sociales en Colombia. Dicho análisis se realizará a través del estudio de escenarios económicos y sociales en diferentes épocas, permitiendo que los estudiantes propongan contextos viables a los conflictos que planteen dicha relación.

Pre-requisito haber cursado Estudios Colombianos de 9 grado.

ESTUDIOS COLOMBIANOS PRE AP 10
SOC254 0.5 credit
La clase de Ciencias Sociales de décimo grado busca que los estudiantes hagan un análisis de la relación existente entre los fenómenos económicos y las transformaciones sociales desde diferentes escenarios geopolíticos. Dicho análisis se realizará a través del estudio de diversos fenómenos en diferentes épocas y espacios, permitiendo que los estudiantes propongan contextos viables a los conflictos que planteen dicha relación y a su vez que comprendan la organización económica y social del mundo actual.

Promedio mínimo de 3.6 en clase de sociales del año anterior. Recomendación de profesor de sociales del año anterior.

ESTUDIOS COLOMBIANOS 11 A & B
SOC304/SOC305 0.5 credit each
A través de la consulta de fuentes primarias y secundarias los estudiantes estarán en capacidad de analizar las causas y las consecuencias de algunos fenómenos políticos en el acontecer nacional.

También podrán construir análisis a través del pensamiento crítico sobre los temas en debate, tales como los principios rectores de los Derechos Humanos, Derecho Internacional Humanitario y la influencia de los actores del conflicto en la construcción de una sociedad pacífica y democrática.

La formación en competencias ciudadanas a través de los lineamientos expuestos en la Cátedra de la Paz, incluida en este plan, estará vinculada al desarrollo de habilidades que permitan formar ciudadanos conscientes de la situación nacional, regional y mundial y que al mismo tiempo sean capaces de modificar sus comportamientos de manera que se afiancen aquellas prácticas que favorezcan el respeto por los Derechos Humanos.

Pre-requisito haber cursado Estudios Colombianos de 10 grado.

ESTUDIOS COLOMBIANOS PRE AP 11 A & B
SOC354/SOC355 0.5 credit each
La clase avanzada de Estudios Colombianos en grado once se centra en la producción de textos analíticos y críticos y en la construcción de discursos basados en algunos fenómenos políticos del acontecer nacional, regional y mundial en temas tales como Derechos Humanos, Derecho Internacional Humanitario, detección de conflictos cuando los intereses son diferentes y la actuación de las diversas tendencias y enfoques políticos en la configuración de una sociedad pacífica y democrática.

Se orientará a los estudiantes en torno a los lineamientos y requerimientos de la Cátedra de la Paz, que estará vinculada al desarrollo de habilidades que permitan formar ciudadanos responsables, activos y conscientes de la situación nacional, regional y mundial y que al mismo tiempo sean capaces ser miembros activos en el cambio de la sociedad para que cada vez sea mayor la cantidad de personas que favorezcan el respeto por los Derechos Humanos.

Promedio mínimo de 3.6 en clase de sociales del año anterior. Recomendación de profesor de sociales del año anterior.
**ESTUDIOS COLOMBIANOS 12**

**SOC404**

0.5 credit

La clase de Estudios Colombianos en grado doce tiene como objetivo primordial desarrollar habilidades cognitivas, comunicativas, emocionales y sociales a partir del estudio de Colombia en el siglo XXI en el contexto de los Derechos Humanos, el Derecho Internacional Humanitario y la realidad social, económica, política y cultural.

Todo ello por medio de la lectura de fuentes primarias y secundarias, material audiovisual y la composición de textos expositivos que le permitan al estudiante fortalecer su capacidad crítica y analítica.

En este curso se abordarán temas como Indicador de Desarrollo Humano, Mecanismos para la solución pacífica de conflictos, Actualidad de Colombia y el mundo, Globalización, Bloques económicos, Tratados de Libre Comercio y organización política del Estado.

Pre-requisito haber cursado Estudios Colombianos de 11 grado.

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**ESTUDIOS COLOMBIANOS PRE AP 12**

**SOC454**

0.5 credit

La clase de Estudios Colombianos en el curso avanzado de grado doce está orientada a elevar el nivel de exigencia frente al desarrollo de habilidades críticas y de análisis en torno al abordaje de textos especializados en fenómenos económicos, problemáticas sociales y acontecimientos políticos registrados en Colombia y Latinoamérica durante el siglo XXI.

Adicionalmente se forma a los estudiantes en hábitos de lectura y escritura a partir del desarrollo de diversas actividades que los lleven a la adquisición de habilidades de pensamiento que les permitan asumir actitudes respetuosas por las ideas de los demás y al mismo tiempo, ello les permita convertirse en miembros activos de una sociedad en la que prime el respeto a los Derechos Humanos.

A partir del análisis del Derecho Internacional Humanitario el curso busca un análisis complejo del Estado Social de Derecho; Derechos Humanos en Colombia; Organismos de Control; organización y administración del Estado; Objetivos de Desarrollo del Milenio y comportamiento espacial del conflicto armado entre otros.

Promedio mínimo de 3.6 en clase de sociales del año anterior. Recomendación de profesor de sociales del año anterior.

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**SOCIALES ELECTIVES**

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**DICTADORES, GUERRILLEROS Y BANDOLEROS 10-12**

**SOC422**

0.5 credit

Este curso está diseñado para los estudiantes que estén interesados en analizar las diversas maneras en que una persona o un grupo pueden ejercer el poder en un determinado grupo social. Es decir, cómo a través del ejercicio del poder se puede convencer a las personas de seguir un líder sin importar las consecuencias que esto acarree.

Fue Pablo Escobar un bandolero o un Robin Hood incomprendido? Kim Jong-un es un dictador o un opositor a los gobiernos de occidente? Merece Ernesto el Che Guevara ser reconocido como un guerrillero o un revolucionario?

Se realizará el análisis crítico de ciertos personajes históricos basados en criterios éticos e identificando su comportamiento desde valores como justicia, honestidad, tolerancia y paz para determinar su aporte a la sociedad.

Todas estas preguntas y muchas más serán formuladas, discutidas y clarificadas a lo largo de esta electiva en la cual tendrás la oportunidad de expresar tus opiniones y conocer más al respecto.

Esta electiva está disponible para los estudiantes matriculados en el Bachillerato Colombiano y High School Diploma.

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**EL FÚTBOL ENTRE EL BIEN Y EL MAL 9-12**

**SOC426**

0.5 credit

¿De qué manera el consumo de alcohol afecta o influye en el rendimiento de un jugador? ¿El jugador de fútbol del Nueva Granada debería ser un modelo de estudiante para sus compañeros y un ícono para la institución? ¿Hasta dónde debería usarse la tecnología en el Fútbol? ¿Cuál es el modelo de árbitro a seguir? ¿Cómo entender la relación entre el crimen y el fútbol? ¿Cómo analizar la discriminación racial y social desde éste deporte? ¿Cómo entender que los jugadores ganen más dinero que el presidente de una corporación? ¿Cuál es el “precio” de un jugador? ¿Es la FIFA una entidad confiable? ¿Es necesario acabar las barras bravas? ¿Mereció Suárez ser sancionado en el Mundial? Responder estas y otras preguntas son el propósito de esta electiva que busca analizar cómo el deporte es un espejo de fenómenos que suceden en la sociedad.

Esta electiva está disponible para los estudiantes matriculados en el Bachillerato Colombiano y High School Diploma.
AUTOS Y DISEÑO 10-11

SOC428 0.5 credit

La historia del Automóvil puede ser un ejemplo desde el cual se pueden abordar temas de importancia tales como el Volkswagen Beetle y Hitler en los años 30, el Hummer americano como soldado en el desierto en los años 90, el impulso tecnológico de la fórmula 1, el jeep willys en la zona cafetera y su valor como símbolo cultural de la región antioqueña, etc.

Esta electiva está enfocada a motivar a los estudiantes a debatir sobre las tendencias de la industria del automóvil, la evolución tecnológica de los modelos y el escenario deportivo, para que desarrollen habilidades de investigación en el ámbito sociológico y cultural de manera que estén en capacidad de comprender los cambios que ha vivido la sociedad y el hombre a través de la historia, desde la creación del automóvil como medio de transporte, valorando el desarrollo de la historia mundial y de Colombia del siglo XX hasta el presente.
SOCIAL STUDIES DEPARTMENT

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SUPPLIES

SOCIAL STUDIES DEPARTMENT COURSES (regular, Pre-AP, and Advanced Placement)

- Folder for handouts/assignments/completed work
- Laptop: see page 34 for specifications

PRE-REQUISITES FOR AP ACADEMY

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 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.

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 as well as have successfully completed Microeconomics with a 3.0 or higher. (AP Microeconomics is the prerequisite course)
understanding of large amounts of history. This means reading and writing assignments every day.

The course will also focus on how to participate as global citizens and examine some current global topics such as: sustainability, energy supply, climate change, the environment, consumer culture, indigenous cultures, food supply, water, corporations, globalization, immigration, war, militarism, and human rights. By the end of the course students will have developed critical thinking and communication skills, a sense of the world and its history, and how to be active citizens and agents of change in their lifetimes.

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

AP SOCIAL STUDIES ELECTIVES

ADVANCED PLACEMENT HUMAN GEOGRAPHY

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. GIS (Geographic Information Systems) 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.

MODERN WORLD HISTORY

SSD162/SSD163

0.5 credit each

The goal of this year-long course is to gain a global perspective of the world, its physical and cultural geography, and understand the main ideas of its history from the 1700s to the present. The course will explore modern World History themes from the 1700s such as: empires, exploration, colonialism-imperialism, industrialism, economic systems, revolution, war, and governance.

The course will also focus on how to participate as global citizens and examine some current global topics such as: sustainability, energy supply, climate change, the environment, consumer culture, indigenous cultures, food supply, war, corporations, globalization, immigration, war, militarism, and human rights. Students will engage in organized discussions, perspectives thinking, essay writing, multimedia projects, social and historical analysis, group activities, guest speakers, and service learning. By the end of the course students will have developed critical thinking and communication skills, a sense of the world and its history, and how to be active citizens and agents of change in their lifetimes.

No prerequisite.

PRE-AP MODERN WORLD HISTORY

SSD164/SSD165

0.5 credit each

This Pre-AP course engages and prepares students with the higher level thinking skills and mastery of content necessary for the rigors of AP-level social studies classes. We will study vast amounts of history and analyze in depth themes in modern World History from the 1700s to the present such as: empires, exploration, colonialism-imperialism, industrialism, economic systems, revolution, war, and governance. Some of the specific activities include: daily readings in history and social sciences, content-based assessments, historical source analysis, document based questions, organized discussions, and effective essay writing.

Our class starts with the expectation that students meet the rigorous demands of gaining a basic knowledge and understanding of large amounts of history. This means reading and writing assignments every day.

The course will also focus on how to participate as global citizens and examine some current global topics such as: sustainability, energy supply, climate change, the environment, consumer culture, indigenous cultures, food supply, water, corporations, globalization, immigration, war, militarism, and human rights. By the end of the course students will have developed critical thinking and communication skills, a sense of the world and its history, and how to be active citizens and agents of change in their lifetimes.

No prerequisite.
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.**

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**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.**

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**ADVANCED PLACEMENT UNITED STATES HISTORY 10 – 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 11 or 12 U.S. History requirement for a high school diploma. This course can count as a capstone concentration course.

**Students must pre-register through the AP Academy.**
ADVANCED PLACEMENT PSYCHOLOGY
11 - 12 A & B
SSD380/SSD381

The purpose of a course in AP Psychology is “to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.” (2007, The College Board) A course in AP Psychology is similar to introductory university courses and is therefore both challenging and stimulating. 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 college level reading, develop a course specific vocabulary, and 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. It is recommended that students have a strong background as committed and responsible learners as this is a rigorous academic curriculum. Additionally, students will be responsible for significant outside reading and are expected to complete all assignments which prepare them for the AP Examination. 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 MICRO ECONOMICS
11 - 12 A & B
SSD374/SSD375

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 or 12 who have successfully passed Grade 10 math. This course can count as a capstone concentration course for seniors. Students must pre-register through the AP Academy.

ADVANCED PLACEMENT COMPARATIVE GOVERNMENT
11 – 12 A & B
SSD398/SSD399

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 MACRO ECONOMICS

SSD370/SSD371

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 12 who have successfully passed Grade 11 math. This course can count as a capstone concentration course for seniors, who need to have taken AP Microeconomics as juniors.

Students must pre-register through the AP Academy.

ADVANCED PLACEMENT ART HISTORY

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.

NON-AP SOCIAL STUDIES ELECTIVES

UNITED STATES HISTORY

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 continued 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 11 and 12, but can also serve as an elective. This course can count as a capstone concentration course for Bachillerato students if taken in senior year.

World History I and II or PreAP World & AP World History.

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.

INTRODUCTION TO HISTORY OF ART AND CULTURE 9-12
FIN260
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. This course can also count as a Fine Arts or Social Studies elective.

No prerequisites.
Many of the assumptions that have guided our economy through the last 100 years of industrial expansion are coming into question. Environmental problems, growing gaps between the rich and poor, and increasingly stressful lifestyles beg us to ask whether the goals of growth and efficiency will provide for the common good as many have assumed they would.

In 1987, the World Commission on Environment and Development issued a report titled Our Common Future, suggesting we make a global shift from an economic emphasis on growth to one of sustainability. They defined sustainability as economic development that does not jeopardize the health of the environment or the lives of future generations. Since then conferences in Rio and Kyoto have focused on similar concerns. And, in the U.S., the Clinton Administration established the President’s Council on Sustainability.

In such an atmosphere of reflection and change, it seems only fair that we offer young people of today an economics course that teaches more than the mechanics of the market economy. The goals of this curriculum are:

• to promote an understanding of the assumptions and values that underlie the free market economy;

• to articulate the relationship between our economy and contemporary global issues (environment, poverty, war...)

• to provide examples of constructive ideas and projects that have been developed to create a more sustainable economy.

The curriculum functions as a supplement to any standard high school economics text. Its aim is not to replace the task of teaching standard economic concepts, but to create a framework for examining the ethical implications of these concepts and the possibilities for reform. Throughout all these lessons, students should be asked, “Is ________ sustainable? How can ________ be sustainable?”

Lastly, this curriculum strives to make economics exciting by placing it where it belongs: in the midst of the most profound and pressing questions of our day. (Joan Holtzman, Ph.D.)

No prerequisites.
To be admitted to the PreAP Literatura Hispanoamericana courses students must have the following:

1. Minimum Requirements.
2. High recommendation from current Spanish teacher regarding self-motivation, attitude, reading/writing, and work ethic.
3. Demonstrate above grade level reading and writing skills according to standardized tests:
4. Receive a score of 3 or higher on a writing sample.
5. Written exam on Summer Reading.
6. An essay about: Why do you want to be in the class?

**SUPPLIES**

**Spanish 9 and 10 (including Pre-AP)**
- Post-its (large) (75mm x 75mm)

**Pre-AP 11**
- Post-its (large) (75mm x 75mm)

**Spanish 11**
- 1 Notebook (grid paper, 80+ pages)
- Post-its (large) (75mm x 75mm)

**Spanish 12 and AP Spanish Literature 12**
- 1 Notebook grid paper 80+ pages
- Post-its (large) (75mm x 75mm)
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.

**Español 9 A & B**

SPA100/SPA101

El programa de español en noveno busca desarrollar las cuatro habilidades del lenguaje: lectura, escritura, habla y escucha, por medio de diferentes tipos de textos (narrativos, informativos y argumentativos). En este curso se hacen talleres de lectura y escritura para mejorar la comprensión y el pensamiento crítico así como para fortalecer la escritura. Todos los escritos se realizan 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. Con respecto a la lectura se enseñan diversas estrategias para comprender y analizar obras de la literatura latinoamericana así como diversos tipos de textos de carácter informativo y argumentativo. Este curso cumple con los requisitos del programa de bachillerato.

**Español 8º es pre-requisito.**

**PRE-ADVANCED PLACEMENT LITERATURA Y CULTURA HISPANOAMERICANAS 9 A & B**

SPA150/SPA151

Este curso es una introducción a la literatura hispanoamericana y es parte del programa de tres años de duración del curso de Advanced Placement en español. En este curso se hacen talleres de lectura y escritura para mejorar la comprensión y el pensamiento crítico así como para fortalecer la escritura. Todos los escritos se realizan 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. Con respecto a la lectura se enseñan diferentes estrategias de lectura para comprender y analizar obras de la literatura latinoamericana así como diversos tipos de textos de carácter informativo y argumentativo. Este curso cumple con los requisitos del programa de bachillerato.

Los estudiantes deben registrarse en el AP Academy cuando estén en 8 grado. Español 8 es pre-requisito.

**ESPAÑOL 10 A & B**

SPA200/SPA201

En este curso se trabajan diferentes tipos de textos (narrativos, informativos y argumentativos) a través de diversos talleres de lectura y escritura para mejorar la comprensión y el pensamiento crítico así como para fortalecer la escritura. En la parte escrita los estudiantes producen crónicas, cuentos, artículos, comentarios, trabajos de investigación y ensayos teniendo en cuenta el proceso de producción escrita, la organización por medio de párrafos, el buen desarrollo de ideas, el correcto uso de la ortografía y la búsqueda de una voz y estilos propios. Con respecto a la lectura se enseñan diversas estrategias para comprender y analizar obras de la literatura latinoamericana así como diversos tipos de textos de carácter informativo y argumentativo. Este curso cumple con los requisitos del programa de bachillerato.

Español 9 es Pre-requisito.
PRE-ADVANCED PLACEMENT LITERATURA Y CULTURA HISPANOAMERICANAS 10 A & B
SPA250/SPA251
0.5 credit each

Este curso es parte del programa de tres años de duración del curso de Advanced Placement en español y continúa el plan de estudio de la Literatura Hispanoamericana así como con el trabajo de textos informativos y argumentativos. A través de los talleres de lectura y escritura se analizan a profundidad diversas obras utilizando estrategias de lectura y se producen diferentes tipos de escritos (crónicas, ensayos, cuentos, memorias y poemas) con la finalidad de fortalecer la escritura y lograr textos coherentes y adecuados para distintos propósitos. Este curso cumple con los requisitos del programa de bachillerato. 

PreAp Español o Español 9 es pre-requisito.
Los estudiantes deben registrarse en el AP Academy.

ESPAÑOL 11 A & B
SPA300/SPA301
0.5 credit each

Este curso busca generar una visión analítica y crítica del mundo y una comprensión panorámica de los procesos históricos de Occidente. Se pretende motivar al estudiante a leer textos argumentativos, informativos y narrativos y analizar obras de literatura universal a través de talleres de lectura y escritura. El resultado de la reflexión sobre los textos que se leen y su contenido cultural sirve como tema para la elaboración de ensayos, crónicas, cuentos, artículos informativos y para la realización de ejercicios de expresión oral, en un ambiente de respeto y tolerancia frente a las diferencias ideológicas. 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

Este curso es parte del programa de tres años de duración del curso de Advanced Placement en español y tiene el objetivo de familiarizar a los estudiantes con obras completas de la literatura universal y con el contexto histórico en el que se desarrolla cada una. A través de diarios, talleres y guías de lectura y escritura, se hace hincapié en la interdisciplinariedad e intertextualidad de las obras leídas, el enriquecimiento del vocabulario y las diferentes estrategias para el análisis textual y la producción de textos informativos, narrativos y argumentativos. Los textos escogidos permiten a los estudiantes desarrollar las herramientas que necesitan conocer para presentar exitosamente el examen de AP. Este curso cumple con los requisitos del programa de bachillerato. Los estudiantes deben pre-registrarse en el AP Academy.

Los estudiantes deben pre-registrarse en el AP Academy. PreAP Español 10 o Español 10 es pre-requisito.

ESPAÑOL 12 A & B
SPA400/SPA401
0.5 credit each

El curso 12 de español está encaminado al análisis de diversas obras de la literatura universal así como diferentes tipos de textos (informativos, argumentativos e informativos) a través de talleres de la lectura crítica. Por otro lado, en los talleres de escritura se producen diferentes tipos de escritos (crónicas, ensayos, cuentos, memorias y poemas) con la finalidad de fortalecer la escritura y lograr textos coherentes y adecuados para distintos propósitos. Asimismo, el curso busca preparar al estudiante del CNG para su ingreso a la universidad a través de la preparación de las pruebas SABER. Este curso cumple con los requisitos del programa de bachillerato.

Español 11 es pre-requisito.

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.
La redes sociales, los eventos políticos y democráticos recientes en todo el mundo y las formas sutiles en las que los medios de comunicación han cambiado durante el siglo XXI nos llevan a pensar dos veces cuando se trata de hablar de periodismo, especialmente con audiencias muy jóvenes. Los periodistas más tradicionales ya no están teniendo tanto impacto social como lo tienen los You-Tubers; algunos de los mejores reporteros están trabajando con novelas gráficas y los artículos más visitados en la red son las infografías. El lenguaje del periodismo está cambiando y eso nos lleva a cambiar la visión que tenemos sobre el tema.

En el curso, reflexionaremos sobre la labor del periodista hoy y exploraremos los nuevos lenguajes que estamos usando para comunicarnos (video, cómic, escritos para medios digitales e infografías). Mientras conocemos algunos de los mejores trabajos en este nuevo periodismo y reflexionamos sobre la ética al compartir información en las redes, también aprenderemos a construir una buena pieza periodística. También tendremos la oportunidad de practicar habilidades de lectura y escritura, mientras observamos el mundo que estamos viviendo y desarrollamos una visión crítica de él. El curso tendrá una duración de un semestre. This course will be taught both, in English, and in Spanish.

No prerequisites.

The Spanish as a New Language Program (SNL) 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 school approved tests that give information on a student’s cognitive language proficiency (the ability to use a language to learn). Students who have been successful in the native 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 native 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 are non-span-
ish speaking, and who have received little or no training
in Spanish. 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 infor-
mation. Cultural component in this course not only helps
students explore a variety of major Spanish speaking
countries, but also, 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.

Oral and written testing will be used to determine level in SNL 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 possess a be-
inginning Level of proficiency. Vocabulary is expanded and
grammatical structures are more elaborate. This course
enables students to review and apply more complex vo-
cabulary and structures such as comparative and sup er-
lative adjectives, “por” and “para”, “ser” and “estar”, and
use stem changing verbs, reflexive verbs and pronouns.
Reading comprehension is reinforced through short sto-
ries that contain an intermediate level of vocabulary and
structures. Students will also develop more cultural
awareness of countries where Spanish is spoken, as well
as, continued awareness of Colombian music, cuisine,
holidays, and cultural differences.

Students should get approval from teacher to sign up for this course.
Oral and written testing will be used to determine level in SNL 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 Spanish as a New Language II A. A vocabulary, gram-
matical, and tenses review will be accomplished through
a variety of activities in speaking, reading, listening, and
writing. Students will improve their knowledge of gram-
mar 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 us-
ing appropriate grammar of irregular verbs in the simple
present and past tenses. Students will have a well round-
ed idea of culture in major countries where Spanish is
spoken, with a major focus on Colombia. 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.
Oral and written testing will be used to determine level in SNL 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 their knowledge of the Spanish language and to continue to improve in all aspects. 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 preterite-imperfect contrast. Students will learn vocabulary organized by themes, and will reinforce grammar structures such as the imperative mood and the past tense, while introducing the future and conditional. Students will be exposed to different literary genres by way of short excerpts and will interact with them in order to 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. Oral and written testing will be used to determine level in SNL classes.

**SPANISH AS A NEW LANGUAGE IV**  
*A – Superior level SNL 9 – 12*

SPA530  
0.5 credit

This course is designed for students who are able to communicate well in Spanish. It is an introductory foray into the literary skills and abilities required for the native level Spanish class. Students in this course comprehend Spanish at a fairly high level and can produce comprehensible Spanish to native speakers in a variety of settings, types of discourse, topics, and styles. Students study a variety of genres and read the original texts of Colombian authors and Latin American writers. Students begin 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 via literature. This class may fulfill the requirement in the Bachillerato Diploma program for students whose 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 SNL 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 cultural component of this course involves continued contact with short literary excerpts from various cultures. By the end of the course, students will have had some limited experience with the skills and abilities necessary for literary analysis and will also be able to write short reflections, stories and simple essays. Students will also be prepared to work with literature in a more formal way and should be well on the path to being independent users of the language.

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

**SPANISH AS A NEW LANGUAGE IV**  
*B – Superior level SNL 9 – 12*

SPA531  
0.5 credit

This course is a continuation of the SNL IV A course. It is designed for students who communicate at a fairly high level in Spanish and can produce comprehensible Spanish to native speakers and in a variety of settings, types of discourse, topics, and styles. 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), with a major push towards communication (understanding and being understood). However, students will also be exposed to some literary content and work on improving critical thinking skills via the reading of some novels, short stories, and poetry from latin-american authors, as well as, articles, videos and blog posts. More extensive work is done on reflecting upon and responding to all kinds of text via formal and informal writing and discussion. This class may fulfill the requirement in the Bachillerato Diploma program for students whose 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 SNL classes.
This is the final course for students in the SNL program. This course emphasizes communication by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. Students will work on strategies for effective communication, vocabulary usage, language control, and cultural awareness. To best facilitate the study of language and culture, the course is taught exclusively in Spanish.

Students in this course will explore culture in both contemporary and historical contexts. They will develop awareness and appreciation of cultural products, such as music, books, as well as practices and perspectives (attitudes and assumptions) of a variety of culture. As in SNL IV, students will be exposed to some more literary content and work on improving critical thinking skills via the reading of some novels, short stories and poetry from Latin-American authors, as well as, articles, videos and blog posts. Extensive work is done on reflecting upon and responding to all kinds of text via formal and informal writing and discussion. Although students will improve their grammar control via the various tasks to be completed, this course will not overemphasize grammatical accuracy at the expense of communication.

Students will be well prepared to take the AP Spanish Language and Culture exam at the end of the year.

Prerequisite: Students have maintained a 3.0 average or higher in SNL IV for the year. Students need to get a recommendation from previous teacher.

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 CELF-4 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 principal’s 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
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.

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**LEARNING LAB I & II**

- I A & B - LLP100/LLP110
- II A & B - LLP200/LLP210

0.5 credit each

**LEARNING LAB III & IV**

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

0.5 credit each

Students work with Learning Center Specialists to develop essential academic skills using a research based strategy curriculum called The Strategic Instruction Model. The Strategic Instruction Model™ is a “comprehensive, evidence-based adolescent literacy program” that builds student capacity to be independent learners and to be prepared for a bright future after high school. In addition to strategy instruction, students work toward mastery on individual goals aimed at developing independence in the general education curriculum. Students engage in skill building in areas such as literacy, study strategies, organization, self-advocacy, test-taking, and using assistive technology. Learning Lab teachers collaborate with general education teachers so that students receive support on work for their core classes and strategies can be reinforced in the general curriculum.
CONSUMER MATH A & B
LLC502/LLC503
0.5 credit each

The Consumer Math class is provided for students that have been identified with a significant learning need in mathematics. The math concept mastery levels of these students make them ineligible for High School level math classes. As an alternative, students who take the Consumer Math class will work on simple consumer math skills. They will work on mental math skills using basic math operations. They will use money to make change, as well as create and balance a personal budget (in both pesos and dollars). Additionally, students will work with telling time, elapsed time, and time schedules/time tables. Students will use fractions in the context of cooking. Instruction in this class is at a very concrete level and students are allowed to use calculators, spreadsheets, and other assistive technology.

Recommendation of Learning Center and Administration.

ALGEBRA I MATH SUPPORT A & B
LLC504/LLC505
0.5 credit each

In the Algebra I Math Support class, students who need extra support to access grade level curriculum engage in reteaching, review, and strategy instruction to support the curriculum they are learning in their Algebra I math class. The Algebra I Math Support class is taken in tandem with the Algebra I class, and when possible, the support class is scheduled on the opposite day from the Algebra I class so that students engage in math concepts every day. The Algebra I Support Class is taught by a teacher who co-teaches in the Algebra I class. This teacher is able to build on the concepts being taught in the Algebra I class and review material for students who need extra practice or instruction. This class is meant to provide support, a variety of teaching methods, opportunities for review, and reteaching of core math concepts so that all students can access grade level math content.

Recommendation of Learning Center and Administration with concurrent enrollment in Algebra I.

GEOMETRY MATH SUPPORT A & B
LLC506/LLC507
0.5 credit each

In the Geometry Math Support class, students who need extra support to access grade level curriculum engage in reteaching, review, and strategy instruction to support the curriculum they are learning in their Geometry class. The Geometry Math Support class is taken in tandem with the Geometry class, and when possible, the Geometry Math Support class is scheduled on the opposite day from the Geometry class so that students engage in math concepts every day. The Geometry Support Class is taught by a teacher who co-teaches in the grade level Geometry class. This teacher is able to build on the concepts being taught in the Geometry class and review material for students who need extra practice or instruction. This class is meant to provide support, a variety of teaching methods, opportunities for review, and reteaching of core math concepts so that all students can access grade level math content.

Recommendation of Learning Center and Administration with concurrent enrollment in Geometry I.

LC CLASSROOM

LC LANGUAGE ARTS I, II, III, IV 9-12 A & B
LLC120/LLC121
0.5 credit each

This modified course is customized for each student in order to meet their individual needs in the areas of reading and written expression. The purpose of this course is to help students identify personal strengths and weaknesses in the area of reading and written expression and then specifically teach strategies to improve these areas and increase student confidence and independence as a reader and writer. Students will acquire literacy skills necessary to support their transition towards adulthood and independence.

Recommendation of Learning Center and Administration with concurrent enrollment in Algebra I.
LC MATH I, II, III, IV 9-12 A & B
LLC122/LLC123
0.5 credit each

This modified course is customized for each student in order to meet their individual needs in the areas of real life math. The purpose of this course is to help students identify personal strengths and weaknesses in real life mathematical situations. Strategies will be taught to improve these areas and increase student confidence and independence with real life mathematical situations. Students will acquire real life mathematical skills necessary to support their transition towards adulthood and independence.

Recommendation of Learning Center and Administration.

LC INTERPERSONAL SKILLS 9-12 A & B
LLC124/LLC125
0.5 credit each

This modified course is customized for each student in order to meet their individual needs in the area of interpersonal relationships. The purpose of this course is to help students identify personal strengths and weaknesses in this area and to develop strategies and skills necessary to support healthy interpersonal relationships and social interaction as they transition towards adulthood and independence.

Recommendation of Learning Center and Administration.

LC INDEPENDENT LIVING 9-12 A & B
LLC226/LLC127
0.5 credit each

This modified course is customized for each student in order to meet their individual needs in the area of independent living. The purpose of this course is for students to acquire the skills necessary to support living a more independent life. Individual learning goals in this course will focus on acquiring skills in one or more of the following domains: Community, Domestic, Vocational, and Recreation/Leisure. Students will work to acquire skills necessary for independent living as they transition towards adulthood and independence.

Recommendation of Learning Center and Administration.
**TECHNOLOGY DEPARTMENT**

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<tr>
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<th>Grade 9th</th>
<th>Grade 10th</th>
<th>Grade 11th</th>
<th>Grade 12th</th>
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<tr>
<td>Regular</td>
<td>HiTech</td>
<td>Video Production I</td>
<td>Video Produccion II</td>
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<td>Graphic Design</td>
<td>Industrial Design / Makerspace</td>
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<td>Photography II</td>
<td>ePublishing</td>
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<td>Photography III</td>
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<td>Sound Production</td>
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**PRE-REQUISITES FOR AP ACADEMY**

**AP COMPUTER SCIENCE**

To be admitted to the AP Computer Science course students must have two of the following:

1. Passed the Introduction to Computer Science course.
2. Knowledge of algebra and some experience in problem solving. To demonstrate this students must have:
   - For 10th graders – a minimum of 243 on the MAP test in mathematics.
   - For 11th graders – a minimum of 244 on the MAP test in mathematics.
   - Recommendation from a Math or Technology teacher.
   - Interview with the teacher.

**SUPPLIES**

- Laptop: see page 34 for specifications

<table>
<thead>
<tr>
<th>HiTech 9th Grade:</th>
<th>PRE AP Computer Science:</th>
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<tr>
<td>• Notebook (lined)</td>
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<th>AP Computer Science:</th>
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<td>• Thumb drive</td>
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HiTECH 9

TEC110  0.5 credit

This fun and interactive course immerses students in the diversity of technology and collaborative learning in the classroom. Topics include coding and game development, robotics, and operating and programming drones. Using tools and toys, users will connect objects to computer programs like a Raspberry Pi, Makey Makey, and wireless electronic blocks to prepare models to create 3D animations.

No prerequisite.

MEDIA-TECH 10 – 12

TEC270  0.5 credit

This course explores how audio, music and video technologies are used to create computer generated media. Students develop proficiency in using the tools in Adobe Creative Cloud -- Photoshop, Illustrator, Premiere Pro, After Effects, Animate and Audition. Students will have the opportunity to reinforce their learning incorporating graphics, text, animation, audio and video and interactive content into media products.

HiTech is a prerequisite.

ePUBLISHING 11 – 12

TEC268  0.5 credit

This course will introduce students to the tools to create and design professional digital or print books, magazines, cards, posters, and flyers that can be published or shared with ease. Students are allowed to participate in the Andean Team and work actively in the design of the school’s yearbook. This class also includes the production and marketing processes of publications like Ideas, the Andean, Like Literarily, and Com(m)unicate. Students explore a variety of software tools to support decision making with an emphasis on HTML, CSS and Javascript for building web pages. The course will work with programs such as Adobe Creative Cloud InDesign, Photoshop, Illustrator, Dreamweaver.

No prerequisites.

INDUSTRIAL DESIGN / MAKERSPACE 11 – 12

FIN742  0.5 credit

This is a project-based course in which students will develop the ability to use of real-life problems for designing solutions relevant for our ever-changing world with a particular focus on sustainable and responsible design. They will design projects by using analog and cutting edge digital techniques such as 3D printing, laser cutting, 3D scanning, and 3D modeling software like Fusion 360, Cinema 4D, Illustrator, Mesh Mixer, and Mudbox. Students will develop not only practical abilities but also critical thinking and innovative strategies. This course can count as ½ credit in Fine Arts or Technology.

Recommended: Other Technology course. Maximum class size 11.

VIDEO PRODUCTION I 10 – 12

FIN500  0.5 credit

This course entails the principles required to create an audiovisual production by understanding and applying the steps of pre-production, production, and postproduction. This class emphasizes the use of audiovisual language in technical and artistic levels, and the development of creativity. Students will explore different types of narratives, storytelling, and composition by creating and producing different projects of audiovisual media. Students will have the opportunity to explore different video and audio technologies such as chroma key (green screen), equipment operation, video composition, lighting, and sound design with access to a professional audio recording studio, students also will work with professional software: Final Cut Pro, After Effects, Premiere Pro, and Adobe Audition. Some projects of this class will be participating in different contests in and out of the school (if appropriate and possible). This course can count as ½ credit in Fine Arts or Technology.

No prerequisite. Maximum class size 11

COURSE DESCRIPTIONS
VIDEO PRODUCTION II 11 – 12
FIN510 0.5 credit
This is a higher-level course of audiovisual production techniques. In this course students will potentiate the use of video production techniques as tools for communication and the creation of art by emphasizing on the use of advanced audiovisual language and technical tools. Students will have the opportunity to explore with new media techniques like multimedia, animation, video installations, live video productions through live video mixing (VJ), and video mapping. Students will also master different video and audio technologies such as chroma key (green screen), equipment operation, video composition, drone operation for video, lighting, and sound design, with access to a professional audio recording studio. Students also will work with professional software: Final Cut Pro, After Effects, Premiere Pro, Modul8, MadMapper, and Logic Pro. Some projects of this class will be participating in different contests in and out of the school (if appropriate and possible). This course can count as ½ credit in Fine Arts or Technology.

Video Production I or video portfolio approved by the VP teacher
Maximum class size 11.

SOUND PRODUCTION 10 – 12
FIN740 0.5 credit
This course focuses on processes of sound production though recording and mixing sound and music in a professional sound studio. Students will have the opportunity to work with audio software like Logic Pro, Adobe Audition and Garage band to record live sounds and music, and also to produce sounds digitally. This course gives the opportunity to develop projects such as music demos, produce sound and special effects for audiovisual productions, and create podcasts or any type of project that includes sound design. The ability to play an instrument or sing is not required. This course can count as ½ credit in Fine Arts or Technology.

Recommended: Video Production I.
Maximum class size 11.

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.

No prerequisites.

PHOTOGRAPHY II 10 – 12
FIN310 0.5 credit
Students in this class will expand their understanding of visual culture by studying the photographic Psychology. Students will incorporate the influence of a specific topic into their own ideas. During the second quarter of the semester, students will use different programs such as Adobe Photoshop to create their digital portfolio. Photography is psychology. Why? Because understanding the visual image is understanding the realm in which the psyche of the photographer and viewer intersect. Psychological principles about perception, emotion, creativity, personal identity, interpersonal communication, and human relationships help explain how we create visual images, how we share them, and how people react to what they see. Psychology can also help clarify the personality and social factors that shape the vocation and avocation of photography. This course can count as ½ credit in Fine Arts or Technology.

Student must have his/her own traditional 35mm camera. 
Photography I is a prerequisite
PHOTOGRAPHY III 11 - 12
FIN320 0.5 credit

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. During the second quarter of the semester, students will use different programs such as Adobe Photoshop to create their digital portfolio. **This course can count as ½ credit in Fine Arts or Technology.**

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

ADVANCED PLACEMENT COMPUTER SCIENCE

PRINCIPLES 10 – 12 A & B

TEC260/TEC261 0.5 credit each

In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

*Students must pre-register through the AP Academy.*

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 content 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 experience with large programs through case studies. Through the program, students understand that computer science implies much more than just programming; they are encouraged to learn and use program development processes, program design and analysis. **This course can count as a capstone concentration course.**

*Students should have a strong math background particularly in Algebra II to take this course.*

*Students must pre-register through the AP Academy.*
# WORLD LANGUAGES DEPARTMENT

<table>
<thead>
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<th>Level I 9th -12th</th>
<th>Level II 9th -12th</th>
<th>Level III 9th -12th</th>
<th>Level IV 9th -12th</th>
<th>Level V 10th -12th Only</th>
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<tbody>
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<td>AP Spanish Language and Culture</td>
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<tr>
<td>French I</td>
<td>French II</td>
<td>French III</td>
<td>AP French</td>
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<tr>
<td>Mandarin I</td>
<td>Mandarin II</td>
<td>Mandarin III</td>
<td>Mandarin IV</td>
<td>Mandarin V</td>
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## PRE-REQUISITES FOR AP ACADEMY

### AP FRENCH / AP SPANISH LANGUAGE & CULTURE

A student enrolled in AP must:
- Meet the general requirements.
- Be committed to daily independent work and practice outside of class (French / Spanish).
- Be committed to using French / Spanish as the language of instruction at all times.
- Have a strong interest in exploring French-speaking / Spanish-speaking cultures around the world.

Pre-requisites:
- A 3.2 minimum grade in the previous French, Spanish and/or English Courses.
- A hand written letter in French / Spanish, addressed to the instructor, explaining the reasons for wanting to enter the course and explaining the potential personal contribution to the class.

## SUPPLIES

### SNL (Spanish as a New Language) Classes:
- A one-subject notebook (lined)
- A folder
- Pencils and pens
- Colored pencils

### Mandarin (for all levels):
- A folder for test papers
- Pencils or pens
- Install the app “WeChat” on their smartphones or tablets

### French I, II, III and AP French:
- 1 Large notebook (80 pages / lined paper)
- 1 set of headphones with microphone
- 1 post-it (large), 1 post-it (small)
- Loose-leaf college ruled paper
- 1/2 inch folder or binder with dividers
- Pens (3 different colors)
- Pencil and eraser
- Highlighters (3 colors)
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.

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 I for 12th graders with teacher interview and approval only.

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, grammar 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.

Students have maintained a 2.7 average or higher in English and Spanish classes as well as successfully completed French I with a 2.7 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.

Students have maintained a 3.0 average or higher in English and Spanish classes as well as successfully completed French II with a 3.0 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 intermediate course. Students need to get approval from the teacher to sign up for this course.

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE
A & B 9 –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 3.2 average or higher in English and Spanish classes as well as successfully completed French III with a 3.2 or higher in the end of the year grade. A handwritten 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, needs to be done during Opportunity Day time (Wednesday or Thursday) in H -211.
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
Beginners 9 – 12
WLG200/WLG201
0.5 credit each

This course will cover the basics of the language, using standard textbook for HSK 1, 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 intermediate beginning level, using standard textbook for HSK 2, 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 A 9 – 12
WLG220/WLG221
0.5 credit each

This course will allow students to continue in their study of Chinese. Using the standard textbook for HSK 3, 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
Advanced Beginners B 9 – 12
WLG222/WLG223
0.5 credit each

This course will allow students to continue in their study of Chinese. Using the standard textbook for HSK 3, 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 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.
MANDARIN V A & B
Intermediate  9 – 12
WLG224/WLG225  0.5 credit each

In this intermediate level of Mandarin, using the standard textbook for HSK 4, 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 (SNL) 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 school approved tests that give information on a student’s cognitive language proficiency (the ability to use a language to learn). Students who have been successful in the native 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 native 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 are non-spanish speaking, and who have received little or no training in Spanish. 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 component in this course not only helps students explore a variety of major Spanish speaking countries, but also, 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.

Oral and written testing will be used to determine level in SNL 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 and will have a beginner level knowledge of culture in the major countries where Spanish is spoken, with a focus on Colombia.

Students should get approval from teacher to sign up for this course. Oral and written testing will be used to determine level in SNL 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 possess a beginning Level of proficiency. 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 more cultural awareness of countries where Spanish is spoken, as well as, continued awareness of Colombian music, cuisine, holidays, and cultural differences.

Students should get approval from teacher to sign up for this course. Oral and written testing will be used to determine level in SNL 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 Spanish as a New Language II A. 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. Students will have a well rounded idea of culture in major countries where Spanish is spoken, with a major focus on Colombia. 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. Oral and written testing will be used to determine level in SNL 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 their knowledge of the Spanish language and to continue to improve in all aspects. 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 preterite-imperfect contrast. Students will learn vocabulary organized by themes, and will reinforce grammar structures such as the imperative mood and the past tense, while introducing the future and conditional. Students will be exposed to different literary genres by way of short excerpts and will interact with them in order to 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. Oral and written testing will be used to determine level in SNL 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 cultural component of this course involves continued contact with short literary excerpts from various cultures. By the end of the course, students will have had some limited experience with the skills and abilities necessary for literary analysis and will also be able to write short reflections, stories and simple essays. Students will also be prepared to work with literature in a more formal way and should be well on the path to being independent users of the language.

Students should get approval from teacher to sign up for this course. Oral and written testing will be used to determine level in SNL classes.
SPANISH AS A NEW LANGUAGE IV
A – Superior level SNL 9 – 12

SPA530 0.5 credit

This course is designed for students who are able to communicate well in Spanish. It is an introductory foray into the literary skills and abilities required for the native level Spanish class. Students in this course comprehend Spanish at a fairly high level and can produce comprehensible Spanish to native speakers in a variety of settings, types of discourse, topics, and styles. Students study a variety of genres and read the original texts of Colombian authors and Latin American writers. Students begin 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 via literature. This class may fulfill the requirement in the Bachillerato Diploma program for students whose 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 SNL classes.

SPANISH AS A NEW LANGUAGE IV
B – Superior level SNL 9 – 12

SPA531 0.5 credit

This course is a continuation of the SNL IV A course. It is designed for students who communicate at a fairly high level in Spanish and can produce comprehensible Spanish to native speakers and in a variety of settings, types of discourse, topics, and styles. 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), with a major push towards communication (understanding and being understood). However, students will also be exposed to some literary content and work on improving critical thinking skills via the reading of some novels, short stories, and poetry from Latin-American authors, as well as, articles, videos and blog posts. Extensive work is done on reflecting upon and responding to all kinds of text via formal and informal writing and discussion. Although students will improve their grammar control via the various tasks to be completed, this course will not overemphasize grammatical accuracy at the expense of communication.

Students will be well prepared to take the AP Spanish Language and Culture exam at the end of the year.

Prerequisite: Students have maintained a 3.0 average or higher in SNL IV for the year. Students need to get a recommendation from previous teacher.

AP SPANISH LANGUAGE AND CULTURE
A & B 9 – 12

SPA554/SPA555 0.5 credit

This is the final course for students in the SNL program. This course emphasizes communication by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. Students will work on strategies for effective communication, vocabulary usage, language control, and cultural awareness. To best facilitate the study of language and culture, the course is taught exclusively in Spanish.

Students in this course will explore culture in both contemporary and historical contexts. They will develop awareness and appreciation of cultural products, such as music, books, as well as practices and perspectives (attitudes and assumptions) of a variety of culture. As in SNL IV, students will be exposed to some more literary content and work on improving critical thinking skills via the reading of some novels, short stories and poetry from Latin-American authors, as well as, articles, videos and blog posts. Extensive work is done on reflecting upon and responding to all kinds of text via formal and informal writing and discussion. Although students will improve their grammar control via the various tasks to be completed, this course will not overemphasize grammatical accuracy at the expense of communication.

Students will be well prepared to take the AP Spanish Language and Culture exam at the end of the year.

Prerequisite: Students have maintained a 3.0 average or higher in SNL IV for the year. Students need to get a recommendation from previous teacher.
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**Dress Code**

**Formal Uniform**

- Navy CNG Sweater (school jacket may be worn, but does not replace the sweater)
- White Oxford (tie recommended)
- Blue Gabardine pants or skirt
- Plain dark blue, brown, grey, black, or white shoes

**Daily Uniform**

- Any of the Formal Uniform items may be worn, plus the following elements:
  - CNG White Polo (with collar)
  - CNG Sweatshirt
  - Blue Gabardine pants or skirt
  - PE clothes not permitted during the day, only during PE class

**Optional for Daily Uniform**

- Special CNG Sweatshirt
- CNG Caps
- Sunglasses
- CNG Scarf
- Any color shoes
- Colored t-shirts under the polo and oxford shirt (for warmth)

**Not Permitted**

- Non-CNG sweatshirt or jacket
- Hats, colored scarves, or accessories
- Jeans, tights, or leggings
- Visible underwear
- Colored t-shirts under the polo and oxford shirt