

CHEONGNA DALTON SCHOOL

HIGH SCHOOL COURSE CATALOG

2026-2027



344 Cheomdandong-ro, Seo-gu
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MISSION & VISION

Mission Statement

Cheongna Dalton School pioneers to develop global citizens who will engage in a diverse and changing world with creativity and compassion. Building on the foundation of the Dalton Plan, our mission is to empower students with the habits of mind necessary to lead fulfilling and ethically responsible lives.

Vision Statement

Better than yesterday – CDS is a safe community where learners can begin to discover their interests, experience the joy of learning, and reach their full potential.

Educational Philosophy

Cheongna Dalton School (CDS) provides an academically rigorous, progressive educational environment that promotes active inquiry. Students who graduate from CDS are not only academically capable but also a person with character and curiosity. CDS seeks to develop well-rounded students who can become global leaders in the world today. CDS students are taught how to be intelligent, independent, and responsible so that they may be successful adults in the global world.

With the Dalton Plan as the foundation for the curriculum, the program is designed to offer our students opportunities to acquire content knowledge, critical thinking skills, and collaboration skills through inquiry, experimentation, and research and analysis. Furthermore, students take control of their own educational experience by learning how to make use of their free lab time.

Expected Schoolwide Learning Results - 6Cs

Students who graduate from Cheongna Dalton School embody the following qualities:

Character

CDS students exhibit a developed sense of ethics by:

- Maintaining a consistent set of values based on careful thought and the critical study of a variety of belief systems
- Applying those values to their choices and taking responsibility for the consequences of their actions
- Demonstrating integrity in all aspects of their lives

Curiosity

CDS students demonstrate self-motivation in learning by:

- Giving thoughtful consideration to the direction of their own learning and experiences throughout their lives
- Independently striving for deeper knowledge in the areas of study they favor
- Exploring those areas in an academically rigorous manner

Critical Thinking

CDS students observe and process their world by:

- Carefully selecting documents and media from a wide range of digital, print, and multimedia resources
- Analyzing those sources and demonstrating their understanding with academic rigor
- Seeking and evaluating a range of views with an open mind

Communication

CDS students present their ideas with clarity, creativity, purpose, and an understanding of their audience by:

- Speaking and writing in precise English, and at least one other World Language
- Giving careful thought and attention to the words of others
- Communicating using appropriate technology and the visual and performing arts

Collaboration

CDS students work with others by:

- Recognizing that collaboration can produce synergistic results
- Endeavoring to make interaction smooth, respectful, and productive
- Knowing when to allow the group's needs to supersede their own

Community

CDS students contribute positively to society by:

- Displaying respect for others in all words and actions
- Volunteering their time and talents to make positive differences in the lives of others and to the environment
- Leading an active, balanced, and healthy lifestyle



Cheongna Dalton Academic Profile

The following data highlights the academic performance of CDS students across standardized tests, including the MAP, PSAT, SAT, and AP exams. This information provides a snapshot of student achievement and readiness, demonstrating the school's strengths in preparing students for college-level work and beyond.

Note: The data presented in this catalog reflects the most recent comprehensive schoolwide results available at the time of publication. As such, the data may not represent the most current academic year.

MAP Growth Summary 24-25				
Grade	9	10	11	12
Math	87%	78%		
Reading	68%	58%		
Language	97%	76%		

MAP growth projections show the expected average growth for students based on their grade, starting achievement level, and the subject tested. The table above shows the percentage of students who met or exceeded typical growth for their grade. Percentages above 50% show areas where the school is doing well, while percentages below 50% point to areas that could be improved.

PSAT Summary 24-25
Number of Total Tests: 48
Percentages of CDS students who met the benchmark: Reading & Writing: 96% Math: 90%

These results show that the majority of CDS students are performing at or above the expected level for college readiness, with particularly strong performance in Reading & Writing. Math also shows solid achievement, indicating that students are generally well-prepared in both areas.

SAT Summary 24–25
Number of Total Tests: 147
Average Score of CDS Students: 1420 Reading & Writing: 690 Math: 740
<i>* This data, collected prior to May 2025, includes test results from students in the Classes of 2025 through 2028.</i>

This data shows that CDS students are performing well above the national average, with strong results in both Math and Reading & Writing.

AP Score Summary 24–25

Total Number of Students Taking an AP at CDS: 175
Total Number of Exams Taken: 582

Score	1	2	3	4	5
# of Exams	17	26	76	119	344
% of Total Exams	3	4	13	20	59

Overall, 79% of all exams scored a 4 or 5, showing that the majority of CDS students are achieving at a high level on AP exams.

CDS students continue to demonstrate strong academic performance across standardized assessments. Results show that students are well-prepared for college-level work, with particular strengths in both core academic skills and advanced coursework. Overall, the data reflects the school's commitment to educational excellence, student growth, and preparing learners for success beyond the classroom.

Graduation & Course Pathways

CDS Graduation Requirements

Students must complete a minimum of 22 academic credits to qualify for graduation. In addition, all students are required to successfully complete a Senior Project and fulfill the Service Learning requirement as outlined below. While students may earn up to a maximum of 26 credits, they must also satisfy the specific departmental requirements detailed in the following sections.

English	4 Years	4 credits
Mathematics	3 Years	3 credits
Science	3 Years	3 credits
Social Studies	3 Years	3 credits
World Languages	3 Years	3 credits
Fine Arts	2 Years	2 credits
Physical & Health Education	2 Years	2 credits

Korean Accreditation: Refer to Korean Track Information on page 10

Other Academic Electives	6 credits
Service Learning	60 hours

Senior Project: All Seniors must complete a senior project

Other Academic Electives include any additional courses that students choose to take beyond the required credits or years for each subject area.

Years indicates the minimum number of years a student must take courses in a particular department. Students may take extra courses in any given year according to course requirements and academic guidelines.

Service Learning Requirements

In keeping with our commitment to the 6Cs values, CDS encourages students to engage with the broader community through volunteerism. To support this, students are required to complete a minimum of 60 hours of service learning to graduate. These hours may be completed either on or off campus and will be tracked and documented by the College Counseling Office.

Senior Project

All CDS students are required to complete a project that benefits the CDS community, the local community, or the global community in order to be eligible for a high school diploma. The Senior Project serves two purposes. First, it allows students to make a meaningful contribution while exploring an area of personal interest that may not have been covered in their regular studies. Second, it gives the CDS Administration and Faculty an opportunity to evaluate whether 12th-grade students demonstrate the skills and traits described in the Cheongna Dalton School graduate profile, characteristics aligned with the 6Cs, before graduation.

Seniors who have not yet completed their project must participate in a cohort that meets once a week during either the first or second semester.

Course Planning

The table below is designed to assist students in planning their courses for the upcoming academic year. Some courses require student choice. Students are encouraged to review the prerequisites carefully and graduation requirements associated with their intended courses throughout their high school program.

To ensure that course selections align with future academic and college goals, students should consult with the College Counseling Office if they have questions when planning their schedules.

	9th Grade	10th Grade (AP limit = 2)	11th Grade (AP limit = 4)	12th Grade (AP limit = 4)
Number of courses	Must take 7	Must take 7	No more than 6	No more than 6
English (4 Credits)	☐ Literature and Composition I	☐ Literature and Composition II	☐ Literature and Composition III ☐ AP English Language & Composition	☐ Literature and Composition IV ☐ AP English Language & Composition ☐ AP English Literature & Composition

Mathematics (3 Credits)	☐ Geometry ☐ Algebra II	☐ Algebra II ☐ Pre-Calculus	☐ Pre-Calculus ☐ Data Science ☐ AP Calculus AB ☐ AP Calculus BC ☐ AP Statistics	☐ Data Science ☐ AP Calculus AB ☐ AP Calculus BC ☐ AP Statistics
Science (3 Credits)	☐ Biology	☐ Chemistry ☐ Physics ☐ AP Computer Science	☐ Aerospace Engineering & Design ☐ Physics ☐ AP Biology ☐ AP Chemistry ☐ AP Physics C: Mechanics ☐ AP Computer Science	☐ Aerospace Engineering & Design ☐ AP Biology ☐ AP Chemistry ☐ AP Physics C: Mechanics ☐ AP Computer Science
Social Studies (3 Credits)	☐ World History I	☐ World History II ☐ AP Psychology ☐ AP Human Geography	☐ World History II ☐ Korean History ☐ AP Psychology ☐ AP US History ☐ AP Economics ☐ AP Human Geography	☐ World History II ☐ AP Psychology ☐ AP US History ☐ AP Economics ☐ AP Human Geography
Fine Arts (2 Credits)	☐ Studio Art ☐ Symphonic Orchestra ☐ Music Performance ☐ General Music ☐ 3D Design ☐ Musical Production			
	☐ Theatre & Film I ☐ Performing Arts I	☐ Theatre & Film I or II ☐ Performing Arts I or II ☐ Communications ☐ Technical Theatre ☐ Ceramics ☐ Chamber Orchestra	☐ Theatre & Film I or II ☐ Performing Arts I or II ☐ Communications ☐ Ceramics ☐ Technical Theatre ☐ Chamber Orchestra ☐ AP Music Theory ☐ AP Studio Art	
World Languages (3 Credits)	☐ Spanish I, II, III, or IV Or ☐ Chinese I, II, III, or IV		☐ Spanish I, II, III, IV, or AP Spanish Language & Culture Or ☐ Chinese I, II, III, IV, or AP Chinese Language & Culture	
Health & Physical Education (2 Credits)	☐ Grade 9 HPE	☐ Grade 10 HPE		
Other Academic Electives (6 Credits)	Other Academic Electives include any additional courses that students choose to take beyond the required credits or years for each subject area.			
Korean Track Requirements	☐ Online Korean Language Course ☐ World History I	☐ Online Korean Language Course ☐ Online Social Studies Course	☐ Online Korean Language Course ☐ Korean History	☐ Online Korean Language Course ☐ Certain CDS Social Studies electives, or Online Class
Service Learning & Senior Project				☐ 60 Hours & Senior Project Completed

Sample 4 Year Pathways

The following pathways provide examples of how students might structure their course schedules based on different areas of focus: STEM, Humanities, and a Balanced approach. These are intended as guides to help students explore possibilities, but actual courses may vary based on availability, graduation requirements, and individual interests.

Sample #1 - STEM Focused

	9th Grade	10th Grade (AP limit = 2)	11th Grade (AP limit = 4)	12th Grade (AP limit = 4)
Sample Selected Courses	☐ Literature & Composition I ☐ Algebra II ☐ Biology ☐ World History I ☐ Spanish I ☐ Studio Art ☐ PE	☐ Literature & Composition II ☐ Precalculus ☐ AP CS A ☐ Chemistry ☐ Physics ☐ Spanish II ☐ PE	☐ Literature & Composition III ☐ AP Calculus BC ☐ AP Physics ☐ AP Chemistry ☐ AP Economics ☐ Spanish III	☐ Literature & Composition IV ☐ AP Statistics ☐ AP Biology ☐ AP US History ☐ AP Psychology

Sample #2 - Humanities Focused

	9th Grade	10th Grade (AP limit = 2)	11th Grade (AP limit = 4)	12th Grade (AP limit = 4)
Sample Selected Courses	☐ Literature & Composition I ☐ Geometry ☐ Biology ☐ World History I ☐ Spanish I ☐ General Music ☐ PE	☐ Literature & Composition II ☐ Algebra II ☐ Chemistry ☐ AP Human Geo ☐ AP Psychology ☐ Spanish II ☐ PE	☐ AP Language & Composition ☐ Precalculus ☐ AP Statistics ☐ AP Physics ☐ AP Comparative Government ☐ Korean History	☐ Literature & Composition IV ☐ AP Calculus ☐ AP Economics ☐ AP Computer Science ☐ Spanish III

Sample #3 - Balanced

	9th Grade	10th Grade (AP limit = 2)	11th Grade (AP limit = 4)	12th Grade (AP limit = 4)
Sample Selected Courses	☐ Literature & Composition I ☐ Algebra II ☐ Biology ☐ World History I ☐ Chinese I ☐ Studio Art ☐ PE	☐ Literature & Composition II ☐ Precalculus ☐ Chemistry ☐ AP Human Geo ☐ AP Psychology ☐ Chinese II ☐ PE	☐ AP Language & Composition ☐ AP Calculus BC ☐ AP Chemistry ☐ AP Economics ☐ Korean History ☐ Chinese III	☐ Literature & Composition IV ☐ AP Statistics ☐ AP CS A ☐ AP Biology ☐ AP Psychology

Academic Policies & Procedures

Transfer Credits

Courses completed at other institutions during the school year or the summer may be added to the official transcript (following CDS guidelines) only with prior approval from the High School Administration, in consultation with the College Counseling Office. Additionally, with prior approval, these courses may be used to satisfy graduation requirements. Examples include:

- 1) Courses taken elsewhere before transferring to the High School
- 2) Electives in virtual (online) schools and inter-school courses
- 3) Courses failed at Cheongna Dalton and successfully made up elsewhere
- 4) Courses taken under special circumstances

Korean Track Information

Students who are seeking academic accreditation from the Korean government to enroll in a Korean university must take Korean language courses for four years, including Korean History during grade 11. Classes are offered asynchronously and can be completed during free periods or outside school hours. Each course in the Korean curriculum meets approximately 102 hours per year (17 weeks over 2 semesters, meeting 3 times per week).

Required Korean and Social Studies Courses for Accreditation:

- Grade 9: Korean (online), World History I at CDS
- Grade 10: Korean (online), Social Studies (online)
- Grade 11: Korean (online), Korean History at CDS
- Grade 12: Korean (online), CDS Social Studies elective or online course

Advanced Placement® Policies & Offerings

Advanced Placement (AP) classes are equivalent to entry-level college/university courses and allow students to experience and engage in a demanding curriculum. Taking an AP course can help you:

- Experience college-level work and boost your confidence through rigorous coursework.
- Develop college skills by developing time management, critical thinking, and scholarly writing.
- Explore subjects in depth, potentially shaping career paths and personal interests.

Students looking to be successful in AP courses should:

- Be self-motivated and an independent learner with a strong work ethic, and embrace learning for the sake of learning.
- Be proficient in reading and writing, with an ability to learn subject vocabulary.
- Be responsible, prepared, organized, and meet all deadlines for coursework.
- Commit to working in groups in and out of the classroom to better understand content and develop life skills.

AP Course Offerings for 2026-2027

AP Biology	AP Macro & Micro Economics
AP Calculus AB	AP Music Theory
AP Calculus BC	AP Physics C: Mechanics
AP Chemistry	AP Psychology
AP Chinese Language and Culture	AP Spanish Language and Culture
AP Computer Science A	AP Statistics
AP Human Geography	AP Studio Art
AP Language and Composition	AP US History
AP Literature and Composition	

AP Course Eligibility and Enrollment

Enrollment in Advanced Placement courses is selective, and some courses may be offered on a rotating basis. Placement is determined by students' prerequisite course grades, which also guide the prioritization of available seats. Detailed prerequisite information for each AP course is provided in the course descriptions.

Initial Registration: Placement for AP courses is initially determined based on Semester 1 grades in prerequisite courses.

Final Placement Review: At the end of Semester 2, grades will be reviewed to determine final course placements. Students who meet the automatic entry criteria in both semesters will be placed automatically.

Administrative Entry

Students who do not meet automatic entry requirements may still be considered for administrative entry if they meet certain conditions in Semester 2 (see page 12). Administrative entry is only possible if space is available, with a maximum class size of 20 students. Students wishing to be considered must indicate their request on the AP Course Eligibility Form during the registration process. Final decisions regarding administrative entry are made by the High School Administration, in consultation with the Academic Department and College Counseling Department.

Maintaining Placement

Students who qualify for automatic entry must maintain their academic standing to retain placement. Administrative entry students must continue to meet the required criteria to maintain eligibility. All AP course placement decisions are final. Teacher recommendations are no longer accepted for entrance into AP courses.

Seat Allocation and Priority

Available seats are assigned in the following order:

1. Students in Priority Group 1 who meet automatic entry requirements after both semesters' grades are finalized.
2. Students who are eligible for administrative entry in Priority Group 2.
3. Students who are eligible for administrative entry in Priority Group 3.

Priority is also given to upperclassmen (11th and 12th graders) within administrative entry groups if space permits.

The table below outlines how prerequisite course grades in Semesters 1 and 2 determine eligibility and priority for AP course enrollment:

AP Course Enrollment Grade Requirement Table

Semester 1	Semester 2	Eligibility/Entry Type	Priority Group
A- or higher	A- or higher	Automatic Entry	Group 1
A- or higher	B+	Administrative Entry	Group 2
B+	B+ or higher	Administrative Entry	Group 3
Any Grade	B or lower	Not Eligible	Not Eligible
B or lower	Any Grade	Not Eligible	Not Eligible

Notes:

- Seats are allocated in the order of **Priority 1 → 2 → 3**.
- Administrative entry is only possible if space is available after higher-priority groups are placed.
- Letter grades in the table refer to the prerequisite course for the requested AP course, not the student's overall weighted GPA.

AP Yearly Course Limit

Each grade level has a maximum number of AP courses.

- Grade 10 students may enroll in up to 2 AP courses.
- Grade 11 students may enroll in up to 4 AP courses, plus an AP World Language course.
- Grade 12 students may enroll in up to 4 AP courses, plus an AP World Language course.
 - Students with a cumulative unweighted GPA of *3.8 or higher at the end of the most recent completed semester, and who have received a 5 on all previous AP exams, may request to take one additional AP course. To do so, they must complete the AP Additional Course Request Form. (**Starting with the Class of 2028, the GPA cutoff will be changed to 4.0 unweighted.*)
 - Approval is not guaranteed. Decisions will be based on a review of the student's academic performance and made in consultation with teachers.

Students enrolling in AP courses with a GPA of 3.0 or below must enroll in at least 1 study hall during the SOT block. A student's GPA dropping below 2.5 at the end of a quarter requires an additional study hall.

Transferring into AP courses

Students transferring to CDS during the school year are usually not eligible for AP courses. However, you will be able to join an AP course if you were enrolled in the course at the previous school and the schedule permits.

World Language Policies

To earn one World Language credit, students must complete a year long language course with a minimum final grade of D. However, to progress to the next language level, students must complete the previous level with at least a B+ in Middle School (e.g., from Chinese Intermediate to Chinese II) or a B in High School (e.g., from Chinese I to Chinese II).

If a student receives a final grade of D, they will earn the World Language credit but will not qualify for advancement to the next level. In this case, the student may choose to either repeat the course or switch to a different language, based on their preference.

For entry into AP language courses, students must complete Level IV with the required grade (refer to the chart on page 12).

Fine Arts Policy

Each grade level has a maximum number of courses students may take per year. **Grade 9-10** students must enroll in 7 courses. **Grade 11-12** students may enroll in up to 6 courses, not including AP World Language.

Symphonic Orchestra does not count toward the course limit. Students may exceed the 6-course limit in Grades 11 and 12 if Symphonic Orchestra fits within their schedule.

Course Add/Drop Policy

Regular courses can be added within the first 10 school days (2 calendar weeks); however, AP courses cannot be added due to summer coursework already assigned. All courses you wish to change/drop must be done so within the first 10 days of the school year without penalty. Courses dropped after that time will be recorded as a “W” for Withdrawal on a student’s official transcript.

Students may change their schedule from AP Calculus BC to AP Calculus AB anytime before the end of Quarter 1 without receiving a “W” (withdrawal) on their transcripts, as the content of both courses through Quarter 1 is the same. Please note that this does not apply to 12th graders. Any 12th grader wishing to make a schedule change from AP Calculus BC to AP Calculus AB must do so within the 1st month of the school year.

Academic Supports & College Counseling

Academic Supports:

Students have access to a variety of supports, including Lab (teacher office hours), study hall SOT periods, and MTSS academic support during SOT. The goal of these supports is to help students build independence, strengthen time management and study skills, and develop strategies for long-term academic success. Students are encouraged to communicate proactively with teachers when additional support is needed.

College Counseling:

The College Counseling Department guides students and families through all stages of the university planning and application process. Counselors meet with students beginning in Grade 9 to support long-term academic planning and goal setting in alignment with college and career aspirations. As students progress through high school, the College Counseling Office provides individualized advising, essay and application assistance, university information sessions, and parent meetings if requested.

Course Descriptions by Department

Note: This catalog presents the anticipated course offerings for the 2026–2027 academic year. Please note that some courses may be canceled due to low enrollment or closed if they reach full capacity. In these cases, the school will work to provide students with suitable alternative options. Priority registration is given to students entering their senior year.

English Courses

Literature and Composition I

Course #: H1010

Duration: Year Course

Credits: 1

Suggested for: Grade 9

Prerequisite: None

Students begin with a strong foundation in writing, focusing on grammar, syntax, sentence structure, paragraph development, source citation, and essay writing. Using the steps of the writing process, they practice communicating ideas in both formal and informal tones. In addition, students engage in an in-depth study of two novels, several canonical short stories, and a play. Throughout the year, they develop their discussion skills through activities such as Socratic seminars, where they learn to pose and respond to questions, make meaningful connections, and thoughtfully challenge ideas.

Literature and Composition II

Course #: H1020

Duration: Year Course

Credits: 1

Suggested for: Grade 10

Prerequisite: None

This course begins with a focus on the fundamentals of analytical reading and writing of non-fiction texts, thereby developing the core skills needed to be critical readers, nuanced writers, and mindful consumers of news and media to ensure success in higher-level academic writing and real-world literacy. Informed by the norms and practices of literary writing, students will then learn to describe the world around them in vivid detail, while composing a narrative that uses their own life experiences as a framework to build upon. This course culminates with a major research paper. In this paper, students will need to apply the skills they have learned over the year to compose either an argumentative or comparative essay that is supported by evidence and research.

Literature and Composition III

Course #: H1030

Duration: Year Course

Credits: 1

Suggested for: Grade 11

Prerequisite: None

Students will explore major concepts and themes of stories through a wide range of text types, both conventional and unconventional. The course emphasizes analytical writing, developing and explaining perspectives, and using sources or textual evidence to support claims. Each term concludes with a final project that requires investigative thinking, creative or analytical writing, and refinement of the writing process. With a focus on essential skills, the course allows for significant student choice.

Literature and Composition IV**Course #:** H1040**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 12**Prerequisite:** None

As the culmination of high school English studies, this course challenges seniors to apply their understanding of language and literature through authentic tasks such as college admissions essays, research papers, and both oral and written analysis. Students further develop public speaking skills through debates and open discussions, strengthening their ability to communicate effectively. The course is designed to refine writing skills, enhance English proficiency, and prepare students to use language purposefully, adapting style and tone to audience and context.

AP English Language and Composition**Course #:** H1050**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 11 - 12**Prerequisite:**

- ❑ To take this course, students must have completed their previous English course with the specified grade requirements for entry (refer to chart on page 12).

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts, including images as forms of text, from a range of disciplines and historical periods.

AP Literature and Composition**Course #:** H1060**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 12**Prerequisite:**

- ❑ To take this course, students must have completed their previous English course with the specified grade requirements for entry (refer to chart on page 12).

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Mathematics Courses

Geometry

Course #: H2010

Duration: Year Course

Credits: 1

Suggested for: Grade 9

Prerequisite: Algebra I
(M2040)

Geometry is the branch of mathematics mainly concerned with two and three-dimensional figures and their properties. Throughout the course, algebra, inductive and deductive reasoning, construction, measurement, and coordinate geometry, along with their proof properties, are explored. In addition, various mathematics standards of practice are explored, such as modeling, reasoning abstractly and quantitatively, constructing variable arguments, and critiquing reasoning.

Algebra II

Course #: H2020

Duration: Year Course

Credits: 1

Suggested for: Grade 9 - 10

Prerequisite: Geometry
(H2010)

Algebra II is designed to build on the concepts learned in Algebra I and to develop advanced algebraic skills in the areas of graphing, interpreting, and transforming functions, as well as probability and statistics. Throughout the course, you will examine various functions, including quadratics, trigonometric, polynomials, logarithmic, and radical functions, while simultaneously honing problem-solving skills, reasoning, and communication.

Pre-Calculus

Course #: H2030

Duration: Year Course

Credits: 1

Suggested for: Grade 10 - 11

Prerequisite: Algebra II
(H2020)

Precalculus is the study of functions from a calculus perspective, trigonometry, polar coordinates, vectors, and conic sections. Throughout the year, students work to acquire fundamental skills that will enable them to succeed in problem-solving and apply their learning to real-world scenarios. They take the skills learned in the class and apply them to real-world situations, gaining an understanding of how mathematics impacts the world around them. To achieve this, students analyze problems with creativity and critical thinking skills, devise solutions, and logically present them. From this course, they will have gained the necessary skills to pursue higher-level mathematics courses, along with the ability to critically analyze their surroundings.

Data Science**Course #:** H2045**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 11 - 12**Prerequisite:** Algebra II (H2020)

Data Science introduces students to the main ideas in data science using free tools such as Google Sheets, Python, and Data Commons. Throughout project-based units, students will learn to be data explorers, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more. Data fluency is becoming increasingly important for success in the modern world and has also become a major feature in standardized testing, with the proportion of data-related questions significantly increasing in the SAT over recent years.

AP Calculus AB**Course #:** H2070**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 11 - 12

AP Calculus AB is the equivalent of the first semester university introductory Calculus course. This course covers all of the topics needed for the American College Board AP Calculus AB exam. These topics include, but are not limited to, limits, derivatives, integrals, and the fundamental theorem of calculus. During the course, students will develop an understanding of the fundamental theorem of calculus and realize the relationship between derivatives and the definite integral. Students will justify solutions using graphical, numerical, analytical, algebraic, and both verbal and written responses. Students will also develop an appreciation for a historical perspective of calculus.

Prerequisite:

- ☐ To take this course, students must have completed Pre-calculus (H2030) with the specified grade requirements for entry (refer to the chart on page 12).

AP Calculus BC**Course #:** H2080**Duration:** Year Course**Credits:** 1**Suggested for:** Grades 11 - 12

AP Calculus BC is equivalent to one year of calculus at most universities. This course covers all topics learned in AP Calculus AB, including techniques and applications of the derivative, the definite integral, and the Fundamental Theorem of Calculus. Additionally, the course explores concepts such as parametric, polar, and vector functions, as well as series. Students will justify solutions using graphical, numerical, analytical, algebraic, and both verbal and written responses.

Prerequisite:

- ☐ To take this course, students must have completed Pre-calculus (H2030) with the specified grade requirements for entry (refer to the chart on page 12).
- ☐ Students who meet Administrative Entry requirements will be required to sign an agreement form, along with their parents, understanding the level of complexity of the course.

AP Statistics**Course #:** H2090**Duration:** Year course**Credits:** 1**Suggested for:** Grade 11 - 12

AP Statistics is an introductory college-level statistics course that familiarizes students with major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics through the use of technology, investigations, problem solving, and writing as they explore concepts such as variation and distribution, patterns and uncertainty, and data-based predictions, decisions, and conclusions.

Prerequisite:

- ☐ To take this course, students must have completed Algebra II (H2020) with the specified grade requirements for entry (refer to the chart on page 12).

Science Courses

Biology

Course #: H3010

Duration: Year Course

Credits: 1

Suggested for: Grade 9

Prerequisite: None

This course explores the concepts that help make sense of life science. Students build upon their understanding of science and disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. Areas of study include: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts, supporting students in developing usable knowledge that can be applied across the science disciplines.

Chemistry

Course #: H3020

Duration: Year Course

Credits: 1

Suggested for: Grade 10

Prerequisite: Biology (H3010)

Chemistry is the study of matter and how it may change. Everything, including ourselves, is made of atoms. The different properties and interactions of these atoms give rise to the infinite variety of objects we encounter each day. Through experimentation, students will gain an understanding of how these interactions occur and how to predict the resulting properties.

AP Biology

Course #: H3050

Duration: Year Course

Credits: 1

Suggested for: Grade 11 - 12

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Students will develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains through conceptual understandings of content. Areas of study fall under the broad categories of Molecules and Cells, Heredity and Evolution, and Organisms and Populations.

Prerequisite:

- ☐ To take this course, students must have completed Biology (H3010) and Chemistry (H3020) with the specified grade requirements for entry (refer to the chart on page 12).

AP Chemistry**Course #:** H3060**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 11 - 12

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore content such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The purpose of this course is to develop the requisite intellectual and laboratory skills in chemistry, structured around big ideas and key science practices.

Prerequisite:

- ☐ To take this course, students must have completed Chemistry (H3020) with the specified grade requirements for entry (refer to the chart on page 12).

Physics**Course #:** H3030**Duration:** 1 Year**Credits:** 1**Suggested for:** Grade 10 - 11**Prerequisite:** None

Physics is the study of how matter and energy interact. The subject seeks to explain phenomena using experimental data and observations, which provide a basis for mathematical models or theories to attempt to understand the behavior of the physical world. Its scope ranges from the tiniest subatomic particles to the enormity of the galaxies that make up the cosmos. Think about an apple falling from a tree, the appearance of a rainbow, or the motion of electrons through a wire. These are all things that can be measured and understood. Besides acquiring a greater understanding of principles and accumulating a body of knowledge, the physics course will also develop transferable skills such as problem analysis, logical thinking, practical skills, mathematical skills, and collaboration.

AP Physics C: Mechanics**Course #:** H3070**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 11 - 12

The AP Physics C: Mechanics course is designed to be equivalent to a semester college foundation course in physics for students majoring in the physical sciences or engineering. The course builds on the ideas introduced in High School Physics and is investigated with greater rigor, which requires a much higher level of mathematical competence. The course emphasizes solving a variety of physics problems focused specifically on Newtonian Mechanics while utilizing calculus. Several new topics are introduced here, such as rotational kinematics and oscillations. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation.

Prerequisite Courses:

- ☐ To take this course, students must have completed HS Physics (H3030) with the specific grade requirements for entry (refer to chart on page 12).
- ☐ To take this course, students must have completed or be concurrently enrolled in AP Calculus AB (H2070) or AP Calculus BC (H2080).

AP Computer Science A**Course #:** H3091**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 10 - 12

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Prerequisite:

- ☐ To take this course, students must have completed Algebra II (H2020) with the specified grade requirements for entry (refer to the chart on page 12).

Aerospace Engineering and Design**Course #:** H3041**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 11 - 12**Prerequisite:** None

Aerospace Engineering and Design is an elective course that focuses on the principles of design and engineering as they relate to aviation, aerodynamics, and space exploration. Students will learn the basic design process, how to conceptualize and prototype a design, and how to iterate on a design once it fails or new constraints present themselves. Using this design thinking framework, students will apply their ideas to design products and solutions in a variety of areas. Students will also acquire a background in astronomy, the history of aviation and space exploration, and possible human expansion beyond Earth. Concepts in earth and space science will support student innovations throughout the course and allow students to connect their ideas to real-world problems. Students will be challenged to apply their knowledge and skills in the design of functional and theoretical aerospace products.

Social Studies Courses

World History I

Course #: H4010

Duration: Year Course

Credits: 1

Suggested for: Grade 9

Prerequisite: None

This course is organized into four thematic units, with each unit focusing on a larger concept and then breaking it down into smaller issues to be investigated throughout the year. Themes studied include cultural diffusion, revolutions, causes and consequences, and citizen action. Organizing the curriculum by themes allows students to hone their skills in analyzing primary and secondary sources, critical historical thinking, and understanding continuities and changes over time. This approach helps to develop a deeper understanding of content and empowers students to be active participants in their learning as they formulate their own answers.

World History II

Course #: H4020

Duration: Year Course

Credits: 1

Suggested for: Grade 10 - 12

Prerequisite: World History I (H4010)

This course is organized thematically, with each unit focused on a larger concept and then broken into smaller issues to be investigated throughout each term. Themes for the year include colonialism, revolutions, Cold War conflict, and globalization. Organizing the curriculum by theme allows students to develop a deeper understanding of how an issue evolves over time. This process will inspire intellectual curiosity, promote deeper engagement with the past, and empower students to be active participants in their learning as they formulate their own answers.

AP Psychology

Course #: H4080

Duration: Year Course

Credits: 1

Suggested for: Grade 10 -12

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

Prerequisite:

- ☐ To take this course, students must have completed the previous Social Studies course with the specific grade requirements for entry (refer to chart on page 12).

AP Human Geography**Course #:** H4065**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 10 - 12

The AP Human Geography course is equivalent to an introductory college-level course in human geography. AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

Prerequisite:

- ☐ To take this course, students must have completed the previous Social Studies course with the specific grade requirements for entry (refer to chart on page 12).

AP US History**Course #:** H4070**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 11 - 12

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and apply the same skills and methods employed by historians: analyzing primary and secondary sources, developing historical arguments, making historical connections, and employing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Prerequisite:

- ☐ To take this course, students must have completed the previous Social Studies course with the specific grade requirements for entry (refer to chart on page 12).

AP Economics**Course #:** H4090**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 11 - 12

AP Microeconomics introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Macroeconomics introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Prerequisite:

- ☐ To take this course, students must have completed the previous Social Studies course with the specific grade requirements for entry (refer to chart on page 12).

Korean History**Course #:** H4050**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 11**Prerequisite:** Fluency in the Korean language

This course provides a comprehensive history of Korea, spanning from the earliest records of Korean civilization to the present. While the organization follows a primarily chronological structure, the approach encompasses diverse perspectives, exploring political, economic, social, religious, philosophical, and artistic developments. The course also delves into shifts in Korea's connections to East Asia and the broader global context. Reading materials include both primary and secondary texts, incorporating literature, narrative stories, and documentary sources.

Fine Arts Courses

General Music

Course #: H6011

Duration: Year Course

Credits: 1

Suggested for: Grade 9 - 12

Prerequisite: None

This music class will explore the theoretical, technological, and historical aspects of music rather than performance. Students will gain a deep understanding of beginning music theory, explore topics in music history in a global context, and explore technology in music production, recording, and editing. Students who complete this course will have a strong foundation in these topics, leading them to other areas of music, as well as performing ensembles within CDS.

Music Performance

Course #: H6012

Duration: Year Course

Credits: 1

Suggested for: Grade 9 - 12

This music class is reserved for students who have a strong command of their primary instrument and want to perform in both small and large ensemble-type settings. This could include percussion ensembles, jazz combos, and popular music. Students will explore various types of abilities on their instrument, and will be able to explore others as they shift focus and ensemble sizes. Completion of this course will result in a strong understanding of music, including arrangement, tone production, musicality, and more.

Prerequisite:

- ☐ Students who have registered for this course must perform an audition piece of their choice on their primary instrument in Quarter 4.

Symphonic Orchestra

Course #: H6013

Duration: Year Course

Credits: 1, 0.5, or non-credit

Suggested for: Grade 9 - 12

Symphonic Orchestra is an ensemble performance-based class that occurs during the school day. Students participating in this course will rehearse a variety of advanced repertoire from classical to contemporary genres. In addition to developing advanced skills on their instrument and their ability to play as a high-calibre ensemble, students will also deepen their understanding of performance-based music theory. Throughout the year, the ensemble will perform in at least two concerts and one festival. Attendance at these performances is mandatory. As a member of the ensemble, students will be expected to practice their parts outside of class, as well as completing supplementary assignments as required. For credit enrollment, students may choose between the for-credit or non-credit option, though the expectations of attendance, class etiquette, and assignment completion are identical for both options.

Prerequisite:

- ☐ Audition-based chair placement. Auditions will occur in the spring of the previous school year. Students who do not audition will be placed as last chairs.
- ☐ Students who are transferring to CDS will take the audition during new student orientation.

Chamber Orchestra**Course #:** H6014**Duration:** Year Course**Credits:** 0.5 or non-credit**Suggested for:** Grade 10 - 12

Chamber Orchestra is an ensemble performance-based class that occurs during two SOT periods. In this course, students will continue developing their skills on an individual instrument in the context of a chamber ensemble. Throughout the year, the ensemble will perform in at least two concerts. Attendance at these performances is mandatory. Students will be expected to practice their parts outside of class, as well as completing supplementary assignments as required. For credit enrollment, students may choose between the for-credit option or non-credit, though the expectations of attendance, class etiquette, and assignment completion are identical for both options.

Prerequisite:

- ☐ Audition-based chair placement. Auditions will occur in the spring of the previous school year. Students who do not audition will be placed as last chairs.
- ☐ Students who are transferring to CDS will take the audition during new student orientation.
- ☐ Students who join CDS during the second semester are not allowed to enroll in this course.

Studio Art**Course #:** H6020**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 9 - 12**Prerequisite:** None

Visual Art emphasizes comprehending the elements of art and principles of design as a foundation for composition and advanced courses. Throughout the course, students will delve into a spectrum of artists, art processes, and materials, including drawing, painting, printmaking, two and three-dimensional design, and digital art. The artwork produced by students will mirror aesthetics, cultural influences, and historical contexts. A willingness to engage in the creative process is deemed a more crucial requirement than the student's talent or prior experience.

Ceramics**Course #:** H6042**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 10 - 12**Prerequisite:** None

This course introduces students to the art of ceramics through hands-on exploration of clay techniques and processes. Students will learn fundamental skills such as hand-building, wheel-throwing, surface design, and glazing, while also developing an understanding of the history and cultural significance of ceramics. Emphasis will be placed on craftsmanship, creativity, and the ability to translate ideas into three-dimensional form. Projects will move beyond simple forms into more complex vessels such as teapots, lidded containers, and sculptural pieces—both functional and abstract—that explore clay as a medium for expression. By the end of the course, students will have built a portfolio of finished ceramic artworks and gained an appreciation for clay as both an artistic and functional medium.

3D Design**Course #:** H6041**Duration:** Year Course -
Friday during SOT3 and 4.**Credits:** 0.5 or non-credit

3D Design is a year-long studio art course that immerses students in the exploration of sculptural practices and material-based artmaking. Through hands-on projects, students will develop technical skills, design thinking, and creative problem-solving while engaging with a range of media. Each unit emphasizes both craft and concept, encouraging students to express personal identity, respond to contemporary issues, and experiment with new

Suggested for: Grade 9 - 12

approaches to artmaking. The course expands students' understanding of three-dimensional form, texture, and structure, while fostering collaboration, critique, and presentation skills.

Prerequisite:

- ☐ Juniors and Seniors who are missing a 0.5 Fine Arts credit will be given priority for placement in the course.
- ☐ This course will be capped at 25 students for logistical planning and safety compliance.
- ☐ Students who join CDS during the second semester are not allowed to enroll in this course.

Performing Arts I

Course #: H6050

Duration: Year Course

Credits: 1

Suggested for: Grade 9 - 12

Prerequisite: None

This introductory course is tailored for individuals passionate about acting, vocal music, physical movement, and puppetry, this course provides a well-rounded foundation in various performance disciplines. Participants will explore the basics of stage presence, character development, musical expression, movement, and puppetry techniques. Engage in a series of dynamic exercises and collaborative projects, fostering a supportive environment to cultivate a versatile skill set. Whether you're a newcomer or looking to broaden your performing arts horizon, this course offers a holistic introduction to the magic of the stage.

Performing Arts II

Course #: H6051

Duration: Year Course

Credits: 1

Suggested for: Grade 10 - 12

Prerequisite: Performing Arts I (H6050)

This advanced performing arts course builds upon the foundation laid in the Performing Arts I class, this course challenges participants to integrate acting, vocal music, physical movement, and puppetry seamlessly. Embrace a multidisciplinary approach to performance, exploring innovative ways to express narratives through a combination of artistic elements. Participants will engage in intensive projects, collaborative experiments, and receive personalized guidance to refine their skills. This course is designed for performers seeking a profound synthesis of diverse performing arts disciplines, pushing the boundaries of creativity and artistic expression.

Communications

Course #: HS6036

Duration: Year Course

Credits: 1

Suggested for:
Grade 10 - 12

Prerequisite: None

This dynamic performance and communication course is designed to equip students with the necessary techniques to command attention and convey meaning in any setting. This program moves beyond traditional public speaking to train students in the art of embodied rhetoric. You will develop core proficiency in staging compelling arguments, sharpening quick-witted negotiation and interviewing skills as a form of high-stakes scene work, and transforming research into a powerful, unforgettable performance. The course's series of intensive learning cycles focus on preparing, evaluating, and analyzing information, then using performance skills to present findings creatively and engagingly, ensuring that every student learns not just to speak, but to truly perform their ideas.

***As we refine our program pathways, starting in the 2026-2027 school year, *Communications* will now be offered exclusively as a Fine Arts credit. This reflects the course's emphasis on performance-based expression, creative embodiment, and theatrical technique.**

Theatre & Film I**Course #:** H6031**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 9 - 12**Prerequisite:** None

In this foundational course, you will immerse yourself in the intricacies of acting techniques and the technical finesse of production, exploring the convergence of stage and screen. Develop a nuanced understanding of diverse acting styles and their profound impact on the realms of theatre and film. Through hands-on training, students will grasp the essentials of film production, mastering every facet of the cinematic cycle. Practical experience in crafting films across diverse genres will culminate in the submission of their work to Dalton's esteemed Film Festival in the Spring. Simultaneously, the theatrical component will guide students through the complexities of stage production, imparting not just acting skills but also technical theatre expertise and staging techniques. Assessment in this course revolves around performance and self-reflection, providing a comprehensive foundation for those passionate about the enthralling fusion of theatre and film.

Theatre & Film II**Course #:** H6037**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 10 - 12**Prerequisite:** Theatre & Film I (H6031)

Theatre & Film II will refine your grasp of acting techniques by exploring advanced styles and honing your skills through practical applications. Delve into the advanced technical nuances of film production, attaining mastery over the cinematic process. This advanced course challenges students to produce films of heightened complexity, fostering exploration across diverse genres. As a culmination of their cinematic endeavors, students will once again present their work at Dalton's esteemed Film Festival. Concurrently, the theatrical component will guide students through advanced stage production, emphasizing not only acting mastery but also advanced technical theatre and staging skills. Assessment in this course remains deeply rooted in performance and self-reflection, compelling students to ascend to new levels of creativity and proficiency in both theatre and film.

Musical Production**Course #:** H6034**Duration:** Year Course - Fridays during SOT3 and 4.**Credits:** 0.5 or non-credit**Suggested for:** Grade 9 - 12

Musical Production is an ensemble performance-based class. Students participating in the musical will be given the opportunity to audition for a role in the production, rehearse, and present the show at the end of the 2nd semester. Students will grow their individual skills as well as their ability to perform and work together as an ensemble. Students will perform in the musical at the end of the year with a series of showings of the production. Attendance at these performances is mandatory. Students will be expected to practice their parts outside of rehearsal. During rehearsal, we will work as an ensemble to rehearse each week, learning the music, choreography, and staging of the musical.

Prerequisite:

- ☐ Audition-based entry. Students who do not audition *and* those who do audition but are not cast in the production will be removed from the course.
- ☐ Students who join CDS during the second semester are not allowed to enroll in this course.

Technical Theatre

Course #: H6033

Duration: Year Course -
Wednesdays during SOT 1 and 2.

Credits: 0.5 or non-credit

Suggested for: Grade 10 - 12

Technical Theatre is a design-based production class. Students participating in this course will be given the opportunity to design and build a series of drama sets, props, and costumes. The main focus of this course will be the culminating project of building the set for the Spring Musical, which will be produced at the end of the 2nd semester. Students will grow their individual and collaborative skills as they learn to work together as a team. Students will have the opportunity to be on the technical teams for a variety of school events, as well as the Spring Musical production. The various skills the students will develop include, but are not limited to: designing, building, constructing, painting, installing, sewing, and planning the components of the theatrical productions at CDS.

Prerequisite:

- ☐ Students must have been enrolled in a Theatre course or have been on the HS Tech Crew to be placed in the course. Juniors and Seniors who are missing a 0.5 Fine Arts credit will be given priority for placement in the course.
- ☐ This course will be capped at 25 students for logistical planning and safety compliance.
- ☐ Students who join CDS during the second semester are not allowed to enroll in this course.

AP Music Theory

Course #: H6015

Duration: Year Course

Credits: 1

Suggested for: Grade 11 - 12

The AP Music Theory course corresponds to one or two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

Prerequisite:

- ☐ Achieve a level of PROFICIENT on an AP Music Theory pretest to be taken by prospective current students in the spring. Students who are transferring to CDS would take this exam during new student orientation.

AP Studio Art

Course #: H6021

Duration: Year Course

Credits: 1

Suggested for: Grade 11 - 12

Prerequisite:

- ☐ Completed at least 1 year of Studio Art (H6020)

The AP Art and Design program consists of three different courses and AP Portfolio Exams - AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing - corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

World Languages Courses

Chinese Level I

Course #: H5021

Duration: Year Course

Credits: 1

Suggested for: Grade 9 - 12

Prerequisite: None

High School Level I serves as an introductory course tailored for students who have limited or no prior experience in the language. The primary goal is to establish a robust foundation, offering students immediate opportunities to engage with the target language. At this stage, students communicate using single sentences. They will demonstrate the ability to comprehend and employ familiar everyday expressions and basic phrases relevant to concrete needs, introduce themselves and others, as well as pose and respond to questions regarding personal details such as residence, acquaintances, and possessions.

Spanish Level I

Course #: H5031

Duration: Year Course

Credits: 1

Suggested for: Grade 9 - 12

Prerequisite: None

High School Level I serves as an introductory course tailored for students who have limited or no prior experience in the language. The primary goal is to establish a robust foundation, offering students immediate opportunities to engage with the target language. At this stage, students communicate using single sentences. They will demonstrate the ability to comprehend and employ familiar everyday expressions and basic phrases relevant to concrete needs, introduce themselves and others, as well as pose and respond to questions regarding personal details such as residence, acquaintances, and possessions.

Chinese Level II

Course #: H5022

Duration: Year Course

Credits: 1

Suggested for: Grade 9 - 12

Prerequisite: An overall year grade of B in Level I (H5021) / An overall year grade of B+ in MS Intermediate (M5016)

High School Level II expands upon the groundwork laid in Level I, enhancing language fluency and complexity. At this stage, students communicate using a series of sentences. They will exhibit the ability to comprehend sentences and commonly used expressions pertaining to areas of immediate importance, such as basic personal and family information, shopping, local geography, and employment. Additionally, they will be able to engage in simple and routine tasks that involve a straightforward exchange of information on familiar and routine matters. Furthermore, students will learn to describe aspects of their background, immediate environment, and matters related to immediate needs using simple terms.

Spanish Level II

Course #: H5032

Duration: Year Course

Credits: 1

Suggested for: Grade 9 - 12

Prerequisite: An overall year grade of B in Level I (H5031) / An overall year grade of B+ in MS Intermediate (M5026)

High School Level II expands upon the groundwork laid in Level I, enhancing language fluency and complexity. At this stage, students communicate using a series of sentences. They will exhibit the ability to comprehend sentences and commonly used expressions pertaining to areas of immediate importance, such as basic personal and family information, shopping, local geography, and employment. Additionally, they will be able to engage in simple and routine tasks that involve a straightforward exchange of information on familiar and routine matters. Furthermore, students will learn to describe aspects of their background, immediate environment, and matters related to immediate needs using simple terms.

Chinese Level III

Course #: H5023

Duration: Year Course

Credits: 1

Suggested for: Grade 9 - 12

Prerequisite: An overall year grade of B in Level II (H5021) / An overall year grade B+ in MS Advanced (M5017)

In High School Level III, students will enhance their communicative and cultural competence through authentic communication and interaction in the target language. At this stage, students will proficiently use simple paragraphs for communication. They will possess the ability to comprehend the main idea and key information in concise, straightforward texts related to familiar topics. Furthermore, they will be adept at handling situations commonly encountered in work, school, leisure, and other contexts. Students will be capable of describing experiences, events, dreams, hopes, and ambitions. Additionally, they will be able to provide brief reasons and explanations for their opinions and plans.

Spanish Level III

Course #: H5033

Duration: Year Course

Credits: 1

Suggested for: Grade 9 - 12

Prerequisite: An overall year grade of B in Level II (H5032) / An overall year grade B+ in MS Advanced (M5027)

In High School Level III, students will enhance their communicative and cultural competence through authentic communication and interaction in the target language. At this stage, students will proficiently use simple paragraphs for communication. They will possess the ability to comprehend the main idea and key information in concise, straightforward texts related to familiar topics. Furthermore, they will be adept at handling situations commonly encountered in work, school, leisure, and other contexts. Students will be capable of describing experiences, events, dreams, hopes, and ambitions. Additionally, they will be able to provide brief reasons and explanations for their opinions and plans.

Chinese Level IV**Course #:** H5024**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 10 - 12**Prerequisite:** An overall year grade of B in Level III (H5023)

High School Level IV aims to equip students for proficient and precise communication extending beyond the classroom setting. At this advanced stage, students will utilize complex paragraphs to convey their thoughts. They will possess the capability to comprehend the main idea, key information, and the flow of events expressed in various time frames. Furthermore, students will actively engage in conversations and discussions on a diverse range of topics. They will demonstrate the ability to narrate stories, make presentations, and articulate their viewpoints on both familiar and researched subjects, providing compelling reasons to support their perspectives.

Spanish Level IV**Course #:** H5034**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 10 - 12**Prerequisite:** An overall year grade of B in Level III (H5033)

High School Level IV aims to equip students for proficient and precise communication extending beyond the classroom setting. At this advanced stage, students will utilize complex paragraphs to convey their thoughts. They will possess the capability to comprehend the main idea, key information, and the flow of events expressed in various time frames. Furthermore, students will actively engage in conversations and discussions on a diverse range of topics. They will demonstrate the ability to narrate stories, make presentations, and articulate their viewpoints on both familiar and researched subjects, providing compelling reasons to support their perspectives.

Chinese AP World Language and Culture**Course #:** H5025**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 11 - 12

AP language and culture courses represent an advanced level equivalent to a third-year college language course. Students enrolled in this program will possess the ability to comprehend the main ideas of intricate texts covering both concrete and abstract topics, including technical discussions within their field of specialization. At this proficiency level, students can engage in interactions with a degree of fluency and spontaneity, facilitating seamless communication with native speakers without strain for either party. Students will be capable of generating clear and detailed texts across a broad spectrum of subjects. Additionally, students will be adept at expressing viewpoints on topical issues, providing a comprehensive analysis of the advantages and disadvantages associated with various options.

Prerequisite:

- ☐ To take this course, students must have completed Chinese IV (H5024) with the specified grade requirements for entry (refer to chart on page 12).

Spanish AP World Language and Culture**Course #:** H5035**Duration:** Year Course**Credits:** 1**Suggested for:** Grade 11 -12

AP language and culture courses represent an advanced level equivalent to a third-year college language course. Students enrolled in this program will possess the ability to comprehend the main ideas of intricate texts covering both concrete and abstract topics, including technical discussions within their field of specialization. At this proficiency level, students can engage in interactions with a degree of fluency and spontaneity, facilitating seamless communication with native speakers without strain for either party. Students will be capable of generating clear and detailed texts across a broad spectrum of subjects. Additionally, students will be adept at expressing viewpoints on topical issues, providing a comprehensive analysis of the advantages and disadvantages associated with various options.

Prerequisite:

- To take this course, students must have completed Spanish IV (H5034) with the specified grade requirements for entry (refer to chart on page 12).

Health and Physical Education Courses

Health and Physical Education - G9

Course #: H6093

Duration: Year Course

Credits: 1

Suggested for: Grade 9

Prerequisite: None

This course equips students with the knowledge and skills they need to take greater ownership of their health and physical activity choices. Through participation in lifetime sports, recreational games, outdoor pursuits, and fitness activities, students strengthen movement competence and begin to design personal fitness goals that support long-term well-being. They learn to apply safe practices while developing respect, teamwork, and empathy in varied contexts. Personal development emphasizes selecting activities that meet social, emotional, and health needs while analyzing the factors that influence participation beyond school. Students also build health literacy through advocacy and goal-setting, and they explore personal and reproductive health topics such as healthy and unhealthy relationships, consent and legal issues, interpersonal violence, trafficking, and strategies for supporting peers and safely exiting harmful situations.

Health and Physical Education - G10

Course #: H6094

Duration: Year Course

Credits: 1

Suggested for: Grade 10

Prerequisite: None

This course equips students with the knowledge and skills they need to sustain active lifestyles beyond school and to make informed choices for lifelong health. Through participation in diverse physical activities, students demonstrate mastery of movement and fitness by applying exercise principles, advanced goal-setting, and reflection to improve performance and well-being. They use technology, nutrition, and cultural perspectives to support healthy development and understand how these factors influence both personal growth and community health. Students also strengthen leadership by modeling safe, respectful participation and giving feedback to peers. Building on their sense of self and social responsibility, they develop critical and creative thinking in areas of health literacy and wellness, including advocacy, decision-making, and community engagement. Personal & Reproductive Health emphasizes sexual health and reproductive justice, covering contraceptives, STD/HIV prevention, fetal development, healthcare laws, and effective communication for safe and healthy decision-making.