



**2020-2021**  
**COURSE CATALOG**

# 2020 - 2021 CUSHING ACADEMY COURSE OFFERINGS

## ACADEMIC SUPPORT

Academic Support  
Academic Coaching  
Reading Skills  
Math Skills  
Advanced Reading & Writing

## CLASSICAL & MODERN LANGUAGES

Spanish I  
Spanish II/Honors Spanish II  
Spanish III/Honors Spanish III  
Honors Spanish IV/V Reading & Comprehension  
Honors Spanish IV/V Conversation  
AP Spanish Language  
French I  
French II  
French III  
Honors French IV  
Honors French V  
AP French  
Latin I  
Latin II  
Latin III  
Honors Latin IV  
Honors Latin V  
Ancient Greek  
Mandarin Chinese I  
Mandarin Chinese II  
Mandarin Chinese III  
Honors Mandarin Chinese  
AP Chinese Language & Culture V

## COMPUTER SCIENCE

AP Computer Science A

## CONNECTIONS

Connections 9  
Connections 10

## ENGLISH

Literature and Composition I/Honors Lit I  
Literature and Composition II/Honors Lit II  
American Literature  
Senior Seminars:  
Recognizing the Call (fall)  
Creative Writing (fall)  
The Family Portrait (fall)  
Dramatic Literature (fall/spring)  
Contemporary Narratives (spring)  
Island Experience (spring)  
Marginalized Voices (spring)  
21st Century Film and Literature (spring)  
College English  
AP English Language and Composition  
AP English Literature and Composition

## ENGLISH AS A SECOND LANGUAGE

Beginning Intermediate Level:  
Reading I  
Writing and Grammar  
Listening and Speaking  
Advanced Intermediate Level:  
Reading II  
Writing and Grammar  
Listening and Speaking  
Advanced Level:  
Literary Studies  
Composition & Grammar

## HISTORY & SOCIAL SCIENCE DEPARTMENT

Foundations in World History/Honors  
Foundations in World History  
Roots of the Modern World/Honors Roots of the Modern World  
United States History/Honors US History  
Senior Seminars:  
Civil Society I: Principles of Democracy and Freedom (fall)  
International Relations (fall)  
Philosophy: History of Thought (fall)  
Psychology (fall)  
Performance Psychology (spring)  
Civil Society II: Liberty and Civic Virtue (spring)  
AP Economics (Macro & Micro)  
AP Psychology  
AP United States History  
AP United States Government and Politics  
AP European History

## MATHEMATICS

Algebra I  
Topics in Geometry  
Geometry/Honors Geometry  
Algebra II Modified-A  
Algebra II Modified-B  
Algebra II/Honors Algebra II  
Introduction to Precalculus  
Precalculus/Honors Precalculus  
Discrete Mathematics  
Probability and Statistics  
Calculus  
AP Statistics  
AP Calculus AB  
AP Calculus BC  
Multivariable Calculus

## PERFORMING ARTS

Acting I  
Advanced Acting & Directing  
Music Theory  
Chorus  
Chamber Music  
Jazz Ensemble  
History of Jazz  
Dance I/II  
Dance II/III  
Dance III/IV  
Filmmaking

## SCIENCE

Biology/Honors Biology  
Biology II: Anatomy and Physiology  
Biology II: Ecological Studies  
Chemistry/Honors Chemistry  
Conceptual Physics  
Physics  
  
Physical Science II: Engineering the Future  
Advanced Engineering  
Introduction to Sports Medicine  
AP Biology  
AP Chemistry  
AP Physics I  
AP Physics C:  
Mechanics  
Electricity/Magnetism

## VISUAL ARTS

Ceramics  
Advanced Ceramics  
Photography  
Advanced Photography  
Architectural Design  
Beginning Drawing  
Advanced Painting & Drawing  
Metalsmithing  
Advanced Metalsmithing  
Fused Glass/Advanced Fused Glass  
Art Portfolio  
Art History

This book contains all current course offerings for the academic year 2020-2021. Please note that courses and programs are subject to change based on interest and availability. If you have questions about the curriculum or about your child's academic program, you may contact:

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# THE ACADEMIC PROGRAM: OVERVIEW

## MISSION STATEMENT

Cushing exists for students and develops curious, creative, and confident learners and leaders.

## PORTRAIT OF A GRADUATE

The Portrait of a Graduate details and supports Cushing's mission to educate the mind, shape the character, nurture the creativity, and foster the well-being of each student. As a lens through which we examine ourselves and our work, this portrait guides and informs all aspects of school life.

A Cushing graduate learns, lives, and leads by these ideals:

### **In my personal journey, I:**

- strive to be self-aware, self-disciplined, and self-controlled.
- take initiative, adapt, and persevere.
- live with optimism, passion, a sense of humor, and humility.
- make informed choices for a healthy, balanced life.
- advocate for myself.
- pursue excellence in all areas of my life.

### **In my intellectual journey, I:**

- think critically, creatively, and reflectively.
- listen and communicate actively, thoughtfully, and effectively.
- take risks and grow through challenges.
- approach lifelong learning with openness and curiosity.

### **In my community journey, I:**

- respect, support, and show gratitude.
- value, engage fully in, and contribute to the diversity of my communities.
- collaborate with others.
- understand social systems.
- serve others as an active citizen.

### **In my ethical journey, I:**

- act with empathy and compassion.
- act with integrity.
- act with personal and social responsibility.
- act with courage on behalf of others and myself.

## ACADEMICS

Students are challenged to think critically and creatively, write effectively, express ideas persuasively, and collaborate with dynamism and respect. The Cushing Educational Process begins and ends with inquiry. We challenge and support each student through intentional collaboration, feedback, and reflection. Through authentic and complex questions developed by both students and teachers, students gain a sense of purpose in and control over their own learning. They learn to leverage their strengths and grow through challenges; through exploration and imagination, they discover and create new approaches to unsolved problems. By solving problems, answering questions, and understanding paradox, they synthesize information and apply it in new ways. Finally, Cushing students are self-motivated, launching from one understanding into the next inquiry with creativity and discovering new approaches to solve problems with confidence as they embrace and grow through challenges. At Cushing, we care deeply about our students' academic success; we recognize the diverse learning styles of adolescents, and we challenge and support them to work to the best of their ability. We are a community of learners and thus, in support of our commitment to take care of ourselves, take care of each other, and take care of our community, teachers dedicate the whole of themselves to educating the whole student. Cushing Academy's forward-thinking college preparatory program is designed to ensure that our students are comfortable in environments that evolve and that they are equipped with the skills, knowledge, and habits of mind to develop into curious, creative, and confident learners and leaders.

We are all participants in a new era of thinking and learning, where change is a constant and the pace is rapid. Through a combination of foundational courses and innovative, targeted programming, Cushing creates a learning experience that is transformative for every student at every level. This is how we define academic excellence. No matter how you learn or what interests you most, Cushing will help you recognize your strengths, build vital connections among academic disciplines and with the wider world, and prepare for success at college and beyond.

## **DIPLOMA REQUIREMENTS**

Students must complete a minimum of 20 credits in order to receive a Cushing diploma.

Post-graduates and one-year seniors must earn a minimum of 5 total credits in order to be eligible to receive a Cushing diploma (unless a modified schedule has been recommended by the Academic Support Department and approved by the Academic Office.)

### **ENGLISH**

Four years (minimum of one per year while enrolled)

### **MATHEMATICS**

Four years (minimum completion of Algebra II; students who have completed math through AP Calculus may be exempt from a fourth year of math)

### **SCIENCE**

Three years (Biology is required; an additional year of Chemistry and Physics is recommended)

### **HISTORY**

Three years (one year of World History and one year of US History is required)

### **CLASSICAL AND MODERN LANGUAGES**

Three years (minimum of two years within the same language)\*

### **VISUAL AND PERFORMING ARTS**

Students are expected to complete one term of Visual or Performing Arts each year while at Cushing, unless their schedules do not allow them to do so. In those instances, students may take multiple terms of art within a given year to help meet the requirement.

### **OTHER DIPLOMA REQUIREMENTS**

- All students are expected to take five courses each year to be considered “fully enrolled.” The Academic Office will work with students individually, and in conjunction with the College Counseling Office, and with the Academic Support Department when applicable, to determine an appropriate course of study.
- An underclassman who fails a yearlong course will be required to follow through on an agreed upon plan for credit remediation.
- With the exception of post-graduate students, one-year seniors, or midyear junior admits, all other students must complete a minimum of four semesters of school at Cushing (leading up to graduation) in order to be considered eligible to receive a Cushing diploma.

*\*Cushing Academy will honor for any student a language waiver which has been documented by testing no older than 3 years from a certified professional.*

# THE ACADEMIC PROGRAM AND PROCESS

## THE ACADEMIC CURRICULUM

The academic curriculum at Cushing is challenging, varied, and stimulating. It provides students with a diverse selection of traditional and innovative offerings. Traditional year-long courses are offered in English, classical and modern languages, history, mathematics, and science. An array of one-semester seminars is also offered by many departments. In addition, Cushing provides opportunities for students to enroll in honors and Advanced Placement courses and to explore personal interests through independent study.

## ENROLLING IN COURSES

Returning students schedule individual meetings in the Academic Office each spring to determine their course of study for the following year. Consideration is given to current teacher recommendations, satisfaction of course prerequisites, graduation requirements, individual student academic goals, and an overall mindfulness of an appropriate totality of challenge and rigor. Rising seniors are required to have the College Counseling Office approve their proposed schedule.

## BOOKS AND COURSE MATERIALS

Students will receive all necessary textbooks, workbooks, and lab materials directly from their classroom teachers at the start of the year. All other materials (calculators, notebooks, binders, etc.) should be purchased by the student. Students may arrive to campus with supplementary materials, shop at the School Store, or take advantage of various off-campus trips scheduled during the first weekend. At the end of the year, students are expected to return all textbooks (identified by a purple stamp and catalogue number) in good condition to avoid any replacement fees.

## ADDING OR DROPPING A COURSE

At the beginning of each semester, there is a designated period of time during which students may add or drop a course without consequence. After add/drop ends, students will no longer have the ability to add a class, but they can still drop (so long as the “fully enrolled” criteria is being met); were this to happen before the midterm of a semester, all records of the course would disappear. After the midterm however, students will receive a ‘W’ on their transcripts to indicate initial enrollment and ensuing ‘withdrawal’ from the course. When students withdraw from courses, they do not receive grades or credits for that particular class.

## CHANGING LEVELS OF A CLASS

If a student starts the year in a college preparatory class and is subsequently recommended by the current teacher to move into an honors/AP class, full credit will be granted for the higher-level class the student is moving into, upon successful completion of the class.

If a student starts the year in an honors/AP class and needs to move down, then the withdrawal timelines are applicable; i.e., moving before fall midterm results in no consequence (beyond the current grade transferring along with the student), and moving after the midterm results in a withdrawal on the transcript.

## REPEATING A COURSE

In some instances, new students may elect to repeat a course that they have already taken in order to strengthen their foundational skills and understanding. However, credit will only be recognized once. Alternatively, a student who has previously failed a course may repeat it for credit. Visual and Performing Arts classes that bear the same name are exceptions, and they may be taken multiple times for multiple credits.

## HONORS COURSES

Returning students who wish to enroll in honors courses for the following academic year should express their interest to their current teacher(s) during the spring semester and must meet the minimum requirements as specified by each department. After careful review, teachers and department chairs, in consultation with the Director of Academics, will enroll qualified students. A student new to Cushing will be enrolled in appropriate classes by the Director of Academics based on the student's academic record and other information contained in his/her/their admission folder.

## ADVANCED PLACEMENT COURSES

Cushing offers a significant number of AP courses, all of which have gone through an extensive auditing process facilitated by the College Board. AP courses represent the highest level of study within each particular discipline, and students must meet all departmental prerequisites in order to be approved for enrollment. No exceptions will be made. Note: AP Exams carry an additional fee levied by the College Board. Families will be automatically billed during the fall based on the student's course enrollment.

Students enrolled in an AP course are required to take the AP Exam offered in May. Failure to do so could result in a failing grade for the second semester and a loss of additional weight applied to a student's cumulative GPA. Students who do not sit for an AP Exam during their senior or post-graduate year will also be required to notify prospective colleges of their failure to complete the course expectations.

Students who wish to take an AP Exam for a subject that is not offered at Cushing during the current academic year will be allowed to do so, and accommodations will be made by the Academic Office to assist in the process. However, students who wish to take an AP Exam for a class that is offered at Cushing, but one in which they are not enrolled, will not be allowed to do so at Cushing. Were a student to make accommodations to take an AP Exam off campus, any class absences accrued in the process would be considered unexcused.

## HOMEWORK PHILOSOPHY

At Cushing, we are dedicated to helping students grow and mature academically as individuals. We expect that students will experience a continuum of learning - one that takes shape in the classroom and then continues throughout the day and evening as independent scholarship takes place. To that end, our homework philosophy affirms the belief that learning experiences begin and end with inquiry. As students are challenged and supported in acquiring serious, foundational skills in the classroom, they also are encouraged and expected to think critically outside the classroom by reinforcing skills, synthesizing information, and generating new levels of inquiry. Study hall is a time for furthering intellectual curiosity that is sparked by something that may have happened earlier in the day; it is also a time for self- and academic reflection, by which students develop into curious, creative, and confident learners.

## FINAL EXAMINATIONS

All students will sit for a summative final exam in each year-long class, at least once during the course of the year (fall or spring). Most classes will offer exams at the end of both semesters. Some semester-long seminars, however, may opt for other forms of final evaluation, which could include presentations, research papers or projects.

At the discretion of each individual teacher, seniors and post-graduates in year-long classes may be exempt from final examinations at the end of the spring semester, if they have maintained an A average in the course for the year.

**Note: Neither faculty nor students are permitted to reschedule a final exam during exam week.** Therefore, parents are strongly urged to take the final exam schedule into consideration before confirming travel arrangements at the end of each semester.

## **REPORTING STUDENT ASSESSMENT**

Report cards are issued four times per academic year: at the midterm of each semester, and at the end of each semester. Additional correspondence in the form of Advisor Letters will be interspersed throughout the year, culminating in a student-written letter of reflection that will be included in the spring semester report card.

## **GRADE RECLASSIFICATION REQUESTS**

1. Submission of written proposal to the Associate Head of School for Enrollment Management; point person/advocate remains as liaison throughout process;
2. Written proposal should include a detailed explanation of the anticipated benefits for both the student and the community;
3. The ability to meet all graduation requirements will be assessed (and if necessary and approved, an agreed upon course of study and timeframe to meet requirements will be established);
4. A committee consisting of representatives from Admissions, the Academic Office, College Counseling, and Student Affairs will make a recommendation to be submitted to the Head of School, who will render the final decision;
5. Existing enrollment contracts will remain valid, unless modified by the school—financial aid for future years may be released or lost as a result of the school’s decision.
6. The Associate Head of School for Enrollment Management will be responsible for all further communication with: the student, family, and internal Cushing community.

## **ACADEMIC HONESTY**

Cushing Academy fosters a culture of discovery and learning and holds the Academic Honesty Policy in the highest regard. Simply stated, students must do their own work. Actions which undermine the authenticity of a student’s learning experience run contrary to Cushing’s mission statement and are corrosive to the ideals of scholarship. Students should also realize that violations of the Academic Honesty Policy are an indirect reflection of personal character.

Instances of academic dishonesty generally fall into one of two categories: plagiarism and cheating. Students must make an attempt to acknowledge ANY resource that they have utilized by including a “Sources Consulted” list. Teachers will review this policy in their classes. When students fail to do so, intentionally or unintentionally, they are in effect passing off the original work of others as their own, which amounts to theft (the stealing of ideas). Similarly, cheating also involves a disingenuous presentation of secondary information. Cheating includes “borrowing” or “copying” secondhand material on homework, quizzes, exams, and papers and submitting it as one’s own. Students are expected to work independently of one another, unless a teacher gives explicit instructions otherwise.

Consequences for violating the Academic Honesty Policy are significant. All infractions will be reported to the Academic Office and once substantiated will lead to an Honor Council. Please refer to the Community Handbook for more detailed information explaining the Honor Council composition and process.

Any infraction that results in a suspension (in or out of school) will need to be disclosed during the college application process. Individual teachers have the discretion on whether or not the student needs to redo the assignment, and if so, how much credit will be awarded. Any student that goes before the Honor Council having violated the Academic Honesty Policy may also need to complete a brief seminar designed to reinforce expectations surrounding collaboration, citation, and plagiarism.

# COURSE OFFERINGS

## ACADEMIC SUPPORT

Students enrolled in Cushing Academy's Academic Support Program come from many different schools, states and countries and have varied academic histories, learning styles, and educational needs. The Cushing community as a whole recognizes the individual styles and needs of each student. Taking this philosophy one step further, the Academic Support Department helps students to learn to recognize their strengths and weaknesses and to develop the tools and skills necessary to meet the appropriate expectations set by the school, their families, and themselves. Students in the program usually have learning style differences that have caused them some academic difficulties in the past, sometimes affecting their motivation and self-image in the classroom. They generally experience problems in verbal areas or in attention span and frequently lack organizational skills, which has contributed to significant gaps in learning and unproductive study habits. Accordingly, the Department's two primary offerings, Reading Skills and Academic Support, provide students with concentrated, individualized instruction in small groups. The goal of the department is to equip students with the skills and habits that will give them the confidence they need to achieve academic success. Students in the program develop stronger verbal reasoning and fluency in written language and learn to employ multiple methods for problem solving. They learn to manipulate information derived from reading and other sources and to incorporate it into works of their own creation as they write papers and prepare for oral presentations and exams. In addition to solidifying skills, teachers assist students with their academic work, if necessary, by helping with homework, re-teaching basic language and math skills, and conferring on topics to be discussed in class.

Admission to the program is based upon students' past academic achievement, current academic goals, and diagnostic testing (cognitive and achievement), as well as teacher, counselor, parent, or self-referrals. During the spring semester, Academic Support faculty assist in making course placement recommendations for the following academic year. Students and families receive monthly updates about progress which are viewable on MyCushing in the Report Card section (as "Academic Support Update"). Note: There is an additional fee for enrollment in the program.

### **Academic Support**

Academic Support is designed for students who may need support due to learning differences such as a diagnosed learning disability or an attention deficit, poor academic preparation, or a history of academic underachievement. Students meet with their instructor four times each week. Specific skill weaknesses may be addressed as students are assisted in learning material, organizing their time, and completing assignments. Instructors carefully assist with assignments and monitor each student's progress in academic classes. The content of this course is geared to meet the needs of each individual; therefore, students are expected to articulate their needs for academic support, which can result in direct instruction in a specific skill. Such skills include reading comprehension, spelling, vocabulary, written expression, or test preparation techniques. As much as possible, a student's regular academic coursework is used as the vehicle for teaching skills and strategies.

In addition to academic support and skills instruction, students are coached in areas pertaining to executive functions in social skills, appropriate classroom behaviors and self-advocacy. A strong emphasis is placed on the different ways in which individuals learn and succeed in their studies. Students are encouraged to develop an understanding of how they learn so that they may make conscious and informed decisions regarding strategies for learning. In addition, students may meet individually with their instructors to review pertinent educational testing, further enabling them to become knowledgeable regarding their learning profile. For upperclassmen, support in registering and preparing for the SAT and ACT, determining a list of appropriate colleges, and completing applications is provided during the college search process. Students may enroll in this course as often as needed. Offered: Full Year

### **Academic Coaching**

Academic Coaching is designed for students who have a learning profile that indicates more diverse areas of need. Students in Academic Coaching benefit from a more intensive intervention in the form of a 1:1 Student-Learning Specialist ratio, where the student can experience additional opportunities to develop metacognitive, self-reflective, and self-assessment strategies. Students meet with their Learning Specialist four times each week. The Learning Specialist monitors the student's progress

in academic classes and carefully assists the student with organizing and planning assignments. Academic Coaching is highly individualized and based on the student's needs, which might include direct instruction in such skills as reading comprehension, spelling, vocabulary, written expression, or test preparation techniques. As much as possible, a student's regular academic coursework is used as the vehicle for teaching skills and strategies. In addition, students are coached in areas pertaining to executive functions in social skills, appropriate classroom behaviors, and self-advocacy. A strong emphasis is placed on the different ways in which individuals learn and succeed in their studies. For upperclassmen, support in registering and preparing for the SAT and ACT, determining a list of appropriate colleges, and completing applications is provided during the college search process. Students may enroll in this course as often as needed.

Offered: Full Year

### **Reading Skills**

Reading Skills is a year-long course for students who have differences in learning that cause difficulties in language skills areas, including reading, writing, attention, organization and study skills. The course is designed to assist students in becoming more effective and efficient readers and writers. Students develop strategies for improving reading comprehension by examining various methods for analyzing, organizing and remembering information. Exercises in logical reasoning, critical thinking and verbal problem solving, which simulate the reading challenges in other courses, are a regular class activity. Word skills improve through the study of words and word parts, and regular review of the rules for syllabication, pronunciation and spelling. The content of the course includes short stories and novels selected to stimulate interest and motivate learning. Students are assessed on their written assignments, projects, presentations, quizzes and tests.

Offered: Full Year

### **Math Skills**

Math Skills is a year-long course for students who have differences in learning that impact their numeracy skills, acquisition and retention of math facts, and math problem solving. The course is designed to instruct students in strategies to approach math prompts that require a synthesis of knowledge from different math content areas. Students revisit foundational knowledge and develop skills that can be transferred to any math curriculum. Instructional units focus on the conceptual understanding needed to tackle problem types students will encounter on the SAT and ACT. Emphasis is placed on the development of word problem strategies and techniques for checking the accuracy of calculations. Graphing calculator skill instruction is also embedded in each unit. Students are assessed on classwork, homework, quizzes, and tests.

Prerequisite: Algebra I and concurrently enrolled in or have completed Geometry or Algebra II.

Offered: Full Year

### **Advanced Reading and Writing**

Advanced Reading and Writing is a year-long course designed for seniors and postgraduates who need additional instruction and attention in language areas, including reading comprehension, writing, organization, and study skills. The course is specifically designed to assist students in preparing for and succeeding in college. The goal is to help students reach age/grade appropriate levels in reading rate, reading comprehension, spelling and vocabulary, and writing.

Much like a mainstream English course, Advanced Reading and Writing requires students to read college-level material covering a broad range of styles, topics, and genres. In this course, however, there is greater emphasis on pre-reading strategies, active reading skills and review techniques designed to help students develop and improve overall reading skills, as well as short and long-term memory. With regard to spelling and vocabulary, the curriculum includes material to help students prepare for the SAT and ACT, as well as develop and use a more sophisticated vocabulary. Class time is also used to review phonology, coding and decoding skills, stressing the importance of syllabication and pronunciation.

The writing component of Advanced Reading and Writing has students begin with reflective journal writing, focusing on flow and output, and moving on to summarization and annotation, helping students with note-taking, test-taking, and accurate reporting. Students also develop brainstorming and outlining strategies centering on critical and analytical writing, and culminating with the completion of a critical research paper. Students are assessed on their performance based on written assignments, essays, presentations, quizzes and tests.

Offered: Full Year

## **Course Catalog**

# CLASSICAL AND MODERN LANGUAGES

Refer to pages 2-3 for diploma requirements.

The mission of the Classical and Modern Language Department is to provide every student at Cushing Academy with a diverse learning experience in another language. Courses are offered in Latin, French, Spanish and Mandarin at beginning, intermediate and advanced levels. For students whose second language proficiency exceeds the curriculum offerings, independent study is available. Language Department teachers work to prepare students for college level study through traditional text-based learning employing innovative methods and technology. Supplementary tools such as videos, DVD's, language software and websites, and lessons projected on Smart Boards augment classroom instruction. Teachers create lessons plans to meet students' individual needs. As a result, students gain an understanding of another language and an appreciation of another culture while valuable skills are reinforced. Cultural Literacy is critical in the 21st century, and all language teachers work to help students to this end.

## Spanish I

Spanish I emphasizes the four language skills: listening, speaking, reading and writing. Students learn to express ideas related to everyday situations and to communicate in the present, past and immediate future tense. Class work is varied to include written homework assignments, workbook exercises, skits, games, oral drills, use of audio and video tapes, CD's and internet resources which all reinforce new material. Additionally, class discussions focus on Spanish and Latin American cultures.

Offered: Full Year

## Spanish II

Spanish II continues to emphasize and to build the four basic language skills: listening, speaking, reading and writing. Students learn to express more complex thoughts using a variety of verb tenses while building vocabulary and developing their writing skills. Classes are conducted partially in Spanish; however, English is sometimes required to explain difficult grammar and certain material. Students explore Hispanic culture through readings in the textbook complimented by videos with native speakers. Students are encouraged to conduct simple exchanges with native speakers in the community. Class work varies to include listening activities and lessons on the internet. A Spanish II Honors course is also available for those who completed Spanish I with an honors grade.

Prerequisite: Spanish I; for the honors class, departmental permission

Offered: Full Year

## Spanish III

Spanish III begins with a thorough review of the grammatical concepts covered in the first two levels. Students continue to expand their vocabulary while building all language skills. At this level, various advanced verb tenses are introduced including the subjunctive and the perfect tenses while expanding knowledge of Hispanic cultures. Students are required to use the target language as they develop all of their skills. The majority of the class is conducted in Spanish; therefore, students at this level should be comfortable using the target language to speak and to write using coherent sentences. At this level, reading passages are lengthier and students begin to read short stories. Students continue to use technology to supplement and to enhance the learning process. An Honors Spanish III course is available to students who completed Honors Spanish II with an honors grade.

Prerequisite: Spanish II; for the honors class, departmental permission

Offered: Full Year

## Honors Spanish IV/V: Reading and Comprehension

This course is available for those students who wish to explore Spanish history and culture with special attention to improving their reading and writing skills. The course is conducted in the target language so that students will continue to grow in developing oral/aural skills concurrently. Students will review grammar, syntax, punctuation and will learn analytical skills. The goal of the course is to build competence and confidence in a variety of writing modes: summaries, essays, playwriting and research. To achieve this goal, teachers will use a variety of resources such as novels, plays, poetry and video. Students may use this class to support skills necessary to take AP Spanish Language in the following year. Topics will change each year so that students who wish to take the course more than once can do so.

Prerequisite: Spanish III or Spanish III Honors

Offered: Full Year

### **Honors Spanish IV/V: Conversation**

In this course students will work with current, engaging topics to develop stronger oral competence in fluent and persuasive expression. Topics to be discussed may include immigration, Hispanic culture, Latino identity in the U.S., human rights and other issues of social justice. While fluidity is the goal, students will also practice precision in their use of grammar and vocabulary. Students will be expected to connect new and reviewed vocabulary and grammatical concepts in their work and can expect a review of grammar as part of the linguistic tools for conversation. To achieve the course objectives, the class will draw upon Spanish films, radio programming, videos, art, excerpts from literary works, telenovelas and even games. Such a variety of elements will require each student to grow through the challenge of speaking entirely in the target language. Students may use this class to support skills necessary to take AP Spanish Language in the following year. Topics will change each year so that students who wish to take the course more than once can do so.

Prerequisites: Spanish III or Spanish III Honors

Offered: Full Year

### **Advanced Placement Spanish Language**

This course concentrates on the correct usage of the Spanish language through literature and culture according to the College Board requirements through six required units to promote real-world communication. Students read authentic resources, which give them exposure to different genres, such as articles about statistics and politics of the Spanish speaking world, news and tourism, short stories, excerpts of novels, poetry, art reviews, short films, tv series, and plays. They participate in class discussions, as well as in different practical exercises such as answering the phone, leaving messages, writing letters and emails, descriptions, etc. Students write comparative, narrative, opinion, and persuasive essays as well as express personal reactions in regard to the works presented. Students continue to study grammar in context, and they are expected to function entirely in the target language. Each student is required to take the AP Exam in May.

Prerequisite: Honors Spanish IV/V and/or departmental permission

Offered: Full Year

### **French I**

In French I emphasis is placed on the four basic language skills: reading, writing, listening and speaking. Students learn basic grammar and vocabulary and work with a proficiency based text, which enables them to express ideas and feelings, describe events and emotions and communicate basic needs as well as to generate simple questions and answers in the present, past and close future. Students become familiar with language that centers on a variety of topics such as family life, school, pastimes and travel. Dialogues and role-plays are used to simulate realistic and practical situations that encourage students to communicate and to internalize language-building skills for basic survival. Additionally, students are introduced to French speaking cultures through supplementary readings and a French website that presents articles dealing with global news. Students do research projects to learn about France's history, economics and politics. Additionally, students view selected films in the target language, write poems and use technology to enhance the learning process.

Offered: Full Year

### **French II**

While continuing to build on the foundation established in French I, students in French II continue to build all the basic language skills. Students in French II should be comfortable communicating using basic sentence structures and verb tenses. Students explore a range of grammatical concepts, learn more complex verb tenses and acquire a more sophisticated vocabulary. In addition, students read longer passages and two short novels over the course of the year. Additionally, students write lengthier paragraphs and they perform more complex dialogues and skits. Students continue to enhance their understanding of French culture and history through research projects, presentations, supplementary readings, film and a French website that highlights global issues in the target language as well as issues of other French speaking countries. This site allows students to test their listening comprehension and their overall understanding of the articles.

Prerequisite: French I and/or departmental permission

Offered: Full Year

### **French III**

French III introduces students to French literature as students continue to build their language skills. Students study more complex grammatical structures, and they expand their vocabulary and use more idiomatic expressions. Students study more complex verb tenses in an effort to allow them to move fluidly across the time line and to help them with their written expression. To a greater extent, at this point in time, students handle more material and are encouraged to work more independently to challenge themselves to find answers to questions and to problem solve. Students use a French website to work on their listening comprehension and to become aware of global issues using the target language. Students are able to check their comprehension and watch a video clip and see a transcription of the text in order to correct their work. In this way, students listen to authentic language by a variety of speakers to include journalists and prominent figures.

Prerequisite: French II and/or departmental permission

Offered: Full Year

### **Honors French IV**

French IV continues to explore French Literature and literary genres. Students read selected short stories, poems, novels and plays over the course of the year. Class discussions in French place an emphasis on textual analysis, thematic content and literary devices keeping in mind the historical setting and the author's point of view. Students work to develop their "esprit critique" and are asked to find the threads that connect the past to the present through literature. In this way, students may come to realize the importance and the weight of the past, the universal questions that are timeless and how the past relates to the world today. Students write and are encouraged to tap their creative side as they work to express their thoughts reflecting on the themes presented. While a grammar book is used and grammar remains a component of the curriculum, the grammar text serves more as a reference manual to review concepts studied. Students learn more about their grammar skills writing papers at this level. To further their understanding of French Culture and to improve their proficiency in the language, students listen to global news from a French website, read and discuss literature, write papers, conduct research, make presentations, perform occasional skits and view films. Students use technology for research and enrichment.

Prerequisite: Honors work in French III and/or departmental permission

Offered: Full year

### **Advanced Placement French**

In AP French, students study classical theater in the Fall Term and read works by Moliere, Corneille and Rostand. Thematic content of the literary works is emphasized and students are required to think about the themes presented and how they relate to the world today. In the spring, writing is emphasized; however, the class is usually assigned a project or a presentation so that students can practice their delivery of material. For example, students may present the evening news where everyone is responsible for several articles. During the course of the year, students work in an Advanced Grammar Text in an effort to refine their skills. Furthermore, students view films and use technology for enrichment. Students view a French website to learn about current events around the globe and to hear authentic language from a variety of speakers. This course work promotes communication and the sharing of ideas, builds analytical skills and encourages independent thinking. Each student is required to take the AP examination in May.

Prerequisite: Honors work in French IV and/or departmental permission

Offered: Full year

### **Latin I**

This is the introductory course for students who have little to no background in Latin. The course introduces study skills required for language study as well as the language, history and culture of the ancient Romans. Students will focus on the skill of reading Latin and cover the fundamentals of morphology grammar and syntax through the use of primary sources (adapted). In addition, the course considers the role of the Latin language in the development of English, the Romance languages, and western civilization.

Offered: Full Year

## **Latin II**

Because this course blends students from many entry levels and schools-as new students tend to place here-the course begins with a review of beginning concepts grouped by parts of speech. The goal of the course is the mastery of objectives which fall into five categories: Public Speaking, Translation, Composition, Analysis and Ancient in the Modern. Students will engage in a variety of assessments which allow the opportunity to demonstrate their development of such mastery. In addition, the text, Latin for the New Millennium, continues to incorporate the history and culture of the Romans through the use of primary sources (adapted.)

Prerequisite: Latin I and/or departmental permission

Offered: Full Year

## **Latin III**

To complete the transition from adapted primary sources to authentic Latin, students finish the remaining chapters of Latin for the New Millennium with a goal of completing their grammar acquisition in the first semester of the year. A variety of readers are incorporated in order to provide as broad and rich a literary experience. In the spring semester, prose and poetry from authentic texts are used to prepare for honors courses in following years. The course continues with the same program goals: Public Speaking, Translation, Composition, Analysis and Ancient in the Modern. Students will engage in a variety of assessments which allow the opportunity to demonstrate their development of such mastery.

Prerequisite: Latin II and/or departmental permission

Offered: Full Year

## **Honors Latin IV/V**

With any portion of the extant literature of the ancient Romans at the fingertips of the instructor, students in this course will delve into thematically related units that continue to enhance their skills. Through class discussion, collaborative projects and scholarly analysis, Latin students will engage with all facets of the language, culture, and history. By advancing these skills, students will prepare themselves for further advanced study, both here and beyond.

Prerequisite: Latin III and/or departmental permission

Offered: Full Year

## **Ancient Greek**

This full-year class will be like any introductory-level language class, enabling students to learn one of the most influential and widespread languages of the ancient world: Ancient Greek. Students will start from the basics, learning the alphabet, grammar, and vocabulary using a text (Athenaze) that follows the life of an Attic farmer named Dicaeopolis in 423 BCE. Through his life, students will be exposed to cultural/historical concepts, such as the Persian War and tales from mythology, in conjunction with foundational grammatical concepts and vocabulary. By the end of the year, students will be comfortable reading and translating Ancient Greek, not only from a textbook, but also via "real" Ancient Greek texts. A variety of methodologies will be employed to ensure student learning and engagement: exercises in textbook and workbook, whiteboard work, projects, reading aloud, and digital media, to name a few. Each semester, there will be tests, a final exam, a project, vocabulary quizzes, and extensive practice work and exercises.

Prerequisite: At least two years of a previous language study in high school; ideally Latin but can include other foreign languages.

Offered: Full Year

## **Mandarin Chinese I**

Mandarin I is aimed at helping students to start learning Mandarin from the beginning. From the basic language information - like how Chinese characters are constructed and how Pinyin works to the basic cultural information like where is China, what is the country like geographically, what are the people like culturally - students will be exposed to a lot of video and audio materials as well as lots of scenarios to use what has been learned. An important principle is that "how much we use is how much we learn". The major coursebook is the "Integrated Chinese Level 1 Part 1". We will learn by themes which will cover the areas in our immediate life. Hard work and strong interest in exploring are expected.

Offered: Full Year

## **Mandarin Chinese II**

Mandarin II is aimed at helping students who have learned Mandarin for at least one year and need to further expand their knowledge to reach intermediate level. This year, students will not only learn more expressions in the expanded life circle but also be exposed to cultural topics such as Chinese medicine, the Opera, Chinese painting, etc. Students will have hands-on experience with the Chinese painting and calligraphy to gain an in-depth understanding of the strokes and art. In addition, students will get assignments to explore their own curious questions about China and the culture in the form of projects. The coursebook is the "Integrated Chinese Level 1 Part 2". In all, at this level, students will learn from the teacher, but at the same time, they will gradually do more independent study and work from their own experience and perspective.

Prerequisite: Mandarin I and/or departmental permission

Offered: Full Year

## **Mandarin Chinese III**

Mandarin III is aimed at strengthening students' four skills (listening, speaking, reading, and writing) and expand their vocabulary to conduct more in-depth conversations on topics in real life. Students will use "Integrated Chinese Part 2 Level 1" as the main textbook, and at the same time, do frequent online research to learn from working on their projects. Students at this level are expected to be more independent and more capable of creating high-quality, information-rich study reports on the themes covered in the textbook and the external topics. Reading and writing will be highlighted; dialogues, interviews, and seminar discussions are expected at the intermediate level. Hard work and serious learning attitude are the keys to get the most benefit from this class.

Prerequisite: Mandarin II and/or departmental permission

Offered: Full Year

## **Honors Mandarin Chinese**

Honors Chinese is aimed at enhancing students' capacity to use the language to express their thoughts and to inquire into questions. Students will learn the "Integrated Chinese Level 2 Part 2". Themes will be explored and discussed in depth and students are expected to expand their vocabulary alongside. News, website articles, essays, and poems will be introduced, and students will gain stronger language sense and cultural values through the learning. Confucian values, important histories like the Silk Road, Chinese idioms and proverbs, as well as modern China will be studied. Hard work and a serious learning spirit are emphasized in this course.

Prerequisite: Mandarin III and/or departmental permission

Offered: Full Year

## **Advanced Placement Chinese Language and Culture**

AP Chinese is aimed at enriching students' knowledge about Chinese culture, art, literature, and the traditional Chinese values and wisdoms in the form of idioms, proverbs, folk tales, historical and literary stories etc. Students are required to take the AP Exam in May. The main coursebook is the "Barron's AP Language and Culture", and we will also have teachers' supplementary culture notes and AP practice tests. In this course, students are expected to work hard to enlarge one's characters and expressions in all areas so as to live up to the test requirement. In terms of skills, students will have speaking and listening assignments every day and reading and writing tasks regularly. The goal is to help students to transcend what is learned in class and express their thoughts with the language. They will create scenarios, write a short story, have debates and make audio and video projects. So to constantly learn, constantly think, and constantly use are the keys to grasp this course.

Prerequisite: Honors Mandarin and/or departmental permission

Offered: Full Year

# COMPUTER SCIENCE

## **AP Computer Science A**

AP Computer Science A is both a college-prep course for potential computer science majors and a foundation course for students planning to study in other technical fields such as engineering, physics, chemistry, and geology. The course emphasizes methodology, procedural abstraction, and in-depth study of algorithms, data structures, and data abstractions, as well as a detailed examination of a large case study program. Instruction includes preparation for the AP Computer Science A exam, which is required of all students. In this course, students apply the programming tools they have learned to real-life examples on their own. Computer science is more than just programming; students who successfully complete the course will have an understanding of Java and the ability to adapt to any new programming language that they are taught in college.

Prerequisites: B+ in Honors Precalculus and departmental permission.

Offered: Full Year

# CONNECTIONS

## **Connections 9 and 10**

Connections is a year-long course that meets once a week for all freshmen and sophomores. The essential question addressed during this class is: How can I make the most of my Cushing experience? During this discussion-based class students will be challenged to learn about themselves and their classmates. Communication skills are paramount, and students are challenged to analyze personal and societal values. Emphasis is placed on the connection between an individual's character and a happy and healthy school community. During the fall we focus on adapting to life at Cushing Academy. Particular emphasis is placed on areas in which students are making decisions with limited parental input (sleep, nutrition, time management, etc.). Connections is a safe place where students have an opportunity to address any questions or concerns they may have. The class will utilize a variety of articles and popular media.

# ENGLISH

**Refer to pages 2-3 for diploma requirements.**

The English curriculum is based on a strong foundation of four courses. These courses represent comprehensive coverage of the artistic and historical scope of various literary works and a progressive program of scrutiny and discourse. All courses provide a close study of texts accompanied by different modes of discourse, including critical, creative, and expressive writing. The core curriculum is augmented by several supplementary offerings, including honors sections through the sophomore level, AP English at the junior and senior levels, and College English for postgraduates. All courses ask students to think critically.

## **Literature and Composition I**

Literature and Composition I challenges students to read closely and write fluidly. The course is designed to empower students to become rigorous "noticers," capable of analyzing a variety of literary forms for nuance, patterns, meaning, and beauty. As the year progresses students will learn to develop the things they notice into arguable ideas about these texts and will practice argument in formal and informal analytical writing. Students will also compose and workshop original fiction and poetry.

The content of the course is organized to provide students with a broad survey of Western literary traditions. The course will cover short stories, novels, all kinds of poetry, Shakespearean drama, and one big Greek epic. Throughout the year students will focus on in-text annotation as a fundamental and necessary reading skill. The curriculum is designed with the hope that students will experience moments of wonder and awe.

Offered: Full Year

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Prerequisites: A- in regular-level class, recommendation of the current teacher, and successful performance on departmental placement test

Offered: Full Year

## **Literature and Composition II**

Literature and Composition II challenges students to think critically about literary texts including works of fiction, poetry, and drama. The course is designed to empower students to become diligent observers who learn to notice moments of nuance and tension in literature. As the year progresses students will increasingly hone their abilities as critical thinkers and close readers to produce controversial and compelling arguments through written prose that is precise and focused. These skills will be fully realized as the students develop the creative ability to ask unique and thoughtful questions about a given text.

The content of the course is organized to provide students with a foundation in Western literary traditions. In addition to fiction, poetry, and drama, students will encounter religious and mythological readings from which many canonical authors draw thematic interest. The course has included the study of Magical Realism in Latin America; Romantic Poetry and Fiction; Classic Fairy Tales; Shakespeare’s Hamlet; Shelley’s Frankenstein; and Modern theater, fiction, and poetry. The curriculum is designed with the hope that students will experience moments of joyful intellectualism as they probe some of the great Western texts.

Offered: Full Year

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Prerequisites: A- in regular-level class, recommendation of the current teacher, and successful performance on departmental placement test

Offered: Full Year

## **American Literature**

American Literature is designed to expose students to influential American writers and literary movements. This course focuses on the following thematic interests: civilization and wildness, self and society, conformity and nonconformity, and the American Dream. In exploring these subjects, students examine the roles they play in the development of the American consciousness. Students will read and analyze texts that present the tensions in the American experience. Also embedded in the exploration of American Literature is a search for an understanding of the uniquely American individual. As authors struggle to convey the American experience in fiction, non-fiction, and poetry students grapple with their own identities while considering the need to find a place in a constantly shifting environment.

Offered: Full Year

## **English Seminar**

Senior English is a year-long series of one-semester seminars covering a broad range of literature. Rather than providing a chronological survey-style tour of any particular culture or period, the electives focus instead on themes and/or skills that allow students a more substantive and focused learning experience. The electives tend to revolve around three major categories: writing (expository, critical, creative); genres (Shakespearean tragedy or comedy, poetry, the memoir); and themes (the hero journey, the search for identity, the human and the monstrous). These seminars sacrifice the breadth of coverage possible in a survey course in return for depth of coverage and the opportunity to pursue a particular genre or writer much more carefully and thoroughly. Not only will these electives allow students the opportunity to read and think about literature in more depth but also will give them a more realistic sense of what they can expect in their English classes in college. All courses will contain the same core expectations for student writing. A passing grade for the year is required for graduation.

Prerequisite: American Literature or permission from the Director of Academics

Offered: Fall and Spring Semesters

English Seminar offerings include, but are not limited to, the following:

### **Recognizing the Call**

This term-long seminar begins by posing the question, recognizing the call to what? While there are several ways to complete the phrase traditionally (the call to adventure, to duty, to serve, to prayer, to action...), in the context of the Hero's Journey (as mapped out by Joseph Campbell), the individual possibilities morph into something far greater. Using an array of contemporary novels, students will analyze the transformative journeys of several protagonists looking to complete their own allotted quests. A special emphasis will be placed on how each character discovers the nature of his or her literal journey (hence the recognition), as well as what is gained from enduring the necessary trials. Students will also focus on the "help" that each protagonist receives along the way, in an effort to tease out a cycle of empowerment that forces a choice between giving back and perpetuating the cycle, or acting out of self-interest and entitlement, which breaks the cycle. This seminar should prove particularly relevant for seniors as they begin to contemplate their own callings, as well as the opportunities that they have been gifted in their own lives.

Offered: Fall Semester

### **Island Experience**

The premise of this seminar is an extended metaphor -- one intended to lead into an extended exploration of identity. The survivors of Lost's Oceanic Flight 815 find themselves tragically marooned on a remote and mysterious island. As strangers, they are uncertain of each other's pasts, and each character has the rare opportunity to "start over." These individuals seemingly have the freedom to reinvent themselves; however, each character must grapple with the experiences that have come to shape his or her life. Seniors, on the cusp of graduation and adulthood, will have a similar opportunity next year as they enter the world of college, suddenly surrounded by new people and unfamiliar circumstances. In addition to watching the first season of Lost, students will also read two novels. Past selections have included Tim O'Brien's *In the Lake of the Woods*, Matt Haig's *How to Stop Time*, Matthew Quick's *Silver Linings Playbook*, and Michael Finkel's *The Stranger in the Woods*.

Offered: Spring Semester

## **Creative Writing**

Creative Writing is an elective course that focuses on the process of writing for purposes of entertainment, refinement and sharing. Feedback on specific writing assignments will come in the form of a workshop style approach, whereby students engage in peer editing. Writing assignments will require multiple drafts, augmenting the notion that much of quality writing involves the often laborious task of re-writing. These assignments will culminate in a portfolio, as well as public readings. Additionally, students will read and discuss a variety of work, such as short stories, poems, excerpts of memoir, personal essays, and novels, etc. This course also requires students to keep a writing journal that they will add to during class and as part of their homework, with a minimum daily and weekly word count.

Offered: Fall Semester

## **Dramatic Literature I**

Dramatic Literature is designed to expose students to the best plays of all time. Classical to contemporary works are explored illustrating Aristotle's Unities and finding similarities between common themes and historical contexts. Students will examine dramatic structure along with characters, various productions and the importance of these works to social consciousness. Also immersed in the exploration of these great works is an understanding for why theatre is essential for emotional connection and empathy for the human spirit. Looking at this art form in a social framework will examine why theatre is necessary for the consummate emotional growth of society and an intimate connection to history and civilization.

Offered: Fall Semester

## **The Family Portrait**

Dodie Smith once said: "The family - that dear octopus from whose tentacles we never quite escape, nor, in our inmost hearts, ever quite wish to." The family, whether it be relation by blood or by choice - is a universal concept. Our seminar will explore stories dealing with the complex, often messy nature of kinship, focusing on relationship dynamics and character growth. We will examine the variations on the traditional family unit that defy the white-picket-fence model of the past, as well as unpack the internal and external factors that can shake up the dinner table conversation. Throughout our consumption of novels, short stories, vignettes, current events, sociological studies, and other relevant media, we will constantly reflect on one overarching question: how are we defined by our closest associations?

Offered: Fall Semester

## **Contemporary Narratives**

For Generation Z, the early 2000's yielded unprecedented circumstances for coming of age. This seminar will focus on novels written between 2010-2019, examining their functions as time capsules of this period. We will explore the trends and phenomenons of the decade as depicted through literature: the opportunities and challenges of social media (if we don't post it, does it happen?), the mounting sources of teenage isolation and pressure, the social justice movements, and intergenerational harmonies and tensions (OK, boomer). As we decode the elements that make the 2010's so unique, we will also search for commonalities and the timeless experiences of being human.

Offered: Spring Semester

## **Marginalized Voices**

This course focuses on reading and experiencing texts and authors that have traditionally not been included in the literary canon. We will focus on exploring why certain texts are read more often than others in classrooms and explore how culture has been shaped by those left out of the conversation. In addition to this, students will deal with how their own perceptions of the world have been shaped by what's included and what's not included in conventional literary studies. The ultimate goal of this course is to bring a greater understanding to the need to diversify the voices we read, while simultaneously allowing students to explore their own identities and how these identities have been crafted.

Offered: Fall Semester

## **College English**

This semester course is designed for post-graduates who have a demonstrated need for basic skills involved in the study of literature at the college level. Modeled after a standard college freshman composition class, College English offers extensive practice in the different types of expository writing, including definition, description, illustration, comparison and contrast, analysis, and argumentation. The course also centers on learning and practicing the study skills necessary for success in a college curriculum. Offered: Fall Semester

## **Advanced Placement Language and Composition**

AP English Language and Composition is a one-year course designed both to familiarize students with the major writers and literary movements of American literature and to prepare them for the Advanced Placement Exam. The course serves as a stepping-stone to the senior year AP English Literature class, emphasizing an intensive study of literature (both fiction and nonfiction) and regular practice in critical writing. Texts include: A Rulebook for Argument, Ishmael, The History of Love, and The Great Gatsby. Each student is required to take the AP examination in May.

Prerequisites: B+ in previous honors-level class or A- in regular-level class, recommendation of the previous teacher, and successful performance on departmental placement test.

Offered: Full Year

## **Advanced Placement Literature and Composition**

AP English Literature and Composition is a one-year course designed to familiarize students with enduring works of literature and to prepare them for the Advanced Placement Examination. It is run as a college-level seminar, offering an intensive study of challenging literature and regular practice in critical writing. A difficult reading list and frequent writing assignments provide opportunities for students' acquisition of greater insight and sensitivity as readers and a more effective, accomplished style as writers. Texts have included: Aristotle's Poetics, King Lear, Mrs. Dalloway, Housekeeping, As I Lay Dying, and selected poetry. Each student is required to take the AP examination in May.

Prerequisites: B+ in previous honors-level/AP class or A- in regular-level class, recommendation of the previous teacher, and successful performance on department placement test

Offered: Full Year

# **ENGLISH AS A SECOND LANGUAGE**

**Refer to pages 2-3 for diploma requirements.**

The English as a Second Language (E.S.L.) Program at Cushing is designed to prepare non-native speakers of English for equal participation with American students in all school activities - both in and out of class. The program aims at developing students' proficiency in four major areas: reading, writing, speaking and listening comprehension. Although grammar is primarily introduced in the writing classes and vocabulary in the reading classes, unfamiliar words and grammatical structures are explained and practiced in all E.S.L. courses as needed. Writing is practiced in all classes as well.

In addition, students learn academic skills such as library and dictionary use, note taking, paraphrasing, outlining, test-taking strategies, effective notebook keeping and time management. As the E.S.L. teachers emphasize the use of computers in the classroom, students also learn technology skills such as the use of Inspiration, PowerPoint and Pronunciation Power software, as well as the process of editing and revising writing using the track changes command on Microsoft Word. Additionally, students are taught how to use the Internet as a research tool, and they are encouraged to communicate with faculty and classmates using email, texts and other messaging platforms. Faculty list all assignments, syllabi, and course descriptions on MyCushing, and students are expected to check this website daily for updates. Recognizing the special needs of international students, E.S.L. teachers also provide support and guidance in areas of cultural adjustment, homesickness, and academic advising as students get accustomed to the U.S. educational system.

When non-native speakers of English enroll at the Academy, they take a series of tests designed to determine their proficiency in the English language. They are then placed into the appropriate sequence of E.S.L. classes and closely monitored. There are three

levels of English as a Second Language instruction: beginning intermediate, advanced intermediate and advanced. Teachers in the program schedule appointments during their free time to meet with students needing additional support.

Other support services available for international students include an International Student Advisor, an International Association, assistance in making travel and visa arrangements, and guidance in the college application process. The Academy charges an additional fee per year to cover the costs of the English as a Second Language program.

### **Beginning Intermediate Level**

Students in the Beginning Intermediate Level typically take a writing/grammar course, a listening/speaking course, Reading I (literature), and a standard math course. Because students at this level of proficiency may struggle with reading science textbooks, they typically will take an additional science course in later years or make up the credit with summer work. A student whose reading skills are more refined will take a more challenging reading course, Reading II, instead of Reading I.

### **Advanced Intermediate Level**

Students in the Advanced Intermediate Level typically take a writing/grammar course, a listening/speaking course, Reading II (literature), and standard math and science courses. Occasionally, a student may take a history course instead of a science course, and those whose reading skills are more refined will take a more challenging reading course, Literary Studies, instead of Reading II.

### **Advanced Level**

Students in the Advanced Level are mainstreamed in all but two courses. They take Grammar and Composition to refine their grammar, writing, research, and listening/speaking skills. In order to further refine their reading and vocabulary skills, students are scheduled into Literary Studies instead of a mainstream English course.

## **HISTORY AND SOCIAL SCIENCE**

**Refer to pages 2-3 for diploma requirements.**

Cushing's History and Social Science Department emphasizes content, critical thinking, and requisite research, writing and presentation skills throughout its course offerings. We strive to educate students both about historical and social science content and about how to investigate the past of our world, its current events and future concerns. The overall objective is that students will acquire a strong understanding of historical characters, trends, processes and events as well as the accompanying social science knowledge and principles. Additionally, students will develop sufficient intellectual tools to bring their understandings to bear upon the challenges of the 21st Century. Consequently, we provide a highly diversified curriculum of history and social science offerings by combining a core of history courses for underclassmen, allowing them to develop a sense of historical literacy. The department also offers honors iterations of each foundation course in the freshman, sophomore and junior years. A robust set of historical and social science seminars caps the curriculum for upperclassmen, including rigorous courses such as Psychology, AP Economics, AP US History, Civil Society and AP European History. In general, freshmen and sophomores should limit their selections to Foundations in World History and Roots of the Modern World. United States History, Advanced Placement courses and all seminars are reserved for juniors and seniors unless departmental permission is granted.

### **Foundations in World History**

The main goal of this year-long course is to equip students with the basic skills and knowledge necessary for historical study. By studying the histories of key peoples and regions, the course provides a framework for better understanding the world of today. The course also aims to encourage and motivate students to study history in greater depth and to prepare them to become better students of history for the future. Beyond typical examinations, students will be challenged to enhance their technological skills and integrate their knowledge with various projects. In the fall semester, the historical focus will be on ancient river valley civilizations, the ancient Jews, the Greeks and the Roman Republic. In the spring semester, the course will examine the Roman Principate, introduce Christianity, and investigate the histories and cultures of Asia and the Middle East. Medieval European history through the Renaissance and up to the Reformation and Age of Exploration will be studied in the latter half of the spring semester. An honors variation of this class is distinguished by greater expectations, specifically in terms of reading, research, writing and

historical analysis. Honors Section Prerequisite: Minimum B+ in honors level history class or A- average in a standard level history class; departmental permission Offered: Full Year

### **Roots of the Modern World**

This year-long course investigates the historical and cultural roots of the modern world. The aim of the course is to assist students as they explore the issues and challenges they will face as leaders of the 21st Century. Using thematic and chronological approaches, students are led from the cultural collision of the old and “new” worlds in 1492 to the present era. The course emphasizes a firm sense of historical order and a deep focus on the enduring systemic forces at work (political, economic, technological, religious and cultural.) Through the critical examination of a wide assortment of primary and secondary documents, students are introduced to the skills and craft of the historian. Using novels, personal accounts, historical documents, and analytical readings by the very best historians, students are given a full picture of the amazing worldwide evolution of human culture in which new nation-states, social and economic structures, and cultural patterns emerged from the rubble of shattered empires. Student projects are used throughout the year to provide the opportunity to delve more deeply into certain subject areas and to make meaningful connections with the course material.

An honors variation of this class is distinguished by greater expectations, specifically in terms of reading, research, writing and historical analysis. Honors Level Prerequisite: Minimum B+ in honors level Foundations of World History, or A- average in standard level Foundations of World History; departmental permission Offered: Full Year

### **United States History**

This year-long course studies the history of the United States from 1600 to the present. Political, social, diplomatic, ethnic, cultural and economic aspects of the American experience are explored. The aim of the course is for students to develop an understanding of the historical method as well as the general subject matter of American history. Students are required to make judgments on the basis of personal analysis of documentary sources, interpretive essays, and textbook readings. The fundamentals of critical writing are stressed, particularly the ability to both formulate and substantiate a thesis. During the fall semester, topics of study include: America and Europe before Columbus, the Colonial Period, the American Revolution, Confederation and Constitution, the Federalist Period and the Age of the Jeffersonian Republicans. As the semester unfolds, the focus shifts to 18th century America with an emphasis on the Period of National Development, including the Age of Jacksonian Democracy and Westward Expansion. We begin the spring semester by examining the cause and effects of the Civil War and Reconstruction, followed by the study of the Industrial Revolution, Gilded Age, Progressive Era, and each decade from 1920 on through the Reagan years. Particular attention is given to the impact of both world wars, the Great Depression, the Cold War period, and the cultural and social revolution of the 1960s.

An honors variation of this class is distinguished by greater expectations, specifically in terms of reading, research, writing, and historical analysis. Honors Level Prerequisite: Minimum B+ in honors level Roots of the Modern World, or A- average in standard level Roots of the Modern World; departmental permission Offered: Full Year

### **HISTORY & SOCIAL SCIENCE SEMINARS:**

After students have completed at least one year of world history and one year of US History, they may opt to take a history or social science seminar. Current offerings include the following:

#### **Civil Society I: Principles of Democracy**

This seminar begins the exploration of the foundations of a civil society, including a survey of the classical period, the Enlightenment, the founding of America, and modern points of historical relevance. Students will have the opportunity to hear from those who helped shape the modern civil society, including Plato, Aristotle, Hobbes, Locke, Montesquieu, Tocqueville, and the framers of the United States Constitution. Emphasis during this semester is on the study of human behavior and the individual’s role in the functional civil society. Students in this course will explore the founding of America, the principles of the American Constitution, and the safeguards and liberties enshrined in the Bill of Rights. In addition, the course will examine landmark Supreme Court cases that helped shape the social, political, and cultural landscape of the United States. As we approach the latter half of the semester, we will investigate the link between the nature of the

human mind and the formation of civil societies, a progression that will be central to our study of the social contract, social institutions, and the varying forms of government.

Guiding questions include: Are humans inherently good? Is the nature of the human mind suited for non-coercive civic life and for striking a balance between individual interests and those of the community? Course work this term will explore topics related to human motivation, social mores, the elements of civics and democratic participation, and behavioral compatibility with the civil society. Comprehensive research and analytical writing will be key elements of this course.  
Offered: Fall Semester

### **Civil Society II: Freedom, Liberty, and Civic Virtue**

This seminar will examine the principles of freedom, the concepts of liberty, and the responsibilities and obligations of citizens in a constitutional republic. We will study the role of institutions in the civil society, including the purpose and functions of community groups, faith-based organizations, educational systems, legal and judicial systems, and family structures. As we approach the latter half of the semester, we examine select historical biographies to understand the concept of individual sacrifice in the defense and preservation of common principles. As we consider the transformative and transcendent contributions of these important figures, we begin to see common ideals emerge among seemingly divergent cultures, societies, and value systems, often exposing the basic and inherent human desire for freedom, liberty, equality, and justice.

Guiding questions include: Do citizens in a free society have an "obligation" to be virtuous? Do personal iniquities, character flaws, and ulterior motives diminish the legacy of those who fought to defend common principles? Does an inherent human desire for freedom and justice provide a framework for the noble pursuit of world peace and stability, the protection of basic natural rights, and the development of a global civil society? Comprehensive research and analytical writing will be key elements of this course.  
Offered: Spring Semester

### **International Relations**

This one-term seminar is designed to guide students through the complex networks of international relations in the modern world. The world is changing rapidly, and old political alliances are being transformed on the global stage in real time. This class attempts to examine these complexities of international relations and guide students in understanding the deep historical foundations on which many current issues and crises rest. At the same time, students are active in attempting to find resolutions to modern global conflict through a wide circumspect analysis. The 21st century will bring many changes to international relations and global politics, but the noble pursuits of world stability and justice will endure. Cushing students will be well prepared to face these challenges with an ethical and principled approach to understanding global issues, planning informed negotiation, and offering lasting resolution.  
Offered: Fall Semester

### **Philosophy: History of Thought**

In this Socratic seminar, students will be introduced to the history of philosophy; covering ethics, metaphysics, logic, and philosophical anthropology. Accepting that "all of philosophy is a footnote to Plato," the class will be framed to look at developments in philosophy as a reaction to or development of classical thought. The main readings will be supplemented with selections from medieval and modern philosophy provided by the instructor. There will be an emphasis on applying philosophical insights and methods to both current issues and literature.  
Offered: Fall Semester

### **Psychology**

Psychology is designed 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. This seminar is designed to present an experience equivalent to that obtained in an undergraduate introductory psychology course. In doing so, the students will complete material that most colleges require in order to take upper level courses in psychology.  
Offered: Fall Semester

### **Performance Psychology**

A primary goal of professionals in performance psychology is to facilitate optimal involvement, performance, and enjoyment in various contexts (sport, academics, work, etc.). This course will explore performance from a psychological perspective, analyzing the effect of things such as motivation, focus, leadership, and emotion on various outcomes. In addition to exploring these psychological concepts within the current world of performance (professional sports, business, academia, etc.) and their own personal performance contexts, the class will offer students opportunities to put into practice various techniques and skills in their everyday life.

Offered: Spring Semester

### **Advanced Placement Economics**

AP Economics (Macro and Micro) is designed as an introductory college level course for students interested in pursuing future study in economics or business. In addition to mastering the economic material, students develop both their verbal and writing communication skills and practice critical thinking through a variety of classroom activities. During the first part of the fall semester, students learn the basic concepts that underpin the subject, including: the ten principles of economics, opportunity costs, comparative advantage, supply and demand, equilibrium, scarcity, specialization, circular flow, market failure (price controls and regulation), elasticity of demand and supply, role of government and taxes. As the semester unfolds, students concentrate on national income and inflation (GDP Deflator and CPI), the banking system, functions of money, aggregate demand and supply (equilibrium), LRAS and SRAS, trade (currency exchange rates, purchasing parity, and general trade policies). Spring semester includes a concentration on firms and markets (Profit maximization, perfect competition, monopolies, oligopolies and monopsony), consumer choice, utility, diminishing return, economies of scale, costs, profits, prisoners dilemma and game theory, factor markets, tragedy of the commons, income distribution (Lorenz Curve), and tax policies. During the last four weeks of the spring semester, the class prepares for the AP examinations in May. This process includes frequent review sessions and multiple AP practice tests. Each student is required to take both AP Examinations in May (Macro and Micro).

Prerequisites: Permission of the department; Minimum B+ in an honors level class or A in a standard level class; completed or taking Precalculus

Offered: Full Year

### **Advanced Placement Psychology**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

### **Advanced Placement United States History**

This course is designed to prepare students for the Advanced Placement Exam in U.S. History by developing analytical skills and sharpening factual knowledge. Students are expected to have studied at least one year of United States history in high school prior to enrollment in this course. During the fall semester, students review the entire course of United States history from exploration to the present day. Augmenting the content review is substantial writing practice of standard essay responses to historical questions, document-based questions, and an in-depth research paper. In the spring semester, significant themes in United States history are reviewed to provide deeper context of historical material. Students in this class meet demands equivalent to those of a full year introductory college course. Summer preparation is expected. Each student is required to take the AP examination in May.

Prerequisites: Permission of the department; Minimum B+ average in honors level Roots of the Modern World or its equivalent, or A- average in standard level Roots of the Modern World or its equivalent

Offered: Full Year

### **Advanced Placement United States Government and Politics**

This thorough, yearlong investigation of the American system of government provides a foundation for further study of the subject area and prepares upperclassmen for success on the Advanced Placement exam in May. Topics include the constitutional underpinnings of the United States government with close attention paid to federalism and the separation of powers; institutions of national government, including the Congress, the presidency, the federal courts, and the bureaucracy; political socialization and behaviors, including voting, protest, and mass movements; mechanisms of the political process, including campaigns, elections, political parties, interest groups, and mass media; public policy development with deeper studies of social welfare policy, foreign policy, and economic policy; and civil rights and liberties. A comprehensive textbook is supplemented by case studies, articles on current events, Internet sites, and videos. Each student is required to take the AP examination in May.

Prerequisites: Permission of the department; Minimum B+ average in an honors level history class or A- average in a standard level history class

Offered: Full Year

### **Advanced Placement European History**

Just as Europe experienced dramatic changes in beliefs, scientific discovery, technology, the arts, economic matters, and politics, the Twenty-First Century will see many similar processes. A better understanding of the centuries that formed the modern world will aid students in grappling with the opportunities of the present and future, as well as improve their literacy of the past. Students will be examining events, trends, and individuals from the British Isles to Russia, and from Scandinavia to the Iberian and Balkan Peninsulas. Students will primarily focus on the Italian and Northern Renaissances, the Protestant Reformation and the Counter-Reformation, the emergence of the nation-state, the Age of Exploration, the Scientific Revolution and the Enlightenment, the French Revolution, its ensuing wars, the Ages of Napoleon and Nationalism, the Industrial Revolution's spread across the English Channel, the Revolutions of 1848, German and Italian unification, the New Imperialism, the Great War, the Bolshevik Revolution, the aftermath of the Great War, the rise of communism, Fascism and Nazism, the Great Depression, appeasement, the Second World War, the rebuilding and redefining of Europe, the Cold War, and the emergence of the European Union and its attendant challenges. Student readings will be drawn from primary documents. Analytical writing will also be a key element of the course. Each student is required to take the AP examination in May.

Prerequisites: Permission of the department; Minimum B+ average in an honors level history class or A- average in a college prep history class

Offered: Full Year

## **MATHEMATICS**

**Refer to pages 2-3 for diploma requirements.**

The Cushing Mathematics Department strives to meet all students at their ability level and to engage and stretch them as far as they can go in mathematics in their preparation as competent and responsible thinkers and problem solvers. The department's curriculum is, therefore, composed of a variety of topics and levels. It offers traditional college prep courses and alternative course sequences (following completion of Algebra II). The traditional sequence offers Algebra I, Geometry, Algebra II, Precalculus, and Calculus. An honors section is offered in Geometry, Algebra II, and Precalculus. Advanced Placement sections are offered in Calculus AB and Calculus BC for those students who have demonstrated agility, confidence, and skill in their previous study of mathematics. Advanced Placement exams are offered in AP Calculus AB, AP Calculus BC, AP Statistics, and AP Computer Science. More advanced courses such as Multivariable Calculus, and Linear Algebra are offered to students who have successfully completed the AP courses and have passed the AP exam with a minimum score of 4. The alternative sequence offers Algebra I, Geometry, Algebra II, Discrete Mathematics in the 21st Century, and Probability and Statistics. In addition, modified sections are offered in Geometry, Algebra II, and Precalculus. In each course, students are exposed to both the principles and applications of the mathematics being taught. All students make regular use of TI-84, TI-83 and TI-83 Plus graphing calculators, and all students in the AP courses make regular use of the TI-89 graphing calculator. Note: Seniors and post-graduates who have successfully completed Calculus may be exempt for taking math during their senior/PG year by petitioning the Dean of Academics.

## **Algebra I**

Most students entering the ninth grade take Algebra I unless they have previously completed it. This is the first course in Cushing's mathematics sequence. Topics in this course include linear equations, inequalities, lines and distances, slopes and lines, exponents and powers, and quadratic functions.

Offered: Full Year

## **Topics in Geometry**

Topics in Geometry is a course designed specifically for those students who need more time and individual attention in order to become proficient with the concepts of Geometry. Material is generally introduced at a slower rate and is reviewed in greater depth. Topics include lines, planes, angles, deductive reasoning, triangles, quadrilaterals, polygons and circles.

Prerequisite: Algebra I and/or departmental permission

Offered: Full Year

## **Geometry**

Students in Geometry improve their knowledge of the properties of two- and three-dimensional figures, work with better visual perception of two- and three-dimensional figures, and develop the skills of using inductive reasoning and deductive reasoning as problem-solving tools. Topics covered in this course include parallel lines and planes, properties of triangles, quadrilaterals and circles, congruent and similar triangles, areas of polygons, circles, and an introduction to trigonometry.

Prerequisite: Algebra I

Offered: Full Year

## **Honors Geometry**

Honors Geometry is an alternative to Geometry for talented and highly motivated mathematics students. This course covers all topics in Geometry, most in greater detail. Additional topics include coordinate geometry and three-dimensional geometry.

Prerequisite: A in Algebra I and departmental permission

Offered: Full Year

## **Algebra II Modified-A**

Algebra II Modified-A is the first part of a two-year course sequence that is designed specifically for those students who need more time and individual attention in order to become proficient with the concepts of Algebra. Material is generally introduced at a slower rate and reviewed in greater depth. A strong emphasis is placed on ensuring that students have mastered the concepts learned in previous mathematics courses. Topics include equations, inequalities, functions, graphs, systems, polynomials and rational expressions.

Prerequisite: Topics in Geometry, Geometry, or departmental permission

Offered: Full Year

## **Algebra II Modified-B**

Algebra II Modified-B is the second course in this two-year sequence. This course completes the regular Algebra II curriculum and begins an investigation of some advanced topics, such as trigonometric functions.

Prerequisite: Algebra II Modified-A

Offered: Full Year

## **Algebra II**

Topics investigated in this course include linear relations, polynomials, quadratic functions, rational expressions, irrational and complex numbers, exponents, and an introduction to trigonometry.

Prerequisite: Geometry and/or departmental permission

Offered: Full Year

## **Honors Algebra II**

Honors Algebra II is an alternative to Algebra II for the talented and highly motivated mathematics students. The textbook for this course covers many of the same topics as the Algebra II textbook but does so in much greater depth and asks the students to apply the knowledge in much more challenging ways. Additional topics that are covered are mostly focused on Trigonometry, which includes Trigonometric Functions using Right Triangle and Unit Circle approaches. In addition, the class covers Analytic Trigonometry including: Double-Angle, Half-Angle, Product-Sum and Addition and Subtraction Formulas, Identities and Solving of Trigonometric Equations.

Prerequisites: A- in Honors Geometry and departmental permission

Offered: Full Year

## **Discrete Mathematics**

This course is designed for students who have completed Algebra II. Students in this course learn mathematics at work in the 21st Century, develop conceptual understanding of the tools and the language of mathematics and the ability to reason with them, and learn mathematical ideas that make it possible for businesses and governments to perform their functions better. Topics covered in this course include: Mathematics of Social Choice (voting methods, fair division, and apportionment), Management Science (network theory, Euler & Hamiltonian circuits, Spanning & Steiner trees, and scheduling problems), Growth and Symmetry (spiral growth, Fibonacci Numbers, growth of populations, symmetry of motion, and symmetry of scale and fractals), and Statistics (collecting data, descriptive statistics, probability, and normal distribution).

Prerequisites: A Junior, Senior, or Post-Graduate who completed Algebra II

Offered: Full Year

## **Introduction to Precalculus**

Introduction to Precalculus is a course for students who have completed Algebra II and need more time and individual attention to become proficient with the concepts of Precalculus. In the Fall Term, fundamental and advanced topics from algebra and geometry are reviewed and solidified. In the spring, trigonometry is explored in great detail, with a concentration on its applications.

Prerequisite: Algebra II Modified or Algebra II

Offered: Full Year

## **Precalculus**

Precalculus is a course that draws heavily from the topics introduced in previous algebra courses. It lays the foundation for the study of calculus. In addition to learning a variety of new topics, students come to understand how all previously-learned mathematics concepts fit together. Topics covered in this course include linear, polynomial, rational, exponential, trigonometric, and logarithmic functions, as well as graphs, relations, conic sections, and systems of equations.

Prerequisite: Algebra II

Offered: Full Year

## **Honors Precalculus**

Honors Precalculus is an alternative to Precalculus for talented and highly motivated mathematics students. Most students who plan to take Advanced Placement Calculus as a senior will elect this course for their junior year. This course covers all topics covered in Precalculus, most in greater detail. Additional topics include sequences and series, limits and the derivative.

Prerequisite: B+ in Honors Algebra II or departmental permission

Offered: Full Year

## **Probability and Statistics**

This course is designed for students who have completed Precalculus or Discrete Mathematics. Students in this class learn problem solving, forecasting, and scenario building. Students link statistics and its real world applications by integrating real-life data from a variety of contemporary sources. Topics covered in this course include descriptive and inferential statistics, curve fitting, and mathematical models, combinations, and probability.

Prerequisite: Precalculus, Discrete Mathematics, or departmental permission

Offered: Full Year

## **Calculus**

Calculus is a course designed for students who wish to take calculus but not the Advanced Placement exam. Students in this class refine their problem-solving skills and are exposed to introductory calculus. Topics include a review of topics in algebra, exponential and logarithmic functions, the derivative, differentiation rules, applications of the derivative, the integral and volumes.

Prerequisite: B in Precalculus or departmental permission

Offered: Full Year

## **Advanced Placement Statistics**

AP Statistics follows a rigorous curriculum set forth by the College Board. Students who have maintained a high honors average in Calculus or who have completed AB Calculus should select this course. AP Statistics is worth the equivalent of two semesters of college credit upon successful completion of the AP examination in May. Students enrolled in this course are required to take this test. Topics covered include data organization (patterns and departure from patterns), normal distributions, density curves, Z-scores, scatterplots, correlation, least-square regression, exponential and power regressions, relations in categorical data, sampling, probability, and simulation.

Prerequisite: B+ in Honors Precalculus, Calculus, or departmental permission

Offered: Full Year

## **Advanced Placement Calculus AB**

AP Calculus AB follows the curriculum set forth by the College Board. Students who have maintained a strong honors average in Honors Precalculus should select this course. Calculus AB is worth the equivalent of one semester of college credit upon successful completion of the AP examination offered in May. Students enrolled in this course are required to take this test. Topics covered include functions and graphs, limits of functions, the derivative, examining extrema, antiderivatives, the definite integral, applications of the definite integral, and logarithmic, exponential and trigonometric functions.

Prerequisite: B+ in Honors Precalculus or departmental permission

Offered: Full Year

## **Advanced Placement Calculus BC**

AP Calculus BC follows the curriculum set forth by the College Board. Students who have maintained a high honors average in Honors Precalculus should select this course. Calculus BC is worth the equivalent of two semesters of college credit upon successful completion of the AP examination in May. Students enrolled in this course are required to take this test. Topics covered include functions and graphs, limits of functions, the derivative, examining extrema, anti-derivatives, the definite integral, applications of the definite integral, logarithmic, exponential and trigonometric functions, techniques of integration, indeterminate forms, improper integrals, infinite series and sequences.

Prerequisite: A in Honors Precalculus or departmental permission

Offered: Full Year

## **Multivariable Calculus**

Multivariable Calculus extends differential and integral calculus concepts to functions in the two-dimensional and three-dimensional spaces. The topics include vectors, dot products, cross products, equations of lines and planes, equations of surfaces; vector-valued functions, derivatives and integrals of vector-valued functions, basics of space curves, arclength and curvature; functions of several variables, partial derivatives, tangent planes, chain rule, directional derivatives, the gradient vector, maxima and minima, saddle points, Lagrange multipliers; double integrals in Cartesian and polar coordinates, triple integrals in cylindrical and spherical coordinates. Depending on student interest, the curriculum may include advanced calculus concepts such as vector fields, line integrals, and applications from a wide variety of scientific disciplines or content from logic, proof methods, set theory, and relations.

Prerequisites: Score of 4 or 5 on AP Calculus BC exam, B+ in BC Calculus course and departmental permission

Offered: Full Year

# PERFORMING ARTS

## Acting I

This class is offered without prerequisites for one term and is designed for beginning performers of all academic levels. Improvisational exercises are used to teach spontaneity, creativity and audience awareness skills. Monologues and scenes are explored from modern theatre, and dramatic literature is used to research and explore playwrights and their work. A final product or scenes are determined throughout the course of the term and students should feel comfortable with a variety of pantomime, sense memory and imaginative scenarios. Theatrical terms, vocabulary and a preliminary knowledge of the professional world of theatre and the art form is introduced.

Offered: Fall Term

## Acting II

This class can be taken for one semester but is preferably designed to run for an entire year and is designed for intermediary performers of all academic levels. Improvisational exercises are used to teach spontaneity, creativity and audience awareness skills. Monologues and scenes are explored from modern theatre, and dramatic literature is used to research and explore playwrights and their work. A final product or scenes are determined throughout the course of the term and students should feel comfortable with a variety of pantomime, sense memory and imaginative scenarios. Theatrical terms, vocabulary and a preliminary knowledge of the professional world of theatre and the art form is introduced. Field trips to outside theatrical venues are encouraged and sponsored as a part of this elective class.

Prerequisite: Acting I or permission by the instructor

Offered: Fall and Spring Terms

## Music Theory

Music Theory begins by exploring the building blocks of tonal harmony (keys and modes, scales, triadic chord construction), and then uses these elements in the creation of original music. We learn about melody, harmony, rhythm, meter and form in the Western tradition by tracing their natural development over time since the Medieval period. Advanced students examine how these systems were stretched to their maximum expressive capacity, ultimately leading to the establishment of alternative systems. Connections are drawn to contemporary styles of music throughout the journey, and composition is an element of our work at every stage. Analysis of models and examination of historical and contemporary repertoire augment this work. The development of basic ear training and keyboard harmony skills is threaded through the year. The specific curriculum is tailored every year to the specific experiences and goals of each student, potentially resulting in unique projects and assignments for each participant. Students may continue through the Music Theory progression for up to four years of study. Specialized versions of the course are offered for vocalists, classical instrumentalists, pop musicians, composers or those who are preparing for entry to conservatories, as demand dictates. The class can accommodate students at any level of experience. We encourage advance discussion of your goals with the music faculty.

Offered: Full Year

## Chorus

The Cushing Chorus is the primary vocal ensemble of the Academy. It meets as a course four times per week during the academic day and performs throughout the year. A diverse repertoire includes classical, jazz, folk and pop styles. In addition to preparing music for performance, students receive instruction in vocal technique, ear training, reading skills and overall musicianship, with an emphasis on fostering independence. Participation in the Cushing Chorus is highly recommended for students interested in auditioning for the winter musical.

Offered: Full Year

## Chamber Music

The Cushing Chamber Music Players rehearse and perform classical music in ensembles ranging from duets to quintets. Students are exposed to a varied repertoire including styles from the Renaissance to present day. Students develop technical skills, musicianship and rehearsal techniques. Class time includes faculty coaching, independent ensemble rehearsal and individual practice.

Participants are strongly encouraged to also take individual private lessons. String, wind, brass and piano players, as well as solo vocalists, are encouraged to join this course; an informal audition is held for new participants to ensure sufficient prior experience.

Offered: Full Year

### **Jazz Ensemble**

Students with some experience on an instrument are encouraged to join one of the ensembles. Students will improve on their own instruments and learn valuable musicianship skills from playing in a group with others and through live performances. The ensembles explore a variety of musical styles ranging from jazz to rhythm-and-blues and rock; music is arranged to accommodate the skills of the musicians. Our ensembles perform throughout the year in a variety of venues.

Offered: Full Year

### **History of Jazz**

This course traces the development of jazz from its African routes to its present international forms. Students learn how to distinguish and describe the major characteristics of these styles and improve critical listening skills. Students have access to hundreds of pieces of music in electronic format while enrolled in the course. Attendance of one or more live concerts is often included.

Offered: Fall Semester

### **Dance I/II: Ballet & Contemporary Dance**

This course will introduce and elaborate the techniques of ballet and modern dance for the beginner and intermediate student. In class we will develop an anatomical understanding of both techniques as well as introduce the historical backgrounds and creative components of each style. The student will explore movement in order to build an awareness of the abstract movement elements used in choreography and develop a physical understanding of proper dance technique used in ballet, modern dance and jazz/hip-hop. The daily focus will include barre work and center work as well as the development of confident movement awareness. We will attend dance concerts and work with video in order to further understand the artistic nature of each style. The focus will be on providing a positive, inspiring experience for the students as they develop a basic understanding and appreciation of dance as an art form, which can in turn enhance their performance in sports and the other arts.

Offered: Full Year

### **Dance II/III: Dance Theatre Workshop**

This class will develop intermediate styles of classical ballet and modern dance for students with dance experience. We will build on our technical development and understanding of each style, including more serious work in ballet, modern-contemporary dance and composition. The daily focus of the class will include barre work, center work as well as the development of movement combinations. Students will work on in-class movement studies and build on creative repertoire in all of the styles, including ballet, modern-contemporary and jazz and hip-hop. We will further develop an understanding of dance technique by focusing on dance vocabulary, proper alignment, expressive skills, musicality and composition with the challenge of performing dance combinations and improvisational studies. Class projects will include developing an awareness of the abstract elements of movement, including space, shape, time and energy, building original dance choreography, and learning choreography geared towards performances for the Cushing community throughout the year.

Offered: Full year

### **Dance III/IV: Advanced Dance**

This class will develop intermediate and advanced techniques in classical ballet and modern dance for students with dance experience. We will build on our technical development and understanding of each style including serious work in ballet and modern-contemporary dance forms. The daily focus of the class will include barre work and center work as well as the development of movement combinations. Rhythmic awareness and musicality will be stressed. Throughout the year, students will work on in-class movement studies and build creative repertoire in all styles, including ballet, modern-contemporary, historical dance, jazz and hip-hop. We will further develop an understanding of dance technique by focusing on dance vocabulary, proper alignment, expressive skills, musicality and choreography. Class projects will include developing an awareness of the abstract elements of movement used in choreography, creating original dance choreography with fellow students and learning movement repertoire geared towards performances for the Cushing community throughout the year. We will attend dance concerts and work with video in order to learn about choreographers working today in the field and in order to put dance in historical and sociological perspectives.

Offered: Full Year

## **Filmmaking**

Students will discover a world of emerging technologies, as well as time tested storytelling and scriptwriting assignments. The ability to create a film will allow students to enter the world of visual media which is so prevalent in society today. This creativity will hopefully spark an interest in filmmaking, writing, journalism, comedy, public service, school initiatives, community activities, and much more. In addition, the mastery of skills used in this class will be used in other courses throughout Cushing Academy. Students will create a video portfolio containing films produced throughout the term.

Offered: Fall and Spring semesters

# **SCIENCE**

**Refer to pages 2-3 for diploma requirements.**

Providing students with an understanding of science is an essential part of the academic program at Cushing Academy. The Science Department aims to engage students and develop their literacy in science. A science-literate person is one who recognizes that science, mathematics, computer use and technology are interdependent enterprises with strengths and limitations; who recognizes both the diversity and unity of the natural world; and who uses scientific knowledge and scientific ways of thinking in everyday life. Being “engaged in science” means testing hypotheses by designing or carrying out experiments, collecting sufficient meaningful data, and making decisions based on this information. Accordingly, laboratories and field trips are integral parts of the curriculum.

## **Biology**

Biology is a first-year course which fulfills the laboratory science requirement at Cushing. It provides students with an opportunity to obtain a sufficient background to succeed in future biology courses at the secondary and college level. Students become familiar with the qualities of living things, understanding cellular structures and many cell functions, such as respiration, photosynthesis, cellular transport and protein synthesis. The course includes an introduction to genetics and examines ethical and moral dilemmas posed by genetic engineering. Another major emphasis is placed on complex organisms, which mostly involve human systems such as the nervous, endocrine, digestive and circulatory. Numerous experiments, including enzyme activity and animal dissection, give students an opportunity to use the scientific method in collecting data, making careful observations and interpreting results.

Offered: Full Year

## **Honors Biology**

This course is offered to challenge highly motivated students who have not taken Biology or another high school level one-year laboratory science course. It covers all topics in Biology, most in greater detail. Additional topics include DNA-RNA synthesis, evolution, and a brief overview of current taxonomic diversity. Laboratory experiments, activities, and videos help illustrate the material. Students engage in scientific problem-solving techniques and are given opportunities to design their own experiments. Prerequisite: Currently enrolled in or completion of Algebra I, Geometry, or Honors Geometry with an honors grade or departmental permission

Offered: Full Year

## **Biology II: Anatomy and Physiology**

This course is designed to provide students with a challenging second-year biology course. It covers many aspects of biology in much more depth than is possible in a first-year course. Students focus on the structure and physiology of the human body. Topics include biochemistry, cellular structure and function, energy transformations and body systems, including circulatory, digestive, respiratory, skeletal and nervous. Laboratory work involves testing for unknown biological compounds; experimenting with diffusion, osmosis, cell respiration and fermentation; and advanced dissection. Students utilize a variety of laboratory equipment, with particular emphasis on dissection and microscopy.

Prerequisites: Completion of Biology and Chemistry

Offered: Full Year

## **Biology II: Ecological Studies**

This course is designed to provide students with an introduction to the study of ecology, a subject on which increased emphasis is currently being placed in many colleges. In Fall Semester, students gain a basic understanding of the physical, chemical and biological principles that determine which kinds of plants and animals live in the various ecosystems of the world. Students learn how natural ecosystems have developed and how people have altered or affected these systems, creating the greenhouse effect and air and water pollution. The emphasis of the term is to gain a greater understanding of the dynamics of ecosystems, particularly the deciduous/coniferous ecotone typifying our location in Ashburnham, and to understand how these systems will change over time. In Spring Semester, the emphasis is on energy and how its use and extraction (mining) have affected various ecosystems. Students examine how our patterns of energy use have changed historically and what the prospects for future energy usage are. A major emphasis is placed on looking at possible energy alternatives, such as nuclear, solar, wind and geothermal sources, and their potential value in solving energy supply problems. Students also gain an overview of major environmental problems. Students examine issues surrounding population growth, loss of biological diversity and pollution. A key element of this discussion is gaining an understanding about the cultural differences and social influences on these problems. Prerequisites: Biology and one other full year science course (Chemistry is helpful but not required)

Offered: Full Year

## **Chemistry**

This course provides students with a strong overview needed to continue the study of science in college. Accordingly, students learn to approach problem-solving analytically, logically and mathematically, and gain practical experience in weekly laboratory experiments. Students learn about the units of science, the manipulation of numbers in science and types of matter. Topics include symbols, formulas, equations, and the development of current models to explain various properties of atoms and molecules. With this foundation, special topics in chemistry are investigated, including thermodynamics, solutions, kinetics and equilibrium, acids and bases, and, if time allows, electrochemistry and organic chemistry.

Prerequisite: Enrollment in or completion of Algebra II or departmental permission

Offered: Full Year

## **Honors Chemistry**

Honors Chemistry is offered to challenge those students with greater mathematical ability who may be contemplating careers in a scientific discipline. This course covers all topics in Chemistry, most in greater detail. Additional topics include an in-depth study of the atom, chemical bonding, molecular structures, chemical reactions and gas laws. Students learn to break down new concepts, understand patterned or periodic behavior and develop logical algorithmic problem-solving skills.

Prerequisites: Honors grade in previous science course and enrollment in or completion of Algebra II; departmental permission

Offered: Full Year

## **Conceptual Physics**

Conceptual Physics is a qualitative study of the central concepts of physics with emphasis on mental imagery that relates to objects and events that are familiar in our everyday environment. The primary emphasis is on comprehension rather than computation, although simple calculations are demanded. All areas are backed up by modeling and experiments. Students will begin with the study of mechanics (linear motion). Students will study Newton's 3 Laws of Motion through the movement of speeding sports cars, falling apples and the massive bowling ball as they explore the world around them. Students then learn about rollercoasters, pulleys, and ferris wheels and discuss the forces acting on them.

The two major conservation laws, the Conservation of Momentum and Energy, are introduced. Closing out the year are discussions of electricity, magnetism, and sound.

Offered: Full Year

## **Physics**

This course is designed for students who wish to explore how physics - the study of matter and energy and their relationships - affects our daily lives. The greatest emphasis of this course is on developing a thorough understanding of mechanics, beginning with linear motion followed by rotational dynamics. Students will study the movement of speeding sports cars, falling apples and the golf swing as they explore the world around them. Students then learn about blocks, pulleys, ferris wheels, and elevators through discussions of the forces each experiences. The two major conservation laws, the Conservation of Momentum and Energy, are introduced and applied through many experiments. Discussions of sound, optics, and electricity close out the year.

Prerequisite: Enrollment in or completion of Precalculus

Offered: Full Year

## **Physical Science II: Engineering the Future**

This course, developed by The Museum of Science, intends to provide exposure to technology and engineering to any students willing to take on the challenge of engineering the world of the future. Students will collaborate in teams just as engineers do to complete four core projects. The projects, focused on energy concepts, also provide a platform for integrating mathematics, science, and technology using real- world situations. Students will be evaluated on designing, building, and testing prototypes within these four project areas. This course is available to any student who wants to add an extra year of physical science with a focus on engineering.

Prerequisite: Senior who have completed Biology, Chemistry, and Physics.

Offered: Full Year

## **Advanced Engineering**

This yearlong course provides in-depth exposure to interdisciplinary content related to science, technology, engineering, art, and mathematics. Utilizing the engineering design process, students will tackle real-world develop skills for question-generation, research, designing and testing prototypes, improving on the design. Departmental permission is required.

Offered: Full Year

## **Introduction to Sports Medicine**

This course is designed to provide students with an introduction to the broad fields of Sports Medicine. The students will gain a basic understanding of Sports Medicine and the medical professionals who compose the Sports Medicine team. They will be educated on possible college programs and career paths, such as athletic training, physical therapy, exercise physiology, pre-med, physical training, paramedic/EMT, nutrition, kinesiology, and orthopedic casting/bracing. Students will also gain an understanding of the human body. They will learn basic anatomy and physiology as well as the body's healing process. Using this knowledge, students will have the ability to understand functionally how to prevent, treat, and rehabilitate specific athletic injuries, and how to assess and approach emergency situations that may arise in their everyday lives.

Offered: Full Year

## **Advanced Placement Biology**

This intensive course is designed specifically to cover the advanced material which students need in order to take the Advanced Placement Biology Examination in May and to prepare for university and college-level work in biology. This course covers almost all aspects of biology and includes outside readings. Broad areas include cell and molecular biology, organismal biology and ecological, evolutionary and ethological biology. Within these areas, topics such as the chemical basis of biology, cell structure and function, enzymes, energetics, photosynthesis, heredity and genetics, plant and animal structure and function (systems study), behavior, ecosystems, evolution and population dynamics are covered. Students are given comprehensive examination questions and laboratories. Students are required to take the AP Exam in May.

Prerequisites: Completion of Honors Biology and Honors Chemistry with an honors grade, completion of AP Physics I with an honors grade or concurrent enrollment in AP Physics I; departmental permission

Offered: Full Year

### **Advanced Placement Chemistry**

This intensive course is designed specifically to cover the advanced material which students need in order to take the Advanced Placement Chemistry exam in May and to prepare for university and college-level work in chemistry. This course provides a highly quantitative study of the relationships among the substances encountered in our environment. Topics include atomic and molecular structure and theory, chemical equations, stoichiometry, matter, mass relationships, kinetics, equilibria, thermodynamics, electrochemistry and organic chemistry. Throughout the year students conduct laboratory experiments designed to familiarize them with standard chemical equipment and procedure. Gravimetric and volumetric analysis, inorganic synthesis, spectroscopy, heats of reaction, acids and bases and equilibrium illustrate the wide range of activities undertaken. Students are required to take the AP Exam in May.

Prerequisites: Completion of Honors Biology and Honors Chemistry with an honors grade, completion of AP Physics I with an honors grade or concurrent enrollment in AP Physics I, and completion of Precalculus with an honors grade; departmental permission

Offered: Full Year

### **Advanced Placement Physics 1**

The AP Physics 1 course is the equivalent to a first-semester college course in physics. The course is designed for students with a strong aptitude for science that are thinking of studying science in college. The course covers; kinematics, dynamics (Newton's laws), circular motion, the universal law of gravitation, simple harmonic motion (simple pendulum and mass-spring systems), impulse, linear momentum, conservation of linear momentum (collisions), work, energy, conservation of energy, rotational motion (torque, rotational kinematics and energy, rotational dynamics, conservation of angular momentum), electrostatics (electric charge and electric force), DC circuits (resistors only), mechanical waves and sound. Laboratory experiments, demonstrations and online resources will be used to supplement classroom work. Students are required to take the AP Exam in May. It is recommended that first year students at Cushing not enroll in this course.

Prerequisites: Completion of Honors Chemistry and Honors Biology with an honors grade, completion of Precalculus with an honors grade; departmental permission

Offered: Full Year

### **Advanced Placement Physics C: Mechanics and Electricity/Magnetism**

This class utilizes guided inquiry and student centered learning to develop critical thinking skills while covering the material of several content areas including kinematics, Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; gravitation; electrostatics; conductors, capacitors, and dielectric; electric circuits; magnetic fields; and electromagnetism. Differential and integral calculus is used throughout this course. Because this class comprises two separate AP topics, students are required to take both AP Exams in May, the Mechanics as well as the Electricity and Magnetism.

Prerequisites: Completion of AP Physics I with an honors grade and enrollment in AP Calculus AB or BC (or completion of either with an honors grade; Multi-Variable Calculus is recommended but not required)

Offered: Full Year

# VISUAL ARTS

Refer to pages 2-3 for diploma requirements.

The Visual Arts Department at Cushing Academy is dedicated to preparing students for the 21st century. Our broad focus is the interdisciplinary fostering of:

- creative thinking
- effective communication skills
- inventive problem solving strategies
- comfort with abstract ideas
- the ability to analyze, interpret, and evaluate complex information and ideas
- an excitement and empowerment to create positive change personally, locally and globally
- the skills of critical observation and visual discernment

Involvement with the visual arts strengthens students' observational abilities and develops their ability to imagine and visualize. The visual arts classroom provides a means for students to express themselves visually. The task of completing a work of art from the student's visualized ideal develops the student's creative problem solving skills. Instructors encourage unconventional, open ended thinking while stimulating the creative process and the development of technical skills. This combination of creativity and technical ability enables the student to manifest their vision and meet their artistic goals, empowering the student with greater confidence to innovate in all areas of their lives. The visual arts classroom at Cushing Academy is a laboratory for expressive communication and a creative connection to all disciplines and cultures. Students learn that art is a powerful form of communication that has played a major role in human history throughout the world and provides us with a means of understanding others and ourselves.

## Ceramics

In this one-semester course, students will explore a variety of techniques in working with clay, including hand building and throwing on the potter's wheel. Students also learn glazing and decorative styles as well as firing techniques. While developing their technical proficiency, students also are encouraged to express their individual creativity. Students also have access to books, periodicals and videos to augment their understanding of techniques and learn about ceramics from different cultures and time periods. Students will also learn how to critique their own work and that of others. This class may be taken multiple times for credit.

Offered: Fall and Spring Semesters

## Advanced Ceramics

Advanced Ceramics allows students to pursue the art of ceramics in greater detail and depth. In this full year course, students continue to explore a variety of techniques in working with clay, building on the fundamental skills learned in the one term course, Ceramics. Students continue to improve their hand-building and throwing skills and further develop glazing and decorative techniques. Design concepts are introduced and each student is encouraged to interpret design projects in their own unique style. This class may be taken multiple times for credit.

Prerequisite: Ceramics and/or departmental permission

Offered: Full Year

## Photography

Beginning Photography covers the basic skills of shooting, developing and printing black and white photographs. Students learn how to operate a single-lens-reflex (SLR) camera. The basic functions of the camera are learned including shutter speed, aperture, focus, and depth of field, and how each of these functions contributes to the success of the finished photograph. Students learn the process of loading and developing film. Once film has been developed, students choose negatives to develop into final prints. Students learn to make contact prints and learn the functions of an enlarger to make final 5" x 7" prints. Each assignment focuses on a specific theme to develop a critical eye and to teach students to look at the world more creatively. The

final project consists of developing 6-10 finished prints that tell a story and are mounted in a handmade book. This class may be taken multiple times for credit.

Offered: Fall and Spring Semesters

### **Advanced Photography**

Students will take their beginning photography skills and expand on them, both technically and creatively. Exploring different subject matter in more depth, students will look at the world with a photographer's eye. The elements of art and principles of design will be introduced. Students will learn how to incorporate those elements and principles to make successful photographs. Technical knowledge is expanded working with both film and digital media. Students will continue to use a 35mm film camera, but will also use a digital camera, a scanner, Adobe Photoshop and Epson printers. This class may be taken multiple times for credit.

Prerequisite: Photography and/or departmental permission

Offered: Full Year

### **Architectural Design**

This year-long major course is designed for students with a personal or potentially professional interest in architectural drawing. Students will learn to draft a blueprint and construct a sustainable structure. The importance of building eco-friendly buildings will be stressed. Students will realize the economic benefits, the elements, occupant health and safety, and maintenance of a green building. They will explore energy efficiency, contemporary building materials, water efficiency, heating and cooling, and conserving natural resources. Students will become familiar with indoor air quality, interior building components, windows and doors, foundation systems, and building orientation. Fundamental drafting tools and skills are covered, and students learn to solve problems of form and space.

Prerequisite: Juniors and Seniors only

Offered: Full Year

### **Beginning Drawing**

This introductory drawing course will explore both technical and expressive approaches to drawing. Students will gain a strong understanding of the foundational skills required to make an image including composition, line, perspective, proportion, volume and value. Students will practice refining their observational abilities through assignments such as still-lives, portraits, landscapes and abstractions. This will be accomplished using a variety of media and approaches. This course explores drawing as a fundamental element to visual thinking and as a means of communication to express ideas. Students will be encouraged to articulate their processes by using discipline specific vocabulary. References to historical and contemporary art will be provided as a means for developing creative decision-making. This class may be taken multiple times for credit.

Offered: Fall and Spring Semesters

### **Advanced Painting and Drawing**

This course is for those students who are serious about their pursuit of painting and drawing. Students continue to develop those skills learned in Painting and Drawing while exploring specific techniques and mediums in more detail. This class may be taken multiple times for credit.

Prerequisite: Drawing and/or departmental permission

Offered: Full Year

### **Metalsmithing**

Students develop skills in basic three dimensional design as they learn the processes used to shape sterling silver, copper or brass. While making jewelry, beginning students are taught techniques for cutting, drilling, filing, sanding, shaping, polishing, wire working, simple stone setting, and soldering metals. As their skill base grows to intermediate levels, students move to more self directed projects which require refinement of the techniques they have begun to learn. By working on projects of their own choice, and with an eye toward developing creativity and promoting independent problem solving abilities, students collaborate with the instructor to expand and hone their metalsmithing skills. This course may be taken multiple times for credit.

Offered: Fall and Spring Semesters

### **Advanced Metalsmithing**

This year-long course explores metals and jewelry-making methods in depth. Students design and execute projects of their choice including brass, copper, sterling and nickel silver, scrimshaw and copper enameling. Advanced techniques are introduced, and students work with greater independence in drilling, forging, filing and shaping both wire and sheet metal. In addition to soldering, students explore annealing and fusing. New options for finishing include buffing and oxidizing metal. This class may be taken multiple times for credit.

Prerequisites: Metalsmithing and/or departmental permission

Offered: Full Year

### **Fused Glass and Advanced Fused Glass**

Students will explore this ancient art through traditional and contemporary methods. Students will learn to create their own pieces such as sun catchers, hinged covered boxes, lamps, window installations and three dimensional works. Beginning first with selected patterns, students will choose their designs and glass and learn to use copper foil, lead came, solder, and patina. Once proficiency has been attained in these areas, students will have the opportunity to create their own patterns individually or collaboratively.

Offered: Fall and Spring Semesters for Fused Glass; Full Year for Advanced Fused Glass

### **Art Portfolio**

Art Portfolio is open to advanced art students who are in the process of preparing a portfolio of their work for college applications. In this course, students develop a cohesive body of work that represents their overall achievement in art. Portfolio students, with the help of the instructor, devise projects that cover a variety of media, techniques and themes. Instruction in presentation (making slides of artwork, sequencing and display of finished pieces) is offered. Students can choose one or a combination of the following: drawing, painting, ceramics, silversmithing, stained glass, photography and architectural drawing. This class may be taken multiple times for credit and may qualify as an academic course or an afternoon activity.

Prerequisite: Departmental permission

Offered: Fall and Spring Semesters

### **Art History**

The course will teach students that art is a powerful form of communication and has played a major role in human history throughout the entire world. Understanding art provides one way of understanding the world and ourselves. This class will engage students in understanding visual art and what constitutes a work of art. Students will learn to describe and identify the visual elements that are found in artwork including line, shape and form, value and color, space, texture and movement. The class will introduce students to the various media used to make both two- and three- dimensional art. Hands-on studio projects will further enhance students' understanding of both the visual elements and variety of media that have been introduced. Students will also learn the four components of art criticism: description, analysis, interpretation and evaluation.

An overview of the historical developments in art in different parts of the world will be covered. Major periods of art will be introduced in the fall semester including the Prehistoric Era, Ancient Egypt, Classical Greece, First and Second Century Rome, and The Middle Ages. The spring semester will explore the Renaissance, Romanticism, Impressionism, Modernism and the Post-Modern Era.

Offered: Full Year

# WHERE TO GO FOR HELP

There are many people on campus who are available to help you and answer your questions about Cushing life in general. This list is a guideline of whom to see about what subjects.

<b>Absences</b>	Academic Office	academicoffice@cushing.org	(978) 827-7012
<b>Academic Policies &amp; Matters</b>	Academic Office Raja Bala David Stone Jennifer Willis	academicoffice@cushing.org rbala@cushing.org dstone@cushing.org jewillis@cuashing.org	(978) 827-7011
<b>Athletics</b>	Jen Viana	jeviana@cushing.org	(978) 827-7044
<b>Art</b>	Deb Gardner	dgardner@cushing.org	(978) 827-7066
<b>Billing</b>	Business Office	billing@cushing.org	(978) 827-7021
<b>College Counseling</b>	Emily Roller	eroller@cushing.org	(978) 827-7025
<b>Counseling</b>	Health Center	healthcenter@cushing.org	(978) 827-7111
<b>Student &amp; Residential Life</b>	Office of Student Affairs Josh Doyon Lydia Van Hoven Stoye	studentaffairs@cushing.org jodoyon@cushing.org	(978) 827-7015 (978) 827-7015
<b>Emergencies*</b>	8:00 am - 5:00 pm <i>After 5:00 pm all messages are immediately forwarded to the Dean on Duty</i>		(978) 827-7000
<b>Grades</b>	Academic Office	academicoffice@cushing.org	(978) 827-7011
<b>Health Issues &amp; Illness</b>	Health Center <i>Day Students - Call the Academic Office before 9:00 am</i> <i>Boarding Students - Go to the Health Center before class</i>	healthcenter@cushing.org	(978) 827-7111
<b>International Student Matters</b>	Bruce Sinclair, ESL Office	bsinclair@cushing.org	(978) 827-7097
<b>Laundry Service</b>	Donny Connors	donnors@cushing.org	(978) 827-7123
<b>Parent Programs</b>	Office of Parent Programs	parentprograms@cushing.org	(978) 827-7400
<b>Student Activities</b>	Donny Connors	donnors@cushing.org	(978) 827-7123
<b>Transcripts</b>	Registrar, Academic Office	academicoffice@cushing.org	(978) 827-7010
<b>Vacation Buses</b>	Donny Connors	donnors@cushing.org	(978) 827-7124
<b>College Placement Tests</b>	College Counseling Office		(978) 827-7025
<b>Weekend/overnight permissions</b>	Office of Student Affairs	studentaffairs@cushing.org	(978) 827-7015

\*Cushing Academy's telephone number is (978) 827-7000.

An answering service is available to forward calls 24 hours a day.