Crossroads School
For Arts & Sciences

Upper School Course Catalogue 2019-2020
# Upper School Course Catalogue

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CROSSROADS SCHOOL FOR ARTS AND SCIENCES
1714 TWENTY FIRST STREET
SANTA MONICA, CALIFORNIA 90404
(310) 829-7391

Cover design by Ali Goldberg, class of 2020
SCHOOL PHILOSOPHY

Crossroads School was founded upon five basic commitments: to academic excellence; to the arts; to the greater community; to the development of a student population of social, economic, and racial diversity; and to the development of each student’s physical well-being and full human potential.

It is the goal of Crossroads School to provide a strong college-preparatory program from which each student will develop a personal commitment to learning, a respect for independent thinking, and an expanding curiosity about the world and its people. We consider certain skills to be essential for all graduates: to read well, to write clearly and coherently, to study effectively, to reason soundly, and to question thoughtfully.

Through the educational process, we assist students to gain self-esteem, self-knowledge, and respect for the knowledge and opinion of others. We believe that education must not be a race for the accumulation of facts but should be an enriching end in itself. We also believe that education is a joint venture among students, parents, and teachers. To be effective with young people, teachers and parents must themselves continue to learn so that they may perceive the young accurately and treat them wisely.

We believe that the arts are an essential part of the curriculum and that it is important for students to express themselves creatively and to use their imaginations freely. Therefore, music, drama, visual arts, film, writing, and dance are significant parts of student life at Crossroads.

Through our academic and extra-curricular programs, we seek to promote social, political, and moral understanding, and to instill a respect for the humanity and ecology of the earth.

We understand that there are many kinds of intelligence, and the traditional academic, cognitive area is one. Other important areas of intelligence are intuition, imagination, artistic creativity, physical expression and performance, sensitivity to others, and self-understanding. To neglect any of these areas is to limit students in the development of their full potential.

We believe the uniqueness of children is revealed in their very existence and that it is the school’s responsibility to foster their innate sense of the mystery and joy of life.
GRADUATION REQUIREMENTS

To graduate from Crossroads School, all students must maintain a minimum of 5.5 credits each year and enroll in a minimum of four academic classes each year. Students may take a maximum of 8 credits per year. Seniors must pass at least four academic classes in residence at Crossroads in order to graduate.

It is recommended that students who plan to apply for highly competitive colleges take five academic classes per year even though Crossroads requires a minimum of four. In addition to academic classes, students may choose any electives for which they are qualified. Additionally, students must meet the departmental graduation requirements below:

English  
Four years

History  
Three years (including 1-year of United States History and 1-year of History, Society and Ethics)

Mathematics *  
Three years (including 1-year of Geometry and through second year Algebra)

Science  
Two years of laboratory sciences

Foreign Language *  
Two years of the same language (or through Level II)

Arts  
Two years of Visual Arts, Music, Creative Writing, Drama, Film, Dance, Journalism or Speech and Debate

Human Development:

Physical Education  
One year of on-campus PE class

Life Skills  
Four years

Community Service  
9th grade Community Awareness-1 trimester  
11th grade Life Skills/Service Leadership-1 year  
12th grade Mysteries/Bridging Communities-1 year  
20 additional hours of independent community service completed in the 9th or 10th grade

Seniors must also complete a Senior Project as the end of the Senior Year as a graduation requirement.

* High School level courses taken in 7th & 8th grade may fulfill part of this requirement.

Majors

Majors are available in Music and Visual Arts. In order to graduate with a major, students must meet all graduation requirements above, plus the departmental requirements for the major. The Chair of the department will review applications for majors.
Summer School and Off Campus Classes
No classes taken at other institutions will be permitted to fulfill our graduation requirements without prior approval from Crossroads School. Such classes are recorded in our transcript. Classes taken in summer sessions do not reduce the minimum number of academic courses required each year (4 academic courses).

UNIVERSITY OF CALIFORNIA FRESHMAN ADMISSION REQUIREMENTS

Please visit the UC admissions website for UC eligibility requirements:
A-G Subject Requirements
http://admission.universityofcalifornia.edu/freshman/requirements/index.html

REPEATING COURSES: D and F grades
Courses used to satisfy the “a-g” requirements in which the student earns D or F grades must be repeated with grades of C or higher for the student to remain UC eligible. Consult with the Dean of Curricular Life for guidance on how to remediate D and F grades.
## GRADUATION REQUIREMENT CHECKLIST

**STUDENT:** ____________________________  **CLASS OF:** ____________

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1. **ENGLISH** - 4 years
   
   ___ ___ ___ ___ ___

2. **HISTORY** - 3 years (including 1-year of U.S. History and 1-year of History, Society, & Ethics)
   
   ___ ___ ___ ___ ___

3. **MATHEMATICS** - 3 years (through second year Algebra)
   
   ___ ___ ___ ___ ___

4. **SCIENCE** - 2 years Lab Science
   
   ___ ___ ___ ___ ___

5. **FOREIGN LANGUAGE** - 2 years (through Level II)
   
   ___ ___ ___ ___ ___

6. **ARTS** - 2 years of Visual Art, Music, Drama, Film, Dance, Journalism, or Speech & Debate
   
   ___ ___ ___ ___ ___

7. **PHYSICAL EDUCATION** - 1 year of on-campus PE
   
   ___ ___ ___ ___ ___

8. **LIFE SKILLS** - 4 years
   
   ___ ___ ___ ___ ___

9. **COMMUNITY SERVICE**
   
   ___ ___ ___ ___ ___
   9th Community Awareness (one trimester)
   
   ___ ___ ___ ___ ___
   11th Life Skills/Service Leadership (1-year)
   
   ___ ___ ___ ___ ___
   12th Mysteries/Bridging Communities (1-year)
   
   ___ ___ ___ ___ ___
   20 additional hours of independent community service completed in 9th or 10th grade
   
   ___ ___ ___ ___ ___
ELECTIVES

Crossroads is committed to providing a wide range of unique educational experiences that extend beyond singular departments and classrooms. The school believes that an essential part of the learning process is to explore differing perspectives and interdisciplinary approaches while simultaneously cultivating students’ passion, intellectual development, and inspiration in areas of specific interest. To that end, the courses included in this section allow students to augment their curricular program through elective components combining a broad range of subjects. Additionally, for some of the courses below, students possess the autonomy to choose to receive general elective credit or when noted, credit within a particular department.

Creative Writing 1-4, open to grades 9-12, 1-year of arts elective credit (also listed under Publications)
In this course students learn the power of creative writing, self-expression, design and publishing. By experimenting in various genres, including closed-form and open-form poetry, short fiction, the personal essay, and screenwriting, young writers develop authentic voices. Students write, revise, polish, and submit their own creative work for publication. As students enter subsequent years of Creative Writing, the focus pivots toward honing their writing skills, pushing themselves out of their creative comfort zones through individualized projects, and engaging a wider audience through the study of creative writing. Class time is split between work-shopping new material and finding innovative ways to showcase that material within the Crossroads community and beyond. As a class, students host the faculty oral storytelling series, maintain a website dedicated to student work, and publish the campus literary magazine Dark as Day. Creative Writing 1 and 2 students may apply for assistant editor positions on publication production staff. Creative Writing 3 and 4 students may apply for editorial and leadership positions on the production staff and will act as mentors to assistant editors. Creative Writing 1-4 may meet concurrently.

Journalism/Introduction to News Production, 1-year art elective credit or 1-year academic elective credit. No prerequisite. Open to grades 9, 10, 11 and 12 (also listed under Publications).
This class precedes Journalism/Newspaper Production and is required for all incoming students with no or limited previous journalism experience. In this course students learn the basics of the craft of journalism and serve as staff reporters and content producers for both the online and print versions of our student newspaper Crossfire. Using suggested texts and the daily news provided online as their guide, students learn what makes something newsworthy; different types of news stories; reporting and editing; copy editing; interviewing skills; how to develop sources and overall news judgment. Students investigate journalism ethics and how these principles apply to journalism in the digital age. In addition, students are introduced to print layout and multimedia content production, including shooting and creating online photo galleries, news videos and online broadcast news segments through assisting senior staff. The aim of this course is to develop skilled student journalists and content producers.
Journalism/News Production, 1-year art elective credit or 1-year academic elective credit. Prerequisite: Students are required to take Journalism/Introduction to News Production first. If students have a legitimate scheduling issue that prevents enrolling in Journalism/Introduction to News Production, they will need to submit a writing sample to instructor for review.
This course is open to students in grades 10, 11 and 12 who meet the prerequisite requirements. This class is production-focused, and students are expected to be proactive content producers in their given field. Starting with weekly editorial meetings, students will work together as a team to update our online news site xfireonline.org weekly with new stories, photos and videos. Students will also collaborate to produce the quarterly features-based print version of Crossfire. Production students are expected to put extra hours into Crossfire during quarterly production weeks and special school events. Through Crossfire Online there is potential for increased production of broadcast journalism, series-based documentaries, podcasts, blogs and in-depth photo essays. Students are encouraged to pursue their passion in this course in order to inform the Crossroads student body of important issues. The aim of this course is to produce media coverage which serves the Crossroads student community as well as to develop experienced student journalists who will be prepared to play an active role in college or real-world media upon graduation.

Themes in Art History: Modernism and Beyond, 1-year academic/art credit. Open to grades 11 and 12. Class is NOT offered 2019-2020. This class will rotate with Themes in Art History: Paleolithic to Romantic (also listed under Visual Arts).
This year long course focuses on the rise and fall of Modernism in Europe and America, exploring both the works of individual artists as well as larger themes and stylistic trends. While primarily focusing on the visual arts, this class will also touch upon poetry, philosophy, and drama. The class is made up of slide lectures, readings, discussions, oral presentations, and in-class writing.

Themes in Art History: Paleolithic to Romantic, 1-year academic/art credit. Open to grades 10, 11, 12. Class is offered 2019-2020. This class will rotate with Themes in Art History: Modernism and Beyond (also listed under Visual Arts).
This year long course follows the development of art within the context of western culture from the Paleolithic to the Romantic period, exploring both the works of individual artists as well as larger themes and stylistic trends. While primarily focusing on the visual arts, this class will also touch upon poetry, philosophy, and drama. The class is made up of slide lectures, readings, discussions, oral presentations, and in-class writing.

Art History is taught on a rotating basis. Themes in Art History: Paleolithic to Romantic alternates yearly with Themes in Art History: Modernism and Beyond. There are no prerequisites and classes do not have to be taken in chronological order.
Seminar in Ancient Greek from Alpha to Omega, 1-year academic elective credit (Does not fulfill language requirement). Open to grades 10, 11 and 12 (also listed under World Languages).

The students explore the art and architecture of ancient Greece and its historical and cultural legacy. Specific attention is devoted to modern use of Greek stems in the fields of science, medicine, and technology. Students also examine the modern application of ancient Greek on political, rhetorical, and literary themes and terminology. Students learn the Greek language through the *Athenaze* text, which integrates the study of grammar, syntax, vocabulary, daily life, and mythology. An in-depth study of Greek tragedy enhances the students’ appreciation of mythology.
DANCE DEPARTMENT

With a faculty and guest artist roster of professional dancers, teachers, choreographers, and directors, the dance program is premised on guiding students towards developing dance artistry by building a solid technical foundation, adding dimension to performance/choreographic skills, broadening knowledge of dance history, heritage and culture and creating mature dance artists with deeper connections to the power of dance as a means of self-expression and a vehicle for communicating ideas, inspirations and personal points of view. Students entering the dance program should be prepared to explore dance techniques and styles that may be new to them, and to embrace various ideas and approaches to the technical and performance aspects of dance that will in turn augment, enrich and build upon their previous or concurrent dance training. The program also prepares and motivates those with talent and interest towards university dance majors and/or career directions in dance and related areas including professional performance, education and dance therapy.

The curriculum includes a sequential programming of courses (Dance 1/2, 3/4, 5/6) with an integrated focus on Jazz, Contemporary, Ballet, Hip-Hop and Composition. Classes incorporate foundational elements of classical ballet, along with essential technical and stylistic components, history and explorations of jazz dance techniques including: Luigi, Matt Mattox, and Jack Cole; and modern dance techniques including: Release, Limón, Horton, and Cunningham. Performance opportunities include: Winter Dance Concert, Spring Dance Concert, Holiday Concert, Dine & Dance (student choreography lunchtime performance), Alleyween, Sports Extravaganza, community outreach events, and others.

Dance classes are available to all Upper School students, although enrollment in intermediate and advanced levels requires permission of the instructor. Class size is limited to ensure individual attention. Students are expected to dress in proper dance attire, including appropriate footwear. Levels offered each trimester will depend upon enrollment, and every class listed may not be offered each term.

Dance 1/2, 1-year art credit.
Introduction to Ballet, Contemporary dance, Jazz and Hip-Hop, and the elements of choreography. This dance overview course grounds students in fundamental dance technique, performance and choreographic skills. Class instruction is augmented with the viewing of dance videos and live performances, along with dance literature readings. Ideal for dancers and actors, this class builds a foundation of basic level jazz dance and contemporary technique, with particular emphasis on: body awareness (correct alignment, placement, and posture), motor skills (walking, running, jumping/leaping, and turning), rhythm and musicality, stage presence, strength building, stretching and muscle development. Barré work, center floor exercises and across the floor movements are covered. Students learn short dance combinations and longer choreography. Students acquire a working knowledge of standard dance terminology and dance class etiquette and are exposed to dance theory and history. Individual creative expression is encouraged and incorporated into class, and master classes with guest teachers and choreographers add to
the experience. Students participate in the Winter and Spring Dance Concerts. May be taken twice.

**Dance 3/4, 1-year art credit, prerequisite: Dance 1/2 or consent of instructor.**
Intermediate Jazz dance, Contemporary dance, Ballet, Hip-Hop, performance and choreography, dance history and heritage, and aesthetic valuing. This is an intermediate level course recommended for students interested in furthering their understanding and expertise in dance. Students continue to focus on building technique and developing strength, enhancing performance qualities, discovering individual style and personal sense of creative expression, honing choreographic skills, expanding dance terminology, and developing a physiologically sound approach to movement. Students are encouraged to challenge themselves, and a willingness to take greater risks with their dancing is expected. Elements of choreography are further explored as students create short dance studies and full choreographies and are mentored through the choreographic process. Dance videos, literature, and viewing live performances augment the class instruction, while master classes and artist residencies with a variety of guest teachers and choreographers add to the experience. Students participate in the Winter Dance Concert, Spring Dance Concert, Sports Extravaganza and other dance events both on and off campus. May be taken up to four times.

**Dance 5/6, 1-year art credit, prerequisite: Dance 3/4 and consent of instructor.**
Advanced Jazz dance, Contemporary dance, Ballet, Hip-Hop, performance and choreography, dance history and heritage, aesthetic valuing. This is an advanced level course focusing on dance technique and artistry, with a heavy focus on learning and performing choreography taught in a wide range of styles and aesthetics. This course incorporates analysis of dance videos, literature and viewing live performances; and the expansion of physiological and kinesiological principles. Students undertake more challenging technical exercises, combinations, and complex phrases, and work with a variety of guest artists over the course of the year. Dancers are expected to create original dances with conscious use of all aspects of the craft and with clear motivation and intent. Focused discussion of observed dance performances, styles, and the student’s own dance experiences continues the development of performance skills, individual sense of creative expression and personal point of view. Master classes with guest teachers and choreographers add to the experience. Students participate in the Winter Dance Concert, Spring Dance Concert, Sports Extravaganza, and other dance events, both on and off campus. Recommended for those interested in performing with the Dance Company. May be taken up to four times.

**Dance Company, 1-year art credit, by audition only. Students must also be concurrently enrolled in a technique dance class at Crossroads or a private studio.**
Intermediate and advanced dancers ready to make a serious commitment to their development as performers and choreographers are encouraged to audition for Dance Company. Selections are made on the basis of technical skills, experience, performance readiness, and degree of dedication. Company class/rehearsal is held from 3:15 – 5:00 pm twice weekly. Focus is placed on ensemble effort, the expansion of choreographic and performance skills, working with a variety of guest choreographers, and the creation of a
diverse repertoire. Dancers also work towards further melding their unique experiences, years of technique building, and personal point of view into a distinctive sense of creative expression. In addition to the Winter Dance Concert and Spring Dance Concert, Dance Company performs several times during the school year, both on and off-campus. Minimum attendance requirements must be met to receive course credit.

PLEASE NOTE: A placement class will be held prior to registration to determine the appropriate level for students. An after-school audition is held for dancers interested in participation in Dance Company. Students enrolling in any level class after registration should contact the department chair.
DRAMA DEPARTMENT

Crossroads Drama Program is sequentially designed both for students whose primary interest is theater as well as those who wish to explore a possible interest in Drama. The curriculum is process-based and experiential. Students develop concentration, personal discipline, and a respect for the art and the artist. They learn a common vocabulary of theatrical terms and are given specific tools for the creation of subtext and effective use of the imagination. Students begin in 9th and 10th grade with Theatre 1 and 2, classes that focus on acting technique exercises and scene work. In 11th and 12th grade, students may audition for the two-year Conservatory program with course work in acting, audition preparation, playwriting, Shakespeare, directing, improvisation, musical theatre, production design, stage makeup, voice and movement. In our technical theatre classes, students learn all backstage aspects of building and mounting a production. Each academic year, six “mainstage” productions are presented in the Upper School including a culminating Senior Performance. There are also opportunities to perform in scene nights and improvisation performances. A “touring” musical production is open to 9th and 10th grade students during the school year.

Theater 1, 1-year art credit.
Theater 1 introduces and reviews acting terminology, proper theater etiquette, and the basic requirements of work in the theater – concentration, personal discipline, respect for the art and the artist, and an understanding of one’s own personal mythology and creative spirit. Improvisation work and acting technique exercises, including written assignments, are employed to illuminate key acting skills, then applied to scenes and monologues assigned by the instructor. Specific skills include providing a strong physical life to a scene, focusing on the acting partner, learning to prepare emotionally, and determining and living out the character objective. Constructive criticism from the instructor and peers lead to reworking of material and a final performance in class. Physical, vocal and speech exercises give the actors the tools to prepare themselves to move and be heard on the stage. Schedule permitting, selected work may be presented for an invited audience at the end of each trimester.

Theater 2, 1-year art credit, prerequisite: Theater 1; open to grades 9, 10, 11 and 12. Course may be taken twice; second year includes training in stage directing.
Theater 2 continues the student’s exposure to the art of acting by providing specific tools for the development of character, the creation of subtext, objectives, and actions, and the preparation and performance of monologues and scenes with emphasis on a "presentational" approach, i.e., the use of the actor's experiences, emotions, and imagination as a basis for artistic choices. More advanced work with voice and movement heightens the actor's sensory perception and awareness of the body's role in expression. Each trimester of the course involves scene work which may culminate with the participation of each actor in a performance of scenes and monologues for an invited audience. Basic audition skills are addressed, and interested students are encouraged to audition for the Drama Conservatory.
Technical Theater 1, 1-year art credit
Technical Theater 1 provides a comprehensive background in technical aspects of theater and a working knowledge of the physical stage and how it operates. Practical application of course content is realized in crew and production assignments. Students learn how to use tools, build sets, paint scenes, how to weld, how to hang and focus lighting instruments, prop construction and explore other trades involved in putting on a show. The course meets for one weekly 2-hour block, and students are required to tech one production outside of class, which can include running crew, lighting or sound technician, follow spot, makeup, costumes, etc. Technical Theater is strongly suggested for any student who has an interest in theater or wishes to gain experience in carpentry and stagecraft.

Technical Theater 2 - "Tech Crew," 1-year art credit, prerequisite: Technical Theater 1 and consent of instructor.
A continuation of Technical Theater 1, this course focuses on design conceptualization and advanced theater technology. Students accepted into the Tech Crew work alongside Technical Theater 1 students and also help support productions in the Drama and Dance Programs. Design opportunities for Crossroads productions are part of the class.

Theater Production, ¼ year art credit. Open to grades 9, 10, 11 and 12, requires after-school and weekend hours.
Outside the Drama Conservatory Program, at least one major production will be staged yearly, with full costume, makeup, sets, and lighting. All Upper School students in good academic standing who are not enrolled in the Conservatory program may audition for roles or apply for production positions. Rehearsals are after school and on occasional weekends, and attendance at scheduled rehearsals is mandatory. A grade is assigned and recorded on the transcript (for performers and crew) based on the director's evaluation of commitment, performance, and attitude.

Crossroads Touring Company, ¼ year art credit or Community Service credit. Open to grades 9 and 10, requires after-school and weekend hours.
This production offers 9th and 10th grade students an opportunity to participate in a community service-oriented theater experience. Students audition for a role in a musical theater production, rehearse at Crossroads, and then tour the San Francisco Bay Area, performing for audiences that are largely unable to attend live theater. Venues include residential rehabilitation programs, juvenile detention facilities, hospitals, and more. 9th and 10th grade musicians and technical theater students are included in this company; participation by audition and/or interview.

Crossroads Drama Conservatory Program, 2.5 credits per year with full participation. Open to grades 11 and 12, prerequisite: Theater 1, Theater 2, Technical Theater 1, or other fulfillment of the Tech requirement; admission through audition and interview.
The Drama Conservatory is a full year commitment that offers students an opportunity to immerse themselves in theater without compromising their academic focus. Teaching units and production units are scheduled in a modular fashion. Class modules meet from 1:00-3:00 p.m. Productions initially rehearse from 3:00 – 5:30 p.m., then 1:00 – 5:00 p.m. as
opening night draws closer, with weekend and evening rehearsals as needed. Auditioning and participation in productions is an expectation rather than an option, credit is adjusted accordingly. Students are asked to take on a significant production assignment in at least one production during the two years. Acceptance to the program requires an audition, technical theater evaluation, and interview. Students enrolled in their 11th grade year are evaluated at the end of that year to determine if they should continue in the 12th grade. Class modules in Directing, Acting, Improvisational Acting, Production Design, Movement, Shakespeare, Audition Skills and Playwriting form the basis of Conservatory study. Other modules, offered either on an occasional basis or as independent study, include: Suzuki/Viewpoints/Composition, Technical Theater, Vocal Production (singing), Dance, Musical Theater, Basic Carpentry, Lighting Design, Set Design, Production Management, Acting for Film, Stage Makeup, Play-reading and Costume Design and Construction. When available, guest artists present workshops or conduct seminars in a specific study, e.g. audition techniques, makeup design, production theory, etc. Production modules vary and may include Classical Theater, Contemporary Comedy/Drama, Musical Theater, or Performance Art. Self-evaluation is encouraged and included when appropriate. Students may also participate in the Conservatory program with a focus on Technical Theater and Design.

Please note: Drama Conservatory is not intended as a professional training program, though students who aspire to a career in theater are supported in their efforts.
ELIZABETH MANDELL MUSIC INSTITUTE

Elizabeth Mandell Music Institute (EMMI) Music Major requirements: Students become members of the EMMI program by audition. It is presumed that all students enrolled in EMMI are taking private music lessons outside of the school. Performance is a vital part of a musician's development, and the curricula reflects this awareness. Courses which stress performance education are Chamber Orchestra and Chamber Music. Monthly solo recitals offer the opportunity for solo experience. The aforementioned classes and monthly recitals are requirements for all EMMI students. Students in grades 9 through 12 are eligible to become members of EMMI.

All EMMI Majors are also required to take one of the following music theory courses each year in the Upper School. Any theory class is open to non-Music Majors who demonstrate prerequisite background and receive consent of the instructor. Every level of music theory is divided into three parts: written exercises, analysis, history, and (most importantly) ear training.

Music Theory 1: Harmony, 1-year academic credit, prerequisite: A thorough knowledge of music fundamentals. The course is required of Music Majors but is also open to non-Music Majors at the consent of the instructor. This course is designed to introduce the student to the harmonic language of music. The year begins with a review of scales, intervals, rhythm, and meter. These skills are utilized in studying the harmonic language of the 18th century, with an emphasis on 4-part writing, music analysis, ear training, and sight singing. All diatonic chords are studied; in addition, the dominant 7th and secondary dominant chords are examined.

Music Theory 2: Counterpoint, 1-year academic credit; prerequisite: Music Theory 1 and/or consent of the instructor. The primary focus is the study of species counterpoint in two parts. If time permits, three-part counterpoint is introduced. The course also includes a complete review of the harmony studied in Music Theory 1 and additionally provides an introduction to modulation.

Music Theory 3: Chromatic Harmony, 1-year academic credit, prerequisite: Music Theory 2 or its equivalent. This course, which builds on the concepts learned in Theory 1 and 2 will include the following:

a. Secondary dominant chords including their triadic and seventh-chord counterparts. The evasion of the secondary dominant.
b. Chromatic diminished triads and seventh chords. The evasion of the chromatic diminished seventh. The chromatic half-diminished seventh chord.
c. Modulation and tonicization.
d. Mode Mixture.
e. The Neapolitan Chord.
f. Augmented Sixth Chords.
g. Modulation involving spelling of Augmented Sixth Chords.
Included will be analysis of Bach Chorales and major works from the Common-Practice Period. Realization of figured basses, and original compositions will also be included. Sight singing and dictation will be an integral component as well.

**Music Theory 4. 1-year academic credit, prerequisite: Music Theory 3 or its equivalent.**

The first half of this course will be devoted to a study of Form and Analysis. Among the forms to be the studies are:

- Binary Ternary Form.
- Rounded-binary Form.
- Sonata Form.
- Rondo Form.
- Sonata-Rondo Form.

Emphasis will be placed on composition of forms as well as analysis. Included in assignments will be modulations and chromatic harmonies.

Late romantic harmony will be covered at the end of the year as time allows. This includes chromatic mediant relationships and altered dominant harmonies. Emphasis will be given to the breakdown of classical form and harmony. As always, the curriculum gives emphasis to musicianship skills—solfege singing, melodic, harmonic and formal dictation, and rhythmic practice.

**Chamber Orchestra *, 1-year art credit. Open by audition only.**

This course is required for all Music Majors who play orchestral string instruments. Instrumentalists whose technical development is not sufficiently advanced to allow them to participate in Chamber Orchestra can take Chamber Music to fulfill the performance requirement. Instrumentalists may re-audition for Chamber Orchestra, and, if accepted, may transfer to Chamber Orchestra for the remaining of the school year. Chamber Orchestra meets for 2 hours twice weekly to rehearse and perform important works of the musical literature in their original orchestrations. Participants are given the opportunity to learn valuable orchestral playing skills under the tutelage of respected professional musicians. Several performances are held throughout the school year in various locations. Non-Crossroads students may participate in Chamber Orchestra after an audition and with the consent of the EMMI Director.

**Chamber Music, 1-year art credit. Open by audition only.**

Participation in Chamber Music is an essential element of an EMMI student’s education. Chamber music provides students with a performance opportunity in small ensemble repertoire. Various ensembles will be formed using the available personnel of string and piano students. With the consultation of the faculty coach, appropriate repertoire will be determined. Successful participation requires initiative, responsibility, and clear communication with coaches and colleagues.

This course is designed to develop performance skills specific to the chamber music genre.
Using concert music from the Baroque through the 21st century, students will work on intonation, phrasing, articulation, dynamics, pacing, solo vs. ensemble playing, score reading, and group decision making. Upon satisfactory completion of this course students will have improved and expanded these complex skills, culminating in a KUSC’s Sunday Live performance in January and at the EMMI chamber music concert in May.

**Keyboard Skills*, 1-year art credit, prerequisite: reading fluency and upper-intermediate technical skills and consent of instructor.**

This two-part course is specifically for and required of Music Majors who play piano or other keyboard instruments. Part 1: Keyboard harmony is an ongoing study, designed to meet the needs of students whatever their current level of pianistic ability. Classes are small and offer individual attention in the execution of basic keyboard skills (i.e., sight-reading, accompaniment, transposition, figured bass, lead-sheet realizations, score reading, and improvisation). Part 2: Students will compare different styles and interpretations of the same repertoire, learning the prevailing style in the historical current of the time, while becoming proficient in what is considered ‘standard repertoire’ of piano.

* These classes require that students attend a minimum of two concerts, either at Crossroads or an outside venue.
ENGLISH DEPARTMENT

Two goals guide the English curriculum: to instill in students a lifelong love and appreciation of reading, and to teach students to write English that--beyond mere correctness--fluently communicates deeper meanings and values. As students experience literature from diverse perspectives and backgrounds, English teachers encourage them to develop critical thinking and reading skills. Moreover, students learn to convey their understandings in clear, well-supported expository essays and creative, multi-genre projects that develop their authentic voices. Students have the opportunity to balance traditional forms of argument and literary criticism with more creative forms of expression, such as personal essays, poems, short stories, journal entries, and interviews. Each year of English builds upon the previous year’s goals. Students first study seminal works from ancient Greece and beyond that lay the groundwork for later courses. While studying world literature, students are then introduced to archetypal references and themes that build their understanding of consciousness and conscience. Junior year focuses on the “American Experience” and asks students to cultivate and analyze their identities. The senior year offers students the opportunity to choose from a wide range of theme and text-based courses that allows students to immerse themselves in local, national, or global works and issues. As Juniors and Seniors, students can elect to take their courses for honors credit, which requires students to read more deeply and write more richly. Finally, all students leave Crossroads with an appreciation of the cultural and political basis of literature, as well as a strong foundation in grammar, vocabulary, discussion, and writing.

English 1, 1-year English credit.
The 9th grade year lays the foundation of students’ reading, writing, and critical thinking skills. A conscious program assists students in preparing for the rigors of learning the craft of reading and writing in English at the high school level. Using traditional Western literary canon texts such as The Odyssey, Shakespearean plays, and Greek tragedies, students study archetypes and bildungsroman themes. In addition, students read from many genres, including fiction, non-fiction, poetry, and drama in order to develop a common language to allow them to speak, write, and think critically on a wide range of subjects. To further hone their reading and writing skills, students begin a four-year study of grammar (sentence types) and vocabulary as well as Modern Language Association (MLA) citation method. Finally, writing instruction encourages interpretation through a variety of methods, which may include in-class exercises, journals, quizzes and tests, and academic and personal essays that emphasize writing as a process. The goal of English 1 is to introduce students to foundational reading and writing tools, in particular the analytical essay, for continued and enhanced use in English 2 through English 4.
**English 2, 1-year English credit, prerequisite: English 1.**
The 10th grade year further develops skills set forth as the foundation in ninth grade. This course, under the theme of “coming to consciousness,” explores ideas, themes, and multiple meanings found in European and world literature. In English 2, students engage in the thoughtful and thorough study of language, the structural features of various genres (novels, poetry, plays, essays, and short fiction), and the elements of voice, character, tone, theme, and plot. Thus, they analyze and critically think about the structure, style, content, and purpose of literary texts while examining the relationship between literature and culture and finding common ground in seemingly disparate texts. In particular, students work to become mindful and reflective scholars who are able to use established conventions, genres, and ideas to re-interpret and present their own meanings. As they reflect on individual and collective identity, memory, and consciousness, students examine the relationships between knowledge, power, and language (and the potential limits of each). The overriding ambition of this course is to have students view the world from different perspectives, study it through various lenses, and re-evaluate themselves and their presumptions through discussion, listening, and writing.

**English 3, 1-year of English credit, prerequisite: English 2.**
Juniors focus on the question “Why These United States?” via a tapestry of literature written by United States writers of various backgrounds. The course covers Puritanism, Transcendentalism, Modernism, and other such eras, as well as different regions of the country. Students develop an understanding of the American national identity through reading and analyzing novels, plays, essays, poetry, non-fiction, and short fiction. The ultimate goal is for students to explore the work of a wide variety of United States writers so they better understand the formation of the United States of America’s psyche and its rich literature. Written assignments emphasize analytical, personal, and creative writing and help students express themselves clearly, discipline their minds, and achieve cogent, sustained thought. This course furthers mature, independent thinking and allows students to hone their reading, discussion and writing skills. In the end, we hope each student will consider the question "What is a citizen?"

**English 3 Honors, 1-year of English credit, prerequisite: English 2.**
English 3 Honors students are combined with regular English 3 students in the classroom. Honors credit is available to any Junior who, each trimester, self-selects to undertake a rigorous program of more demanding reading and writing. Honors requires increasingly sophisticated reading and writing, and Honors students are required to showcase their additional skills and knowledge by student-teaching lessons scheduled with the help of their instructor. In addition to added work outside of class, Honors students must aim to be active class leaders in discussions. Students may choose to transfer into Honors in the second or third trimester, pending a conversation with the teacher and the student’s advisor.
**Senior English Seminar, 1-year English credit, prerequisite: English 3.**
Senior English Seminar serves as a capstone English course for Seniors. The course offers Seniors choice of interest as well as a shared Senior experience. In one part of the year, students choose from a variety of seminars in specific areas of literature or study (e.g., Travel Literature, Horror, Science Fiction, Myths and Fairy Tales, and Children’s Literature). To serve teacher and student interest, the English Department reviews its Senior English Seminars annually and publishes a list of specific offerings each spring. To honor student choices, all students are enrolled in one of their top choice electives as the class cap permits, thus ensuring that all electives offered run. In addition to their own unique literary themes, all electives offer similar foundational reading and writing skills, including rhetoric, the personal essay, and practical writing and reading skills.

In another part of the year, students read one or two “great books” from a list generated by students and teachers. Students choose their classes based on the “great book(s)” they would like to study. This rotation allows students to enjoy a variety of teaching styles and personalities. The common meeting period for Senior English Seminars is vital in that it allows for students to meet in a variety of groups, with a variety of teachers, and with multiple guest speakers, thereby creating a shared, project-based literary experience to end their Crossroads career.

**Senior English Seminar, Honors, 1-year English credit, prerequisite: English 3.**
Honors credit is available to any senior who, each trimester, self-selects into a rigorous program of deeper reading and richer writing. Specifically, all Honors English 4 students read an additional text, write additional assignments, and teach at least one lesson to their peers. Honors English 4 requires increasingly sophisticated reading and writing. Students working for Honors credit can expect to spend additional time on work outside of class, both on assignments and with their teachers. Students may choose to transfer into Honors in the second or third trimester, pending a conversation with the teacher and the student’s advisor.

**Crossroads Advanced Studies: Senior English Seminar and Symposium, 1-year English credit, prerequisite: English 3.**
NOTE: CAS Senior English Seminar and Symposium requires students to complete a multi-step application process. Incomplete applications will not be considered.
CAS Senior English Seminar and Symposium is designed as a year-long course focused on the academic discourse of a body of literature or field of study. Taught by English Department faculty on a rotating basis, this college seminar-style course focuses on intensive close reading and academic writing. Reading includes canonical texts that compliment a Crossroads student’s previous English courses and serves as a springboard into academia for those most interested in the academic literary tradition. A key culminating experience for CAS English Seminar and Symposium students comes in hosting a literary conference for the school and local community. Seniors who qualify for CAS may also elect to take a senior English elective as well as a senior English “great book” seminar.
English Tutorials:

The Writing Center, English Tutorial, no credit.
The Writing Center serves as a workspace for students and a resource center for supplementary writing and reading instruction. Students are encouraged, sometimes even required, to use the Writing Center for tutorial assistance. The Writing Center is open to all upper school students and is staffed by members of the History and English Departments. Students are encouraged to visit the Writing Center to work on both academic writing and their own personal writing projects, as well as meet with teachers to discuss texts and ideas studied in class. Various writing contests and publishing opportunities are posted outside of the Center.
FILM COURSES

We offer ten courses in film. We have a range of courses offered from the history and analysis of films to actual filmmaking courses.

Film Studies: Introduction to Film, 1-year academic or art credit. Open to grades 9 and 10 (also listed under Visual Arts).
This class examines the art of cinematic storytelling, whose properties are words, sounds (non-verbal), and images. The course examines the key positions on a film crew and how each participant (from the director to the editor to the production designer etc.) contributes to a film’s realization. In addition, the class examines a variety of issues (aesthetic, thematic, theoretical) that should deepen students’ appreciation of film not only as entertainment, but also as an art form. Films screened in class form the focus of analysis, with reference to other films, comic books, photography, and painting. A student should leave the class with a deeper understanding of how films are made and a working vocabulary for film analysis.

Critical Studies in Film: Understanding Popular Culture, 1-year academic or art credit. Open to grades 10, 11 and 12. (This class will be offered in alternate years with History of American Film. Class is not offered 2019-2020).
More like a philosophy course using media, this class explores the vital role popular culture plays in the social and political life of the United States and around the world. In the process this course explores films, popular music and youth cultures, graffiti, and painting, amongst many other media. The primary objective of the course is to provide students with the tools to critically analyze these various forms of popular culture and understand them within a broader social context. In this regard, the class explores various critical methods from Freudian psychoanalysis to Marxist theory for analyzing media as well. In turn, students hone their critical thinking and media literacy.

History of American Film, 1-year academic or art credit. Open to grades 10, 11 and 12; reading and writing skills must be at least at grade level. (This class will be offered in alternate years with Critical Studies. Class is offered 2019-2020).
This class explores the enduring concept of classical Hollywood cinema through films from the 1930’s up to the contemporary moment. Students scrutinize its artistic and industrial developments as well as its place in the context of American culture and history. In this latter regard, the class explores the extent to which American film reflects and contributes to American ideology, or as Roland Barthes would call it, “our mythology.” The course is designed to galvanize the strong currents charging between American culture and its cinema (students look at novels, short stories, jazz, painting, photography, and other media in relation to film). The class concentrates equally on the problematic relationship between commerce and culture and how business techniques as much as artistry helped to solidify the Hollywood hegemony.
**History, Society, and Ethics: History of International Film – This course satisfies the senior HSE requirement (also listed under History Department).**

This course offers a general survey of international film history from its modernist/avant-garde period through its development as a viable commercial and influential cultural form on the international market. Aside from examining a wide range of film texts, the class positions the films within broader historical, artistic, national, and socio-economic contexts. In this regard, the class surveys some of the major intellectual, political, and artistic movements of 20th century history. Students also study the ethics of modernism and the evolution of postmodernism.

**Introduction to Filmmaking, 1-year art credit (also listed under Visual Arts).**

Intro to Filmmaking is intended as an introductory course in which students explore the art of the moving image across a wide variety of genres and approaches including narrative, non-fiction, and experimental films. Through in-class demonstrations, hands-on workshops, and creative short film projects, students will be introduced to the fundamental technical tools of filmmaking as well as the building blocks of film grammar and cinematic language. Through both individual and collaborative group projects we will learn the basics of camera usage, composition, classic film coverage, screenplay writing and formatting, audio recording, non-linear editing software, and more. (NOTE: students may edit using the software of their choice, but all in-class instruction will focus on Adobe Premiere). This course encourages students to explore all aspects of filmmaking and discover how they can use cinema to tell their own unique stories.

**Filmmaking 2, 1-year art credit, prerequisite Introduction to Filmmaking or instructor approval (also listed under Visual Arts).**

In Filmmaking 2 students will build upon the foundation of skills they learned in Intro to Filmmaking in order to better understand how to effectively capture their own unique visions on screen. In Filmmaking 2 projects and assignments are geared toward the goal of helping each student sharpen their visual storytelling abilities both creatively and technically. The course takes a deeper look at story structure, screenwriting, and character development, and includes a fair amount of scene analysis and group discussions about scenes from a broad range of film genres and practices. We will also cover a number of intermediate-level practical topics such as lighting setups, camera blocking, audio recording, and editing concepts. In the second half of the course we will dive into different units that explore documentary production and DIY/experimental film techniques that offer students the chance to work with actual film and hand-process their own Super 8mm and/or 16mm film.
Filmmaking 3, 1-year art credit, prerequisite Filmmaking 2 (also listed under Visual Arts).
In Filmmaking 3 the projects and assignments are more self-directed as the main focus of the course is each student’s discovery and development of his or her own artistic voice. Though we will cover a number of specific areas of interest, the film projects and homework assignments for this course are mostly designed to allow room for unique interpretation and creative license. Students are free to explore and experiment with both traditional and non-traditional narrative structures and conventions. One of the primary goals of the course is for students to understand how each decision they make in their individual artistic processes shapes the work that they create and the stories that they tell.

Filmmaking 4, prerequisite Filmmaking 3 or instructor approval (also listed under Visual Arts).
Filmmaking 4 is an advanced course in which students in Grade 12 will build upon a foundation of skills in the visual storytelling genre in order to write, produce, film, and edit several short films of their own authorship. The course will encourage each student to deeply examine their personal practice of filmmaking and understand how their use of the fundamental tools of production can help them achieve and realize their creative goals. The course encourages students to think critically about the ways that each decision they make as a filmmaker plays an integral role in the pursuit of their artistic vision.

Crossroads Advanced Studies Filmmaking, 1-year art credit. By application only. Prerequisite Filmmaking 3, portfolio review, and department approval. Open to advanced 12th grade students in their 4th year of filmmaking at Crossroads (also listed under Film Courses).
CAS Filmmaking invites advanced 12th grade students to make college-level work in filmmaking. Students will be expected to complete one movie that displays substantial technical and creative achievement, while hitting milestones that include treatment/script drafts, storyboards, shot lists, floor diagrams, look book, mood boards, production meetings, filming days, editorial deadlines, sound mix, final delivery of their film, and a marketing and distribution strategy. Projects will take time outside of class to complete. Students will be challenged to examine the creative, theoretical, and historical underpinnings of their work. CAS Filmmaking culminates with a student organized screening showcase. The goal of CAS Filmmaking is to prepare advanced students for further academic studies in cinema.

After School Filmmaking (also listed under Visual Arts).
This will be a multilevel course open to students interested in a broad range of disciplines such as Directing, Acting, Screenwriting and Cinematography, and it will include in-depth units aimed at deepening the understanding of the collaborative nature of filmmaking. Students will assist their fellow filmmakers in various roles as determined by the needs of each project. The course will have a heavy emphasis on the development and execution of individual work.

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“The past is a foreign country. They do things differently here.” So opens L.P. Hartley’s novel *The Go-Between*. The Upper School History Department strives to help students experience the foreignness of the past and its power and deepen their understanding of political, economic, and social life. Historical study hones reason, deepens empathy, awakens responsibility, and, when necessary, rings alarms. In all History Department classes, students write, discuss, and debate arguments from original documents, interviews, scholarly journals, classic works of history, film, and other sources. Assignments encourage analysis, synthesis, evaluation, and original research. Faculty know that students cannot fully understand history without attention to names, dates, and places. However, we believe that sacrificing reason to memorization is a poor trade-off. Our classes therefore place particular value on intellectual discernment, moral reasoning, and recognition of human complexity.

**World Civilizations 1, Open to grade 9, 1-year history credit.**
Students in this course -the first of a two-year sequence- explore the foundations of human societies throughout the world. Students engage with issues central to understanding historical development and discerning conceptual patterns over time and space. These include in depth analyses of political power, social and economic structure, gender and sexual roles, racial and national identity, intellectual and religious ideas, artistic expression, technological innovation, and interaction with the manmade and natural world. Students hone their analytical skills through critical discussions, debates, research and paper writing. At the beginning of the year, students contrast emerging societies and explore how these ordered groups became more complex. Moving forward, students compare classical empires, paying particular attention to the relationship between religion, government, and political structure. Beyond the post-classical world, students assess the origins of various global migrations and the impact these had on various Asian, Afro-Eurasian, American diasporas and their concomitant trade systems. Throughout the year, the course invites students to reflect on the relationship between the distant past and the 21st century world they inhabit.

**World Civilizations 2, Open to grade 10, 1-year history credit. No prerequisite, completion of World Civilizations 1 is encouraged.**
World Civilizations 2 introduces students to the social, political, economic, and philosophical upheavals of the past five centuries. Students draw from both primary sources and historical texts to engage in modernity’s central questions. Through discussion, debate, and papers, students weigh evidence, assess arguments, and develop their original points of view. Drawing from online databases, books and journals, and original documents, students also learn to prepare and complete research projects. Finally, students discuss and debate contemporary political issues.

**United States History, Open to grade 11, 1-year of history credit.**
Students study, discuss, and debate central issues in United States history between the 17th and 21st centuries. Readings include classic works on American political and literary
life, contemporary social and cultural criticism, and significant primary and secondary historical sources. Sustained writing, research, and discussion deepen critical reasoning. One of the centerpieces of the U.S. History course is the students’ completion of an in-depth, largely self-guided research paper. The purpose of this paper is to solidify students’ understanding of the historical process, to strengthen students’ ability to conduct quality academic research, and to hone students’ skills in the analysis, evaluation, and interpretation of past events.

United States History Honors, Open to grade 11, 1-year of history credit.
Honors credit is available to any student who, each trimester, undertakes a rigorous program of additional reading and writing and discussion in addition to the regular work of the course. Honors assignments require longer or more difficult readings as well as more complex writing and thoughtful discussion. Students working for honors credit can expect to spend more time on work out of class than students who do not take Honors. Students must consistently maintain at least a B in order to receive honors credit and remain in the honors program.

History, Society, and Ethics (HSE), 1-year history credit; required for seniors.
History, Society and, Ethics (HSE) is a 1-year required course for seniors. While each course reflects instructor interests, every HSE class encourages students to explore ethical choices at the root of contemporary social issues.

The History Department offers one Crossroads Advanced Studies (CAS) course to seniors, HSE: The Other Side of History. However, Honors credit is also available to any HSE student who undertakes additional reading, writing, and research each trimester in addition to the regular work of the course. Honors assignments require longer or more difficult readings as well as more complex writing and thoughtful discussion. Students who take their HSE for honors credit can expect to complete an independent research project along with additional projects throughout the year. Students must consistently maintain at least a B to receive honors credit and remain in the honors program.

HSE courses offered in the 2019-2020 school year:

History, Society, and Ethics: Contemporary Global Geopolitics
This course explores contemporary international politics. Beginning with twentieth century decolonization movements leading right up to the present day, students will examine the intersection between shifting national boundaries, territorial disputes, class and religious conflict, foreign policy agendas, and the emergence of new power brokers around the world. The approach is transnational, regional and global. Dictatorship and democracy, militarism and religious fundamentalism, immigration and frontiers, globalization and poverty, racism and xenophobia, diplomacy and nuclear war: every issue in international news is fair game for this course. In this class, students will employ a comparative approach to analyze and critique a variety of sources ranging from but not limited to newspaper articles, both print and online, political commentaries and journals, government documents, historical texts, religious discussions, documentaries and films, works of art and philosophy, and geographical maps. This class is discussion heavy and
collaborative, requiring students to participate meaningfully and substantively when they articulate, communicate clearly during individual presentations, and partner effectively during group projects.

**History, Society, and Ethics: Modern Gender Studies**
This course seeks to investigate, address, argue, challenge, and understand the idea of what exactly “gender” means in both historical context and in our modern world. Drawing upon global literature, history, and critical theory, we will look at ideas such as sex vs gender, gender roles and expectations, and gender conformity, and how they have evolved and been defined by society, media, and pop culture. We will also investigate themes including social media, repression, sexual assault and rape culture, “toxic masculinity,” pornography, “bro-culture,” music, advertising, television, as well as transsexual and intersex issues. The course assesses the significance of gender to family structures, sexuality, work, politics, and economic development. We will use a variety of sources, including novels, film, primary documents, scholarly texts, and other media to examine the pressing issues of the 21st century.

**History, Society, and Ethics: History of International Film**
This course offers a general survey of international film history from its modernist/avant-garde period through its development as a viable commercial and influential cultural form on the international market. Aside from examining a wide range of film texts, the class positions the films within broader historical, artistic, national, and socio-economic contexts. In this regard, the class surveys some of the major intellectual, political, and artistic movements of 20th century history. Students also study the ethics of modernism and the evolution of postmodernism.

**Crossroads Advanced Studies: History, Society, and Ethics: The Other Side of History**
This course asks how the world of 1945 became the world of 2019. The method is comparative. When examining the legacies of colonial empire, international wars and emerging national identities, students identify parallels and identify patterns through a comparison of the 21st century development of the BRICS nations of Brazil, Russia, India, China and South Africa. Students do a deep dive into the study of globalism, tribalism and terrorism as challenges to democracy, the specter of decolonization, and essentializations related to the regions of the Middle East, Latin America, South Asia and Eastern Europe. To get a handle on global culture and diaspora, the class investigates India’s “Bollywood,” Southern Caribbean “Chutney Music,” and the Commonwealth’s Cricket playing culture. In order to assess Europe’s colonial legacies, students read sources from Israel and Palestine, South Africa, Indonesia, and South Asia. The course features voices from across the entire socio-economic and intellectual spectrum: socialist and fascist, conservative and monarchist, liberal and libertarian, feminist, Christian evangelical, and radical Islamist. This demanding class requires extensive reading, archival research, writing, intensive discussion and debate and is available by application only.

*The Other Side* welcomes students with diverse opinions and a range of academic backgrounds. By the end of the course, students will envision the world – and perhaps themselves – very differently.
However, like all CAS courses, The Other Side is a demanding college-level seminar class. Students are expected to participate regularly and vigorously in discussions, read challenging texts, write regularly, and move through class at a brisk pace.

**History, Society, and Ethics: Ethics**

This is an introductory course in Ethics - a branch of philosophy that studies morality. The course examines the nature of morality and looks at some of the most important schools of moral philosophy and different ways of thinking about ethics. The class explores how different cultures form their moral codes and how these moral codes determine the wellbeing of individual people and entire societies. You will learn why different cultural norms and practices produce strikingly different results. The course examines the relationship between ethics and religion, acknowledging that religions have had a profound impact on the history of ethics. Students regularly read and discuss articles about ethical issues, primary sources by scholars of ethics, religious sources, newspaper articles, and works of fiction. The class pays special attention to current events and how they provide examples and topics for debate on issues of ethics and morality. One of the primary goals for the course is to leave with a robust understanding of ethical issues, which shape our world today.

**HSE courses not offered in the 2019-2020 school year:**

**History, Society and Ethics: 21st Century American Social Movements**

Protest didn’t end at Selma in 1965. Resistance against politics-as-usual thrives in the 21st century United States. In this class, students will learn from participants in downtown L.A.’s immigrant rights marches and Standing Rock’s anti-pipeline vigils. They’ll weigh the tactics used to organize labor unions, promote environmental justice, and defend the rights of women, prisoners, and gender minorities. But this class won’t limit itself to leftist and progressive movements. Students can also expect to meet conservative activists from evangelical ministries like the Promise Keepers, antiabortion organizations like the Pro-Life Action League, and populist movements like the Tea Party. Along the way, students will study methods of recruitment, organization and activism. The class will debate questions every social movement must answer: does the movement really represent the “grass roots,” or is it just a well-funded example of “astroturf”? Should the movement compromise – or should it stand its ground? Who leads – and who follows? Should the movement’s “disobedience” always be “civil”? Throughout the course, students will draw on the testimony of participants as well as movement publications, documentary film, long-form journalism, and critical essays. No one who takes this class will see American politics the same way again.
HUMAN DEVELOPMENT PROGRAM

The Human Development Program is a comprehensive and diversified set of integrated departments for all grade levels in the Upper School. Human Development programs reflect our commitment to provide students with tools to develop personal responsibility, strengthen character, and achieve well-being intellectually and experientially through Environmental Outdoor Education (EOE) and Community Service; interpersonally and intrapersonally through Life Skills and Counseling; and physically through Physical Education.

LIFE SKILLS

The primary aim of the Life Skills program is to build self-esteem and to provide students the information, communication and decision-making skills required to behave with responsibility and care for themselves and others. This program is designed to alleviate the low self-esteem, social isolation, and failure to manage stress that can be responsible for behaviors such as substance abuse, irresponsible sexual behavior, and poor school performance. Methods include:

- "Council:" a non-denominational ceremony which fosters discipline, deep listening, focused speaking, respect for differences, and awareness of unexpected similarities. Sitting on the floor in a circle, sometimes by candlelight, students and teachers explore feelings, beliefs, values, and concerns. Frequently an object is passed - a special stone or other item used as a "talking piece" - which gives each person in turn the right to speak, or be silent, without interruption or response. Subject matter for Council arises out of issues of current concern to adolescents.
- Written and experiential exercises to foster group building and/or self-definition.
- Information sessions offered by the teacher, films, or guest speakers, which foster informed decision making.
- Relaxation, focusing, and guided imagery to alleviate stress, develop imagination and intuition, and sharpen the concentration required to excel in academics, artistic expression, and athletics.

9th grade Connections, 1-year requirement, ¼ year credit.

This class is designed to support students in the challenges they face in their transition to high school. It helps them address issues which impact their decision-making in their academic and personal life. There is a wellness unit in the curriculum. Students learn techniques and are given information on ways to care for their bodies, handle and reduce stress, and develop positive and healthful relationships. Time is also spent on dependency and addiction as it relates to substance abuse. There is a substantial unit of study on relationships, sexuality, and sex education. Students discuss their relationship and connection with themselves, other people, their community, and the place they live. Class
methods include Council, reading, writing, discussions, guest speakers, physical activities, art, and games. This class is graded Pass/Fail.

**Mysteries/Peer Mediation, 1-year, ½ year credit.** This class can be taken in lieu of 10th Grade Mysteries and Leadership. Admission is based on teacher recommendations, student interest, and a written application. This option is recommended for students interested in learning the techniques of Mediation. These techniques include conflict resolution, group dynamics, active listening, and communication skills. The course contains elements present in a 10th grade Mysteries and Leadership class with the added component of extensive training in Mediation. Once trained, students have the skills necessary to continue their interest with conflict exploration in a variety of situations that may arise, both on campus and off. The skills and awareness gained through this course can be applicable in a wide variety of settings including at school, at home, and in various social groups. This class is graded Pass/Fail.

**10th Grade Mysteries and Leadership, 1-year requirement, ½ year credit.**
This class focuses on the emerging freedom and responsibility students have at this age, and the increasing opportunities for leadership with which they are presented. In recognition of the unique developmental stage of the 10th grade student, this class provides a wide range of opportunities for students to learn about leadership styles and to apply their skills to real life experiences. Topics of exploration may include: group building, conflict resolution, effective communication, introduction to psychology and theories of early childhood development, mentoring and fostering relationships with Crossroads Middle or Elementary School students, social justice and race issues, Council training, environmental issues which emphasize the individual’s relationship and responsibility to the environment, dealing with stressful situations and decision-making, socialization, teen suicide prevention, substance abuse, rape prevention, friendship, love, coping with change, death and the grieving process, and adjusting to increased academic demands. All Life Skills classes use a variety of methodologies for teaching and experiential learning, but at the heart of this class is the Council process. This class is graded Pass/Fail.

**11th Grade Life Skills/Service Leadership, 1-year requirement, ½ year credit.**
In Life Skills/Service Leadership, we bridge our focus from the stories of individual students toward our commitment to the greater community. This class provides the stress relief and group support of a Mysteries class, while simultaneously developing students’ service leadership awareness and skills (including public speaking, delegation, decision making, organization, and working well in a group). Students in this class are required to conceive, develop and implement a service project of their own design while developing a deeper understanding of what it takes to create and maintain various service-based nonprofit organizations. This class is also designed to serve and support students’ academic, social and emotional life, providing a place for students to discuss concerns, self-reflect, gain group support and develop ways of reducing the stress of this period of their
lives. Life Skills topics for the class may include: stress-reduction, time management, creating balance and joy, managing emotions, and the telling of one's life story as a “hero's journey.” This class is graded Pass/Fail.

Senior Mysteries/Bridging Communities, 1-year requirement, ½ year credit.
Senior Mysteries meets for two hours per week as a group for the entire year. This course aims to prepare students for their passage from adolescence to young adulthood, from high school to college, from living at home to leaving home. Separation and individualization, personal responsibility, and concerns of emerging adulthood are central topics of this age level. The class includes preparation for an optional five-day retreat and Rite of Passage trip, which provides an opportunity to look more deeply at issues raised by students during the year. In order to widen our understanding of community, during class times students will participate in Council with guests that the students have invited from our wider community. This class is graded Pass/Fail.

**COMMUNITY SERVICE**
Experiential and project-based learning is essential to our program. Crossroads is dedicated to providing both on and off campus experiences for our students grades 9-12. Each grade participates in either community engagement days, field trips or workshops through Life Skills classes and advisory blocks.

Curriculum Overview
9th Grade: Community Awareness Class
- Meeting one hour a week per trimester
- Learning about communities around us through exposure, education, speakers, in class activities, and reflections
20 Hour Community Service Project
- 20 hours with one organization completed during ninth or tenth grade school year
10th Grade: Community Connections
- Community Engagement Days dedicated to connecting and fostering reciprocal relationships with a variety of organizations through field trips. Students and the community teach and learn from one another.
  Examples include: South Park ES, Heal the Bay, Head Start preschools through One Voice, OPCC meal serving, Community Gardening, TreePeople, Habitat for Humanity, Skid Row, Operation Gratitude, etc.
11th Grade: Life Skills/Service Leadership
- Research and development of a service project
- Leadership skill exploration and development
12th Grade: Mysteries/Bridging Communities:
- In order to widen our understanding of community, during class times students will participate in Council with other socially conscience groups in our neighborhood.
Community Awareness, ¼ year credit, required for one trimester at the 9th grade level.
The primary goal is to introduce students to service participation at the high school level. After reviewing the Upper School graduation requirement, students learn about community service needs and opportunities through a variety of speakers and other experiences. Students are exposed to local service venues such as: OPCC, Westside Food Bank, Head Start, St. Anne School, convalescent homes, etc. The class may visit some of the above organizations during class time, so students can have a more hands-on experience. The intention is that students discover a range of possibilities and ultimately find personally meaningful opportunities through service. This class is Pass/Fail.

11th Grade Life Skills/Service Leadership 1-year requirement, ½ year credit.
In Life Skills/Service Leadership, we bridge our focus from the stories of individual students toward our commitment to the greater community. This class provides the stress relief and group support of a Mysteries class, while simultaneously developing students’ service leadership awareness and skills (including public speaking, delegation, decision making, organization, and working well in a group). Students in this class are required to conceive, develop, and implement a service project of their own design while developing a deeper understanding of what it takes to create and maintain various service-based nonprofit organizations. This class is also designed to serve and support students’ academic, social and emotional life, providing a place for students to discuss concerns, self-reflect, gain group support and develop ways of reducing the stress during this period of their lives. Life Skills topics for the class may include: stress-reduction, time management, creating balance and joy, managing emotions, and the telling of one’s life story as a “hero’s journey.” This class is graded Pass/Fail.

Senior Mysteries/Bridging Communities, 1-year requirement, ½ year credit.
Senior Mysteries meets for two hours per week as a group for the entire year. This course aims to prepare students for their passage from adolescence to young adulthood, from high school to college, from living at home to leaving home. Separation and individualization, personal responsibility, and concerns of emerging adulthood are central topics of this age level. The class includes preparation for an optional five-day retreat and Rite of Passage trip, which provides an opportunity to look more deeply at issues raised by students during the year. In order to widen our understanding of community, during class times students will participate in Council with other socially conscience groups in our neighborhood. This class is graded Pass/Fail.

ENVIRONMENTAL AND OUTDOOR EDUCATION (EOE)
Crossroads Environmental Outdoor Education (EOE) program connects students with the natural world through meaningful outdoor experiences. The Crossroads EOE program is essential to developing a student’s full human potential. When a student leaves the traditional classroom to experience the outdoors on an EOE course there is opportunity to develop:

- Personal Responsibility
- Leadership and Teamwork
- Character (Zest, Grit, Optimism, Curiosity, Gratitude, and Interpersonal Skills).
• Technical Outdoor Skills
• Community and Trust
• Environmental Awareness

There are three major types of EOE programs available for Upper School students:
• Outdoor Leadership and Technical Skills
• Environmental Service
• Field Studies

Each year there are approximately ten EOE courses planned for Upper School students. All courses are covered through tuition.

**Upper School EOE Enrollment Process**
An email is sent to all Upper School students and parents at the beginning of each trimester announcing the upcoming EOE trips. EOE trip information can be found on the Upper School EOE webpage.

1. To apply, submit an online trip application, and complete all electronic trip paperwork (Release of Claims and EOE Medical Form) by the enrollment deadline. Trip spaces are limited. Please be sure to turn in documents prior to the deadline.
2. A lottery is held if trips are overenrolled. Preference is given for gender equity and school related requirements including OLP, Honors Field Studies, and Service hours.
3. Trip lists are emailed to students and parents after the application deadline. Students are placed on the waitlist based on the order in which their name is drawn in the lottery. Students on the trip roster are expected to attend. Cancelling from the trip without sufficient notice deprives other students of an opportunity and takes resources away from our community.
4. EOE will contact waitlisted students by email if a trip space becomes available.

**EOE Informational Presentations**
To educate both Upper School students and parents about each trip, online informational presentations are provided. Please be sure to view the trip presentation prior to applying for a trip and completing trip paperwork. The presentations are available on the trip webpage. If you have questions after viewing a trip presentation, please feel free contact EOE Faculty.

**EOE Academic Credit**
Students are graded in a Pass/Fail format that appears on transcripts. Students receive ¼ units of course credit for all overnight EOE programs. Students may receive honors academic credit through participation in a Field Study. This varies by course. Students receive 20-30 Community Service project hours through participation in an EcoService course.
Outdoor Leadership and Outdoor Technical Skill Courses

**Backpacking Level I/II**
Each year a backpacking route that matches the group's ability is selected. Students develop their leadership and interpersonal skills while learning basic backpacking skills, including minimum impact camping techniques, outdoor cooking, map and compass use, and backcountry travel. Students also study local natural history and public land use. This trip offers students willing to go to remote wilderness areas an unforgettable experience as part of their Crossroads education.

**Winter Backpacking Level II**
We use a weather-port hut in the eastern Sierra as our base camp. This daytime gathering space allows students to winter camp with a moderate level of comfort. Students sleep in snow shelters that they build. Days are spent exploring the high country on snowshoes, focusing expedition behavior, learning about winter ecology, plant and animal adaptations, geology, weather, high altitude physiology, and snow camping skills. (Level II—Prerequisite required)

**Rock Climbing Level I/II**
Beginning and experienced climbers have opportunities to expand their climbing horizons while exploring classic climbing locations like Joshua Tree National Park and the eastern Sierra Nevada. Students explore leadership and teamwork while they learn to boulder and top-rope climb. Students also learn about public land use, climbing history, local natural history, and local geology.

**Raft Guide Training Level I**
On this program, participants have an opportunity to raft one of the nation’s finest rivers. Students raft the Powerhouse section of the Kern River, starting with gently moving current (Class I) and progressing to Class II-III rapids. Under close supervision, students on the rafting program learn basic paddling, teamwork, and swiftwater rescue skills on their way to learning how to raft guide. This 4-day program blends river base camping, hiking, natural and cultural history, and whitewater rafting in the beautiful Southern Sierra Nevada. (Level I-No prerequisite required)

**Whitewater Kayaking Level I/II**
This program provides students with an opportunity to learn to whitewater kayak on the Kern River. Students begin with skills training in the Crossroads pool. We build on our pool time on Lake Isabella and review wet exits and learn paddle strokes and boat control. Depending on the group, learning the kayak roll may be an option. As we progress to the river, students learn various rescue techniques, and river maneuvers. We will progress to running the Class I-III. This 4-day program blends river base camping, group dynamics and team building, natural and cultural history, and whitewater kayaking in the beautiful southern Sierra Nevada. (Required EOE pool session prerequisite as part of enrollment)
Weekend and Day Courses
The EOE program occasionally offers select day and overnight programs. The locations and nature of these programs are determined by the EOE Faculty in association with the Outdoor Leadership Program students. These courses are announced via email to students and parents.

Environmental Service Course

Eco-Service
While studying the local natural history, students engage in various stewardship projects including habitat and wilderness restoration, trail and road restoration, and wildlife and plant surveys. Evening discussions include the history and politics of public land use, community building, individual investment, and the power of work ethic. Each year we find projects that are both interesting and impactful. Projects change each year depending upon the current needs of our partner service agencies.

Field Study Courses

Marine Biology Field Study
Using the USC Wrigley research facility on Catalina Island as our classroom and lab, we explore tide pools, beaches, subtidal and ocean zones, and bluffs overlooking the Pacific. Activities include: kayaking, snorkeling, day hiking, and boat-based research. This field study reinforces and builds on the students’ understanding of concepts covered in classroom discussions, lectures, and readings. Offered in alternate years to students enrolled in Marine Biology seeking Honors credit.

Field Biology Field Study
This program explores the Wind Wolves Preserve, a critical landscape linkage and wildlife corridor between the Coastal Ranges and the Sierra Nevada. Due to this unique geographic location, the preserve has an impressive array of pristine Southern California landforms and habitats. This program provides students with opportunities to observe and compare diverse natural habitats. On this field study, students participate in field labs, observe a variety of wildlife such as bobcat, elk, coyote, deer, condors, and birds of prey. Students also learn how to track animals, noose lizards, and participate in an aquatic invertebrate study. Exploration of the Wind Wolves Preserve complements classroom studies and exposes students to life as a field biologist. Depending on Science faculty, this course is offered in alternate years to students enrolled in Field Biology. Priority trip enrollment is given to Honors Field Biology students.

Geology Field Study
The Geology Field Study takes place in Death Valley National Park, the largest national park in the lower 48 and certainly a land of extremes. Students explore formations from different geologic ages and learn how the valley was formed by folding, faulting, volcanism, erosion, and weathering. Human and natural history of the extreme environment of Death Valley are also discussed. Depending on Science faculty, this course is offered in alternate years to all Upper School students. Priority trip enrollment is given first to Honors Earth
Space Science students, and then to non-honors Earth Space Science students.

**Environmental Science Field Study**
As part of the Environmental Studies Course, this field study will examine the natural and human history of the Owens River Valley and Death Valley National Park. Students will apply principles of environmental science to evaluate the health and viability of the Owens River Valley and Death Valley ecosystems, while learning about how humans impact, and are impacted by, their environment. Land use, resource management, climatic change and its impact will be discussed. Precise field study locations may vary from year to year. Depending on Science faculty, this course is offered in alternate years to all Upper School students. Priority trip enrollment is given first to Honors Environmental Studies students, and then to non-honors Environmental Studies students.

**Art and Creative Writing Field Study**
While visiting various landscapes, students use a variety of media including sketching and drawing, creative writing, watercolor painting, and photography in creating both individual and group projects. Unique landscapes, sweeping vistas, rich cultural history, and magical sunsets offer creative inspiration. Students will hike, explore the park, and work on art or creative writing and art projects during the day. Students will also explore the regional influence on artists and writers. Program locations vary. Offered in alternate years to Creative Writing and Art students.

**The Outdoor Leadership Program (OLP)**
Students interested in pursuing EOE with more depth are invited to participate in our Outdoor Leadership Program (OLP). The goals of this program are to:
- Provide students with an advanced level of leadership training, develop interpersonal skills, technical outdoor skills and engage in environmental service opportunities.
- Create a structure that recognizes and encourages students who engage deeply in EOE programs and activities.
- Provide opportunities for the development of student leadership, human development, and mentorship.

**Eligibility:**
- Open to no more than 30 students.
- Open to 9th grade students through 1st trimester juniors.

**Prerequisites:**
- Good to excellent performance on previous EOE programs.
- Submit OLP application with Grade Level Advisor approval.
- Good academic standing.

**Minimum Requirements for Completion:**
- Successful participation on four trips plus a culminating experience (two Level-1 programs; two Level-2 programs, and a final expedition, Senior Project, or Middle School EOE trip).
• Participation in all pre-trip planning and logistical meetings.

**High Mountain Institute – Rocky Mountain Semester; open to juniors by application.**

Crossroads is proud to be a member school in the High Mountain Institute. HMI offers semester-long programs for juniors that explore the natural world through a rigorous academic program and series of wilderness trips throughout the Colorado Plateau. Students study the literature of the natural world, natural sciences (Biology, Ecology, Geology, Meteorology), Ethics, U.S. History, Math, and Spanish or French at HMI’s campus in Leadville, Colorado and in the field on wilderness trips. Fall and spring semesters are available. HMI trips do not replace or fulfill EOE trip prerequisites. Interested sophomores and parents should contact the Dean of Curricular Life for additional information.

**PHYSICAL EDUCATION**

The Physical Education program seeks to help students become aware of, integrate, and coordinate their bodies, minds, and hearts. Hence the program eschews extreme competitiveness, placing greater emphasis upon personal and cooperative development. The intention of this program is for students to retain an interest in movement forms thus continuing to exercise and maintain high levels of physical, mental, and emotional wellbeing. All students are required to complete one year of Physical Education from either of courses listed below.

**Human Performance and Wellness, 1-year Physical Education credit, recommended at 9th grade.**

This class focuses on students’ learning about physical activity and gaining motor skills along with an in-depth understanding of health-related fitness components. Human Performance and Wellness also focuses on all aspects of the students’ well-being, including cognitive and affective, as well as, psychomotor facets. The goal of Human Performance and Wellness is to develop an appreciation for lifelong, health-enhancing physical activity. Students learn how to achieve physical fitness and the importance of maintaining an active lifestyle throughout their lives. They are introduced to a wide variety of activities and begin to identify preferences for types of physical activity that can be pursued over the long term. The class includes instruction and practice in team and individual sports, aerobic activities, strength training, stretching, and relaxation techniques, as well as, basic principles of nutrition, overall health, and well-being.

**Boom-Fitness Class, 1-year Physical Education credit, recommended at 9th grade.**

The concept of a healthy campus is compatible with academic success. Being physically active is one of the best ways to keep healthy, but the mind is a muscle too. The purpose of this class is to promote physical fitness as a lifestyle choice that is beneficial to student success and to encourage healthy exercise habits while emphasizing healthier options. Opportunities will be provided for students to develop and maintain their desired level of fitness. Students will be exploring current trends in fitness in order to improve heart rate, range of motion, balance, and strength while relaxing the mind.
INTERSCHOLASTIC ATHLETICS PROGRAM
The Interscholastic Athletic Program complements the school's academic program by promoting excellence and fostering self-esteem with the intent of inspiring athletes to strive for their full athletic and human potential. Through practice and competition, Crossroads teams and their individual members learn to appreciate the importance of integrity, respect, and commitment.
Crossroads offers Junior Varsity and Varsity Interscholastic Athletics. In season, athletes typically participate in two competitions per week and practice six to eight hours per week. Students earn a grade of Pass/Fail and an elective credit for completing each season on a team over their four years in the upper school.

Crossroads offers the following sports per season:

**Fall**
- Girls Volleyball
- Girls Cross Country
- Boys Cross Country
- Girls Tennis
- Boys Beach Volleyball

**Winter**
- Girls Basketball
- Boys Basketball
- Girls Soccer
- Boys Soccer

**Spring**
- Girls Softball
- Boys Baseball
- Boys Tennis
- Boys Volleyball
- Boys Track
- Girls' Track
- Co-ed Golf
- Co-ed Swimming
- Girls Beach Volleyball
SKILLS CLASSES
The eight-week courses listed below are designed to offer prospective athletes the opportunity to begin preparation for interscholastic competition. Sport-specific fundamentals and game strategies are covered during the course. Attendance in these classes are by recommendation, only by the head coach.

Interscholastic Athletics: Fall Boys Basketball Skills and Sportsmanship.
Class meets twice a week from 1:00-3:00pm.
9th grade students enrolled in this class will earn credit through their physical education class and earn a PE credit. 10th – 12th grade students enrolled in this class will earn a grade of Pass/Fail.

Interscholastic Athletics: Fall Girls Basketball Skills and Sportsmanship.
Class meets twice a week from 1:00-3:00pm.
9th grade students enrolled in this class will earn credit through their physical education class and earn a PE credit. 10th – 12th grade students enrolled in this class will earn a grade of Pass/Fail.

Interscholastic Athletics: Fall Girls Soccer Skills and Sportsmanship.
Class meets twice a week from 1:00-3:00 pm.
This class will occur during after school hours and all students enrolled will earn a grade of Pass/Fail.

Interscholastic Athletics: Fall Boys Soccer Skills and Sportsmanship.
Class meets twice a week from 1:00–3:00 pm.
This class will occur during after school hours and all students enrolled will earn a grade of Pass/Fail.

Interscholastic Athletics: Winter Boys Baseball Skills and Sportsmanship.
Class meets twice a week from 1:00-3:00pm.
9th grade students enrolled in this class will earn credit through their physical education class and earn a PE credit. 10th – 12th grade students enrolled in this class will receive a grade of Pass/Fail.

Class meets twice a week from 3:00-5:00pm.
This class will occur during after school hours and all students enrolled will earn a grade of Pass/Fail.

Class meets twice a week from 3:00-5:00pm.
This class will occur during after school hours and all students enrolled will earn a grade of Pass/Fail.
Interscholastic Athletics: Winter Coed Swimming Skills and Sportsmanship.  
Class meets twice a week from 3:00-5:00pm  
This class will occur during after school hours and all students enrolled will earn a grade of Pass/Fail.

Interscholastic Athletics: Winter Coed Tennis Skills and Sportsmanship.  
Class meets twice a week from 3:00-5:00pm.  
This class will occur during after school hours and all students enrolled will earn a grade of Pass/Fail.

Interscholastic Athletics: Winter Coed Track Skills and Sportsmanship.  
Class meets twice a week from 3:00-5:00pm.  
This class will occur during after school hours and all students enrolled will earn a grade of Pass/Fail.
MATHEMATICS DEPARTMENT

It is the opinion of the Crossroads Upper School Math Department that the question is not if a student is capable of learning mathematics, it is at what pace will he or she learn best. The courses described below are therefore designed with this in mind.

The traditional sequence of topics that students in the Upper School study is Algebra 1, Geometry, Algebra 2, Trigonometry, Precalculus and Calculus. Since pace varies greatly from course to course, the number of topics covered varies from course to course. In addition to varying pace, courses also come with a variety of depths. Accelerated, Honors and CAS courses generally dive more deeply into topics than at-level courses. While following the traditional sequence of topics, students are also encouraged to study Probability & Statistics.

Since it is the desire of the department to reach every student at the individual level, course placement becomes crucial. Placement into each course is determined through a combination of grades in prerequisite courses, levels of prerequisite courses, and teacher recommendation.

Algebra 1, 1-year mathematics credit, prerequisites: Pre-Algebra or Beginning Algebra.
This course begins the sequence of advanced mathematics, preparing students for their future course work in mathematics. This course covers topics such as variables, order of operations, radicals, properties of addition and multiplication of variables, linear and quadratic equations, applications of linear and quadratic equations, operations on polynomials, absolute value, factoring polynomials, the Quadratic Formula, graphing equations, solving systems of two equations, and introductory geometric concepts.

Geometry, 1-year mathematics credit, prerequisites: Algebra 1 or Intermediate Algebra.
This course develops critical thinking and visualization skills, presenting and exploring the properties of shapes in space. Some of the major topics covered are angles, parallel and perpendicular lines, triangles and congruence, quadrilaterals, similarity, right triangles, trigonometric ratios, circles, constructions, area, and volume. Algebraic concepts are integrated throughout this course.

Accelerated Geometry, 1-year mathematics credit, prerequisites: Credit with Honors in Algebra 1 and admission by application from the Middle School.
This course covers the same topics as Geometry, but in greater depth and at a higher level of rigor. Emphasis is placed on proof and algebraic solutions to geometric problems. Students in honors and accelerated courses are expected to be highly motivated and independent. Course placement will be reviewed if the student does not earn a C+ or better at the end of both the first and second trimesters.
This course begins with a review of topics covered in Algebra 1 and progresses into more advanced topics covered in a traditional Algebra 2 course. This course focuses primarily on skill development in each unit. Concepts include simultaneous linear equations, quadratic equations, factoring, polynomials, exponents, radicals, complex numbers, and rational expressions and equations. (This course meets the UC requirement for a second year of Algebra.)

Algebra 2, 1-year mathematics credit, prerequisites: Algebra 1 and B- or better in Geometry.
This course continues the progression from elementary algebra and integrates concepts from Geometry. Students learn to solve more complicated mathematical equations while they explore various functions and relations. Emphasis is placed on graphs and applications. This course covers linear functions, systems of equations, quadratic functions, logarithmic and exponential functions, rational algebraic functions, and polynomial functions of degree 3 and higher.

Algebra 2 Honors, 1-year mathematics credit, prerequisites: Algebra 1 and B- or better in Accelerated Geometry and department recommendation; or Algebra 1 and an A in Geometry and department recommendation.
This course covers the same topics as Algebra 2, but in greater depth and at a higher level of rigor. Additional topics include conic sections and sequences and series. Students in honors and accelerated courses are expected to be highly motivated and independent. Course placement will be reviewed if the student does not earn a C+ or better at the end of both the first and second trimesters.

Advanced Algebra and Trigonometry, 1-year mathematics credit, prerequisites: Intermediate Algebra or Algebra 2.
This course is designed to be a continuation of Intermediate Algebra, while exposing students to concepts in more advanced algebra and trigonometry. Concepts such as logarithms, solving and graphing linear equations, and factoring a polynomial are covered more deeply in this class. In addition, students study conic sections, the definitions of trigonometric and circular functions, triangles, trigonometric identities, trigonometric equations and the laws of sines and cosines.

This course introduces students to a variety of useful topics that involve the application of statistics and other advanced topics. After completing this course, students will possess a set of mathematical tools with which they can observe, analyze, critically evaluate and describe the world around them. In addition to traditional assessments, students are assessed through individual and group projects.
Trigonometry/Precalculus, 1-year mathematics credit, prerequisites: B- or better in Algebra 2 or Advanced Algebra/Trigonometry.
This course covers trigonometric functions and other precalculus concepts. Topics include the definitions of trigonometric and circular functions, their graphs and applications, triangle problems, trigonometric identities, trigonometric equations, and the laws of sines and cosines. Other topics discussed include solving and graphing harder algebraic equations, conic sections, sequences and series, logarithmic and exponential functions, functions and their inverses, and limits.

Trigonometry Honors/Differential Calculus, 1-year mathematics credit, prerequisites: B- or better in Algebra 2 Honors and department recommendation; or an A in Algebra 2 and department recommendation.
The first portion of this course covers the content in Trigonometry/Precalculus but in greater depth and at a higher level of rigor. Additional topics include polar coordinates, parametric equations and vectors. The second portion of this course begins a three-part calculus sequence. The contents of this course include topics such as functions and graphing, limits, the derivative, techniques of differentiation, continuity, curve sketching, and other applications of the derivative. Students in honors and accelerated courses are expected to be highly motivated and independent. Course placement will be reviewed if the student does not earn a C+ or better at the end of both the first and second trimesters.

Calculus, 1-year mathematics credit, prerequisites: B- or better in Trigonometry/Precalculus.
This course previews topics from a first year of college calculus including functions and graphing, limits, continuity, derivatives, applications of derivatives, integrals, and applications of integrals.

Crossroads Advanced Studies: Integral Calculus and Topics in Advanced Math, 1-year mathematics credit, prerequisites: B- or better in Trigonometry Honors/Differential Calculus and department recommendation.
Topics discussed include integrals, techniques of integration, applications of the integral, polar coordinates, differential equations, parametric equations, sequences, series, and Taylor and Maclaurin Polynomials. Students in honors and accelerated courses are expected to be highly motivated and independent. Course placement will be reviewed if the student does not earn a C+ or better at the end of both the first and second trimesters.

Multivariable Calculus Honors, 1-year mathematics credit, prerequisites: B or better in CAS Calculus and department recommendation. This class will not run every year. The decision to run it is dependent on student demand and instructor availability.
This is a course intended for students who have successfully completed CAS Calculus. Multivariable Calculus is the differentiation and integration of functions involving multiple
variables. This course extends the limit, differentiation, and integration concepts of CAS Calculus to functions of more than one independent variable, which occurs in economics, statistics, physics, chemistry, and biology. There is a more theoretical treatment of the limit, derivative and integral. These concepts are applied to work, projectile motion, cycloids, optimization, related rate, volume, normal curve, mass, density, and moment of inertia problems. Vectors are used in 3D space for analytic geometry and for rates of change of functions in all directions. The mathematical concepts to be covered in this course are the following: three-dimensional coordinate geometry; matrices and determinants; eigenvalues and eigenvectors of matrices; limits and continuity of functions with two independent variables; partial differentiation; multiple integration; the gradient; the divergence; the curl; Theorems of Green, Stokes, and Gauss; line integrals; integrals independent of path; and linear first-order differential equations. Course placement will be reviewed if the student does not earn a C+ or better at the end of both the first and second trimesters.
Students in the music program are taught the foundations of individual and ensemble musicianship through a study of contemporary and historically significant repertoire. The various ensembles maintain an active performance schedule throughout the year as well, affording numerous opportunities to gain valuable performance experience. Our many musical offerings are designed to accommodate students of a wide range of musical backgrounds and levels.

**Music Major Program**
A Music Major is one who is seriously committed to the study and performance of music. Students may become Music Majors in either the Music Department or the Elizabeth Mandell Music Institute (see page 14). Students must receive approval from their ensemble director to be a Music Major, and must meet the following criteria:

- Student is enrolled in a performance ensemble, or Modern Music Creation and Recording class
- Student is enrolled in a music theory class
- Student performs in a solo recital concert
- Student is taking private lessons on a regular basis
- Student consistently demonstrates a strong commitment to his/her musical development and to the ensemble

**21st Street Singers**, 1-year art credit, prerequisite: audition by choral director. This highly-polished, select ensemble explores vocal techniques and performs choral literature of all styles and periods. Performances include on-campus functions, community sponsored off-campus events, possible recording experience, and collaborations with other Crossroads performance organizations.

**Community Youth Orchestra**, 1-year art credit. Open grades to 6, 7, 8, 9, 10, 11 and 12. This ensemble, which meets once per week after school, is comprised of Crossroads students as well as students from other local schools. The repertoire is primarily classical in nature, but the ensemble also performs film music and “pops” style pieces. Musicians need to have basic proficiency on their instrument to join the orchestra, and an audition may be required. The Community Youth Orchestra performs at least two major concerts per year.

**SoulRoads** (popular music group), 1-year art credit. Open to grades 9, 10, 11 and 12. Musicians in this performing ensemble learn individual and ensemble skills while studying influential popular music from various eras. Similar to a school jazz or classical group, students in SoulRoads are introduced to basic music theory, reading, and ensemble musicianship. The group’s repertoire, however, includes an eclectic mix of popular music: soul, rock, blues, funk, and new wave songs that have been particularly influential or present an exciting challenge. The group has recorded and performed off campus in recent years at venues including Rusty's on the Santa Monica Pier and the Roxy Theater on Sunset
Blvd. Professional and legendary musicians are known to visit the class periodically as well, offering their insightful perspectives on music and the ever-changing business of it. SoulRoads is open to all instrumentalists and vocalists, although basic proficiency and skills are expected upon enrollment.

**Jazz Workshop (C Band) *, 1-year art credit. Open to grades 9 and 10; open to both Music Majors and non-majors by audition only.**

The C Band is an introductory, performance-oriented group of young musicians exploring all styles of jazz through performance, listening, composing, and improvising. Students explore the jazz language through history of style, technique, and theory. There is a strong emphasis on learning how to read and interpret music in the jazz style. Students have the opportunity to participate in master classes given by professional jazz musicians who visit the class to share their knowledge and expertise. All participants for this course should have at least two years’ experience on their instrument and should currently be studying their instrument with a qualified teacher. This group performs in at least one concert per trimester and may have the opportunity to record a Crossroads Jazz CD.

**Jazz Ensembles (A & B Bands) *, 1-year art credit. Open to grades 9, 10, 11 and 12. Open to both Music Majors and non-majors by audition only.**

These are performance-oriented ensembles for intermediate (B) and advanced (A) jazz musicians with outstanding ability in string, wind, brass, percussion, and keyboard instruments. Students explore the jazz language through history of style, technique, and theory. There is a strong emphasis on learning how to read and interpret music in the jazz style. Students have the opportunity to participate in master classes given by professional jazz musicians who visit the class from time to time to share their knowledge and expertise. All participants for this course must have at least two years’ experience on their instrument and must be currently studying their instrument with a qualified teacher. These groups perform in at least two concerts per trimester and may have the opportunity to record a Crossroads Jazz CD. All students in the A & B bands are required to be enrolled in two years of Jazz Theory. This class is considered to be the lab of the jazz ensembles, and the subject matter is vital to the growth and maturation of students in the jazz program.

**Jazz Theory/Improvisation Lab 1 & 2, ½ year art credit; students in the A & B level Jazz Bands must be concurrently enrolled in this class for two years, unless their schedule specifically prohibits it.**

These labs are designed to fill the gap between performance practices and theoretical knowledge for students in the Jazz Ensembles. Jazz Theory/Improvisation 1 explores the spelling and language of jazz, as students prepare to be capable improvisers and composers. Students study the elements and characteristics of jazz theory, chords, and scales. Students learn to transcribe solos from recordings, analyze them, and incorporate this new and valuable information in their work. Jazz/Theory Improvisation 2 furthers the students’ knowledge and skills as they learn to control the elements of jazz. This course is designed after a university class and provides the necessary boost to enable the student to become a mature and consummate jazz performer. The class meets once per week for two hours.
Modern Music Creation and Recording I*, 1-year art credit.
The objective of this class is to teach students how to write and record their own music. The class starts by showing students basic DAW principles, while exploring a list of terms and concepts that are essential to music production. Through hands-on experience and lectures, students learn the principles of midi, acoustics, transducers, microphone techniques, digital recording, music production software (Pro Tools, Logic) and sound editing. These concepts are reinforced with regular projects wherein students write and record their own pieces based on parameters that reflect the topics being covered. At the end of the school year, the class will visit a local professional recording studio to record an original piece as a group. This course enables students to progress at their own pace, and all backgrounds are welcome.

Modern Music Creation and Recording II* 1-year art credit.
The objective of this class is to teach students how to write, record, mix and master their own music, making special emphasis on music composed to picture. The class starts by reviewing music theory and keyboard fundamentals. Then, midi, transducers, microphone techniques, digital recording and sound editing techniques are reviewed. Students learn about mixing and mastering concepts, equalization, dynamics, effects, together with film scoring concepts and orchestration basics. Students will also learn about mixing live music, recorded music and film. Throughout the year, students write and record their own music, and participate as assistant sound engineers for concerts at Crossroads and outside venues. Finally, students will compose a score for one short film and some time will be spent exploring the music industry and its career opportunities. Students from all backgrounds are welcome in this class, but it is strongly recommended to have taken level I.

* These classes require that students attend a minimum of two concerts, either at Crossroads or an outside venue.
PUBLICATIONS

This program gives students an opportunity to publish their journalistic, literary, artistic, and academic work. Students produce and collect work from a variety of sources, edit and polish the work, and learn fundamentals of design to present the work in print form. The curriculum includes Newspaper Production, Yearbook, and Creative Writing. Publications include Crossfire, the student newspaper, Dark as Day, the literary journal, and the Upper School Yearbook.

Creative Writing 1-4, open to grades 9-12, 1-year of arts elective credit (also listed under Electives)
In this course students learn the power of creative writing, self-expression, design and publishing. By experimenting in various genres, including closed-form and open-form poetry, short fiction, the personal essay, and screenwriting, young writers develop authentic voices. Students write, revise, polish, and submit their own creative work for publication. As students enter subsequent years of Creative Writing, the focus pivots toward honing their writing skills, pushing themselves out of their creative comfort zones through individualized projects, and engaging a wider audience through the study of creative writing. Class time is split between work-shopping new material and finding innovative ways to showcase that material within the Crossroads community and beyond. As a class, students host the faculty oral storytelling series, maintain a website dedicated to student work, and publish the campus literary magazine Dark as Day. Creative Writing 1 and 2 students may apply for assistant editor positions on publication production staff. Creative Writing 3 and 4 students may apply for editorial and leadership positions on the production staff and will act as mentors to assistant editors. Creative Writing 1-4 may meet concurrently.

Journalism/Introduction to News Production, 1-year art elective credit or 1-year academic elective credit. No prerequisite. Open to grades 9, 10, 11 and 12 (also listed under Electives).
This class precedes Journalism/Newspaper Production and is required for all incoming students with no or limited previous journalism experience. In this course students learn the basics of the craft of journalism and serve as staff reporters and content producers for both the online and print versions of our student newspaper Crossfire. Using suggested texts and the daily news provided online as their guide, students learn what makes something newsworthy; different types of news stories; reporting and editing; copy editing; interviewing skills; how to develop sources and overall news judgment. Students investigate journalism ethics and how these principles apply to journalism in the digital age. In addition, students are introduced to print layout and multimedia content production, including shooting and creating online photo galleries, news videos and online broadcast news segments through assisting senior staff. The aim of this course is to develop skilled student journalists and content producers.
Journalism/News Production, 1-year art elective credit or 1-year academic elective credit. This course is open to students in grades 10, 11 and 12 who meet the prerequisite requirements. (also listed under Electives) Prerequisites: Students are required to take Journalism/Introduction to News Production first. If students have a legitimate scheduling issue that prevents enrolling in Journalism/Introduction to News Production, they will need to submit a writing sample to instructor for review. This class is production-focused, and students are expected to be proactive content producers in their given field. Starting with weekly editorial meetings, students will work together as a team to update our online news site xfireonline.org weekly with new stories, photos and videos. Students will also collaborate to produce the quarterly features-based print version of Crossfire. Production students are expected to put extra hours into Crossfire during quarterly production weeks and special school events. Through Crossfire Online there is potential for increased production of broadcast journalism, series-based documentaries, podcasts, blogs and in-depth photo essays. Students are encouraged to pursue their passion in this course in order to inform the Crossroads student body of important issues. The aim of this course is to produce media coverage which serves the Crossroads student community as well as to develop experienced student journalists who will be prepared to play an active role in college or real world media upon graduation.

Yearbook Production, 1-year art credit (also listed under Visual Arts Department). This year long class has the exciting responsibility of producing the Upper School’s annual yearbook. Students are involved in all aspects of desktop publishing, including theme and concept development, cover design, page layout and design, photography, story writing, and caption writing. Students gain professional level skills in photojournalism, design, and proficiency with industry standard software like Adobe InDesign and Photoshop. This class sharpens real world skills such as deadline management, teamwork, and leadership skills.
SCIENCE DEPARTMENT

“Science is a way of thinking much more than it is a body of knowledge.” – Carl Sagan

The Upper School Science and Engineering program offers a wide variety of courses designed to fulfill the varied interests of our students. The science department realizes that a complete understanding of science requires that students experience the practice of science through hands-on activities. Inquiry based labs, field trips, extended field studies provided by EOE, and design and engineering, are significant components of our science program. Attention is focused on the process, methodology, history, and literacy of science. Students are encouraged to discover the natural world and how it works through our diverse course offerings. Major concepts are taught with the goal of promoting a genuine interest in and curiosity of our natural world. Students are encouraged to question, while taught how to seek answers, as they engage in the process of discovery. Critical thinking is fostered as students learn how to discern science from non-science through problem solving, literature review, research, and experimentation. The program extends outside of the classroom through field study intensives, professional collaborations, community service and students clubs. The Keck Math/Science Institute (KMSI) independent study program gives our students the additional opportunity to work with faculty and outside professionals to develop, research, and test hypotheses of their choosing.

**Biology, 1-year life-science lab credit. Placement requirements: none.**
This is a full year, activity-based, laboratory science course focusing on the unique properties of living organisms and how they connect to larger Biosystems. Topics may include science of research, cell biology, genetics, evolution, molecular biology, elements of life, carbon and nitrogen cycles, and ecology. Critical thinking and problem-solving are emphasized. Students work with digital microscopes, perform individualized experiments, interpret data, and form generalizations. The department aims to ensure that students gain an understanding of the diversity and complexity of life, and an appreciation of the sanctity of life regardless of its form.

**Chemistry, 1-year physical science lab credit. Placement requirements: completion of Biology, B- or better in freshman math course or completion of Intermediate Algebra.**
Chemistry is a full year course designed as a general introduction to the properties and interactions of all forms of matter. Through inquiry-based investigation, hands-on experimentation, demonstrations, and problem-solving sessions, students gather facts, organize data, and analyze trends and patterns that explain the nature of matter. The course covers chemical periodicity, chemical bonding, nomenclature, chemical reactions, gas laws, molecular geometry, and in-depth stoichiometric calculations. Chemistry is a math-intensive course; therefore, students must have a strong facility with algebra.
Honors Chemistry, 1-year physical science lab credit. Placement requirements: a science teacher recommendation, completion of Biology, completion of Geometry or Accelerated Geometry, concurrent enrollment in or completion of Algebra 2 or Algebra 2 Honors.
This course covers the same topics as Chemistry, but in greater depth and a faster pace. The course also covers additional topics such as equilibrium and thermochemistry and includes more lab work. Students should expect a more rigorous homework schedule than that required by regular Chemistry. Students are asked to work both independently and in groups to solve challenging math-based problems, as well as to write detailed lab reports.

Design & Engineering, 1-year lab science credit. Placement requirements: concurrent enrollment in/or completion of Biology.
How do things work? How do we design, engineer, construct, and build new things? How do we solve problems with new ideas or technology? In this hands-on, project-based course, students learn tools and processes for creatively solving problems, and creating new things. This course emphasizes design thinking as a toolkit for finding sustainable, human solutions to problems. Projects may include work in robotics, architecture, furniture design, the internet of things, and electrical engineering. As a final project, students will be asked to define a problem within the community and create an object or process to address this problem.

Honors Design & Engineering, 1-year lab science credit. Placement requirements: concurrent enrollment in/or completion of Biology. Offered concurrently with Design & Engineering.
Honors Design & Engineering students are combined with non-Honors students in the same classroom. Therefore, all students enrolled in Design & Engineering have a chance to earn Honors credit, which will be given to any student that self-selects to undertake the increased demands and challenges of the Honors level course. The Honors course covers the same topics as Design & Engineering but in much greater depth. Honors students must complete all supplemental requirements and must maintain a B average at each grading period; if they do not, the teacher consults with the student and may advise moving into non-Honors Design & Engineering. Honors students can expect more detailed homework assignments, more challenging assessments, and additional projects. Note: Students wishing to earn Honors credit must commit to doing so in the first 4-week period of the first trimester.

Global Health: Equity, Social Justice, and Sustainability, 1-year general science credit. Placement requirements: completion of Biology and completion of a second science course.
As global citizens, we have a responsibility to create better health outcomes in our world. In this course, students learn the scientific facts regarding human health and global sustainability through an exploration of the biotic and abiotic causes and mechanisms of human disease and environmental degradation. This includes communicable and non-communicable diseases, ecosystem health and viability, child and adolescent health problems, reproductive health and rights, and health issues within refugee and displaced populations. By analyzing trends in data from the World Health Organization (WHO) and
other global agencies, students evaluate both the victories and shortfalls in humanity’s response to various pandemics. Students examine how differences in perceptions within developed, emerging, and developing countries affect national health and environmental policies. Taught within the context of global equity and social justice, the course draws connections between human health, global sustainability, and economic disparity. Hence access to health care, education, family planning, clean air, potable water, sanitation, food, and land use are important topics of study. The course is taught using a seminar approach designed to support student driven research. A final capstone project conducted by students, each proposing possible strategies and solutions to a current global health issue, will culminate the year.

**Physics, 1-year physical science lab credit.** Placement requirements: completion of Biology, completion of a second science course, and concurrent enrollment in/or completion of Advanced Algebra/Trigonometry or Trigonometry/Pre-Calculus. Physics is a full year laboratory science class that explores the nature of the world by examining the motion of objects (kinematics) and the causes of motion (dynamics). Students learn scientific reasoning and build problem-solving skills by developing mathematical models for the behavior of matter and energy. In the laboratory component of the course, students learn the scientific method of disciplined observation and how to systematically relate these observations to mathematical models for the behavior of matter and energy. Topics covered include: Galileo’s Equations, Newton’s Laws, conservation of energy and momentum, circular motion, Kepler’s Laws, sound, light, electricity, and magnetism. The class encourages students to think systematically about the world around them, emphasizing group participation in laboratory and discussions.

**Marine Biology, 1-year life science lab credit.** Placement requirements: completion of Biology, and an interest in marine biology, oceanography, ecology, and environmental studies. This class is offered in the 2019-2020 academic year. This 1-year course is designed to deepen students’ understanding of the evolution, taxonomy, behavior, and ecology of the major forms of marine organisms. Students are introduced to the diversity of life in our seas, from the surface-dwelling phytoplankton, macro-invertebrates, whales and schooling fishes, to the bizarre forms that inhabit the cold dark realm of the abyssal floor. Student projects, labs, and activities are geared toward gaining an appreciation for the marine life that swim, drift, and inhabit the seas. Emphasis is placed on understanding ecological principles, the many threats facing the oceans today, and their possible solutions. Oceanography and deep-sea biology are explored toward the end of the year, in addition to the interplay with the surface world through climate change and ocean acidification data exploration. Diverse in-class labs, investigations, activities, field trips, and projects reinforce students’ understanding of concepts covered during discussions, lectures, and readings. This course includes an optional 4/5-day extended Marine Biology Field Study trip to experience marine biology and oceanography hands-on. Students are encouraged to attend this trip.
**Honors Marine Biology, 1-year life science lab credit.** Placement requirements: completion of Biology, and an interest in marine biology, oceanography, ecology, and environmental studies. Offered concurrently with Marine Biology. This class is offered in the 2019-2020 academic year.

Honors Marine Biology students and non-Honors students are in the same class. Therefore, all students enrolled in Marine Biology have a chance to earn Honors credit, which will be given to any student that self-selects to undertake the increased demands and challenges of the Honors level course. The Honors course covers the same topics as Marine Biology but in much greater depth. Honors students must complete all supplemental requirements and must maintain a B average at each grading period; if they do not, the teacher consults with the student and may advise moving into non-Honors Marine Biology. Honors students can expect more detailed homework assignments, more challenging assessments, and additional projects. Honors students are also expected to participate in a 4/5-day extended Marine Biology Field Study trip to experience marine biology and oceanography hands-on. Priority trip enrollment is given to Honors Marine Biology students. Note: Students wishing to earn Honors credit must commit to doing so prior to the 4-week grading report period.

**Earth and Space Science, 1-year general science credit.** Placement requirements: completion of Biology, and an interest in astronomy and geology. This class is offered in the 2019-2020 academic year pending student enrollment.

The first part of this course is designed as an environmental geology course intended to introduce students to the fascinating and complex dynamics of our earth. Topics may include the study of minerals, rocks, the rock cycle, plate tectonics, earthquakes, and volcanoes. Through this project-based course students gain a greater appreciation and understanding of the earth as the unique and dynamic body that it is. The second half of this course shifts its focus from our earth in particular to the solar system, then the cosmos in general. Astronomy is a journey through the universe to stellar cores that forged the elements, planets that might harbor life, nebular cataclysms that would surely end it, and distant galaxies that have only begun to be comprehended. The class discusses the latest developments in this ever-expanding cosmos, topics that hold vital lessons for maintaining balance for the earth and questions at the edge of space and time. Labs may include some nighttime viewing and a trip to a major observatory and planetarium. This course includes an optional outdoor field component. Students are encouraged to attend this field trip.

**Honors Earth and Space Science, 1-year lab science credit.** Placement requirements: completion of Biology, and an interest in astronomy and geology. Offered concurrently with Earth & Space Science. This class is offered in the 2019-2020 academic year pending student enrollment.

Honors Earth and Space Science students are combined with non-Honors students in the same classroom. Therefore, all students enrolled in Earth and Space Science have a chance to earn Honors credit, which will be given to any student that self-selects to undertake the increased demands and challenges of the Honors level course. The Honors course covers the same topics as Earth and Space Science but in much greater depth. Honors students must complete all supplemental requirements and must maintain a B average at each grading period; if they do not, the teacher consults with the student and may advise moving into non-Honors Earth and Space Science. Honors students can expect more detailed
homework assignments, more challenging assessments, and additional projects. Honors students are also required to complete an outdoor field component and associated field reports/projects. Priority field trip enrollment is given to Honors Field Biology students. Note: Students wishing to earn Honors credit must commit to doing so prior to the first 4-week period in the first trimester.

Crossroads Advanced Studies: CAS Biology - An Evolutionary and Ecological Approach, 1-year life science lab credit. Placement requirements: a science teacher recommendation, completion of Biology, completion of Honors Chemistry or Chemistry, and completion of Algebra 2 (or Honors) or Advanced Algebra/Trigonometry.

The CAS Biology course is designed to give students a strong foundation in the biological concepts that govern all life on earth. The section of the course features an online MIT edX lecture series, Introduction to Biology: The Secret of Life, which exposes students to college level Freshman biology. Students study the fundamental principles of biology common to all organisms, from the simplest microbes, to the most complex multicellular life forms, including our own species, Homo sapiens sapiens. Topics include Biochemistry, Genetics (Mendelian, human, and biochemical), Molecular Biology, Ecology, and Evolution. Later students work on independent student-designed research projects that expose students to techniques utilized by biologists in research labs. Students participate in regular lab meetings as presenters and lab members giving feedback as well as deliver a final formal presentation on their work. Students will also spend time learning to read, analyze, and critique current scientific journal articles on a variety of topics related to their research. The course is taught employing a variety of instructional and learning tools including in-class discussions, short direct lectures, and critical examination by students of current discoveries in biology as they relate to topics covered in class.

Crossroads Advanced Studies: Organic Chemistry, 1-year physical science lab credit, Placement requirements: a science teacher recommendation, completion of Biology, completion of Honors Chemistry or Chemistry, and completion of Algebra 2 or Honors Algebra 2.

Organic Chemistry is a specific discipline within the subject of chemistry. It is the scientific study of the structure, properties, composition, reactions, and synthesis of chemical compounds consisting of primarily carbon and hydrogen. Multi-carbon compounds are major constituents in many products (e.g., plastics, food, drugs, and petrochemicals), and almost without exception, they form the basis of all life processes. This class takes place over the course of 3 trimesters and provides students with a broad introduction to the principles, theories, and applications of the chemistry of carbon compounds. Topics include modern structural theory, organic nomenclature, stereochemistry, reaction mechanisms and kinetics, and an introduction to functional group chemistry. The laboratory work involves an introduction to the major synthetic and analytical techniques of organic chemistry, including the synthesis of organic compounds (e.g. aspirin) and the isolation of compounds from natural sources (e.g. lavender oil). Students are also exposed to the current trend of green reactions in organic chemistry (e.g. reactions in water using microwaves).
Crossroads Advanced Studies: Physics, 1-year physical science lab credit. Placement requirements: a science teacher recommendation, completion of Biology, completion of Honors Chemistry or Chemistry, and completion of or concurrent enrollment in Calculus or CAS Calculus.
The CAS Physics course includes topics in both classical and modern physics. In the first part of the course, students explore the foundational principles that underpin our universe from a Newtonian perspective. We will use a variety of methods to understand these principles, which will include an inquiry-based approach. A fluency using algebra and trigonometry is required for the course and the basic ideas of calculus will also be used in connection with physical concepts where appropriate. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems will be the major goals of the first portion of this class. After we will explore topics in modern physics. Topics may include special relativity, cosmology, and quantum mechanics.

Computer Science, 1-year academic credit. Placement requirements: none.
This entry-level programming course focuses on developing solid foundational programming skills and learning principles of good software engineering. As a foundational introductory course, students will explore programming for desktop applications in Java, writing for the web using HTML CSS and JavaScript, mobile apps for Android, and basic robotics using the Arduino platform. Course projects include creating basic programs through code, using logic and looping to accomplish tasks, exploring digital generative art, 3-dimensional object creation, and building simple games. Students will work independently and in groups to learn how computers work and how to speak their language. This course uses professional level tools to provide students with a well-rounded introduction to programming.

CAS Computer Science – Mobile Application Development, 1-year academic. Placement requirements: completion of Computer Science or teacher recommendation.
In this course students learn the fundamentals of writing iOS applications for the iPhone and iPad. Through group projects and individual work, students will explore the unique capabilities of modern mobile devices, including the accelerometer, GPS, camera, and cloud data. These projects will include games and simulations using SpriteKit, and multi-view applications designed to build technical skills and teach problem solving. This course emphasizes good engineering practices, including object-oriented programming, and writing efficient, reusable code. As a capstone project, students will produce a final mobile application aimed at solving a problem within the community.

This course is offered to students interested in pursuing independent study in science. To be considered for this course, students must submit project proposals in writing for approval by the Science Department. Faculty may limit the number of students accepted into this program. The Independent Study program is designed to mentor and guide young researchers. In the first 4-week period of the first trimester students are advised on how their own research ideas may be explored and developed, using online primary literature.
search engines like scholar, Google, PubMed and Web of Science. As they sift through the literature, students gain expertise and confidence in their field of study. This foundation propels them to design laboratory and field experiments, build art/science sculptures, draft innovative interdisciplinary curricula, develop an application, invent a device, construct a machine, etc. Students are required to check-in weekly, attend monthly research group meetings, submit a detailed, literature review, and finally create a poster/webpage as a reflection exercise of their year or present at a regional conference meeting. This course does not count for UC lab credit. The offering of this course is also dependent upon the availability of the teaching staff.
The Visual Arts Department is devoted to the recognition and development of each student's creative potential. We see art as a means of exploring, discovering, and expressing one's unique and valuable vision of the world. Our Visual Arts courses do not merely emphasize skills; they ask students to examine meaning and intention in art making.

**Visual Arts Major Guidelines**
The Visual Arts Major must declare their Visual Arts Major status to the Art Department Chair by the end of their sophomore year.
The Visual Arts Major is expected to take a visual arts class for all four years in the Upper School.
The Visual Arts Major students are expected to apply for a CAS Visual Arts class.
Visual Arts Majors are expected to attend Sam Francis Gallery opening receptions and events and to act as ambassadors for the Visual Arts Department.
Visual Arts Majors will participate in special programs. These may include meetings, departmental critiques, gallery openings, field trips, and other related art opportunities.
Visual Arts Majors will act as curators on the Crossroads Campus and initiate ways to exhibit artwork around campus.
Visual Art Majors will attend monthly meetings with the Visual Art department chair to plan for events, exhibitions, and brainstorm ways to reach out to the broader community.

**Studio Art 1, 1-year art credit.**
This class forms the foundation of the Visual Arts program. It gives students the basic vocabulary of visual language and encourages self-expression. The principles of composition and the elements of art (line, shape, color, value, texture) are explored through a wide variety of media (pencils, pen & ink, print-making, water color, acrylics, pastels, charcoal, collage, etc.). The relationship of subject matter, form, and meaning is studied through critiques and examples from the history of art. Weekly sketchbook assignments, critiques, gallery visits, and research assignments are important components of this class.

**Studio Art 2, 1-year art credit, prerequisite: Studio Art 1 or a comparable class.**
In this course, students work in depth on improving their formal drawing, painting and design skills. A variety of multimedia 2D techniques and concepts are explored. Students are encouraged to investigate their own assumptions and point of view in order to begin to develop a personal style. Weekly sketchbook assignments, critiques, gallery visits, and research assignments are important components of this class.

**Studio Art 3, 1-year art credit, prerequisite: Studio Art 2 or department approval.**
This class emphasizes experimenting with conceptual approaches to art-making, supported by a technical advancement in rendering skills. The class requires each student to develop a portfolio of a cohesive body of work. Students will be working in a variety of media and related conceptual approaches. Painting and drawing skills will continue to play an
important role as students translate concepts into works of art. Approaches involving:
conceptual art, public art, sculpture, installation, multi-media and digital media, may be
explored. Readings, research, and out-of-class assignments supplement studio work. In
addition, students will be encouraged to find creative ways to exhibit art works on campus
and take a serious interest to independently view art exhibits off-campus.

Crossroads Advanced Study: Studio Art 4, 1-year art credit, prerequisites: Studio Art
3 and Art Major status. Admission is based upon presentation of portfolio and
department approval. Open to grade 12.
The Advanced Studio Art 4 class makes it possible for highly motivated seniors to do
college-level work. The beginning of the year is devoted to students refining their painting,
drawing, and design skills while completing a series of concept driven projects. Students
also work on developing an artist’s statement and portfolio for college admissions. The
class participates in a departmental-wide critique. Later in the year, students concentrate
on developing a body of work that represents an independent, in-depth investigation of a
specific theme. Students are responsible for mounting and digitally documenting their final
work for the Senior Thesis Show in May. While a majority of work is completed during
class, students should expect to work on art projects at home. Weekly sketchbook
assignments, critiques, gallery visits, and research assignments are important components
of this class. Please note: this class meets twice a week in 3-hour sessions from 1:00 – 4:00
p.m.

After School Figure Drawing 1, 1-year art credit.
In this year-long course, students work on honing their skills in both observation and
drawing technique through attention to the nude human figure. This class offers extensive
practice in drawing gestures, as well as working on more lengthy poses. Because critical,
careful seeing is fundamental to all visual arts, this course complements and enhances any
other visual arts class. Students use several drawing media in executing their renditions of
the figure models. Please note: this class meets from 3:05 – 5:00 p.m.

After School Figure Drawing 2, 1-year art credit, prerequisite: Figure Drawing 1.
Students who have had a year of figure drawing continue to face the challenge of depicting
the nude human figure. In this course students continue to develop their technical skills
while pushing the creative and interpretive aspects of figure drawing. Expressive use of
line strength, quality and character, as well as the depiction of mood and emotion are
emphasized. Offered concurrently with Figure Drawing 1. Please note: this class meets
from 3:05 – 5:00 p.m.

Sculpture, 1-year art credit.
This class serves the needs of beginning sculpture students. Students work with a variety
of media exploring 3-D art through group and individual projects. Additive and subtractive
processes are introduced. Materials include: wire, rope, plaster, paper products, modeling
clays, wood, found objects and organic materials. Students are instructed in the safe use of
hand power tools. Emphasis is placed on the conceptual possibilities of sculpture and
expressing a personal point of view. A managed creative lab book or website is required
and developed with ongoing entries documenting all creative activities. Students
participate in the Upper School Gallery showing, presentations, and field trips.

**Sculpture 2, 1-year art credit, and prerequisite: Sculpture 1.**
This class serves the needs of advanced sculpture students. Students build on what they studied in the Sculpture 1 course, strengthening skills, and understanding concepts in 3-D design. Spatial iconography is investigated and expands to include aspects of functional and stage design. Student’s exposure to skills is more involved and material processes are expanded with the introduction of mold making, casting, woodcarving, and concrete work. Basic building practices with lumber products and technical drawing for fabrication will be introduced. A homework creative lab book or website is required and developed with ongoing entries documenting and facilitating all creative activities. Students participate in the Upper School Gallery showing, as well on-campus public art projects, presentations, and field trips.

**Sculpture 3, 1-year art credit, and prerequisite: Sculpture 2.**
This class is designed to serve the needs of advanced individuated sculpture students. Students continue to build on what they studied in the Sculpture 2 course, strengthening skills and understanding of concepts of spatial iconography. Students refine their mold making, casting and wood carving skills. They are introduced to metal welding, stationary power tools, CAD, and orthographic drawing systems. A homework creative lab book or website is required and developed with ongoing entries documenting and facilitating all creative activities Students participate in the Upper School Gallery showing, as well as on-campus public art projects, presentations, and field trips.

**Crossroads Advanced Studies: Sculpture 4, 1-year art credit, prerequisite: completion of Sculpture 3 and/or permission of the instructor. Admission is based upon presentation of portfolio and department approval. Open to grade 12.**
This course advances the aesthetic and social components of a 3-D art study in a material creative practice. The themes and the form of students work productions will be refined and contextualized through independent and guided research of artists, theories and historical narratives. Students will explore social practice, envisioning experiences in the community, public art, instructional models, and collaboration. This class will focus on completing a CAS Senior Thesis – a long-term independent project, culminating in a required group exhibition in the spring. Students will design their presentation and conduct the installation for this art exhibition.

**Themes in Art History: Modernism and Beyond, 1-year academic/art credit. Open to grades 10-12. Class is offered NOT offered 2019-2020. This class will rotate with Themes in Art History: Paleolithic to Romantic (also listed under Electives).**
This year long course focuses on the rise and fall of Modernism in Europe and America, exploring both the works of individual artists as well as larger themes and stylistic trends. While primarily focusing on the visual arts, this class will also touch upon poetry, philosophy, and drama. The class is made up of slide lectures, readings, discussions, oral presentations, and in-class writing.
Themes in Art History: Paleolithic to Romantic, 1-year academic/art credit. Open to grades 10-12. Class is offered 2019-2020. This class will rotate with Themes in Art History: Modernism and Beyond (also listed under Electives).
This year long course follows the development of art within the context of western culture from the Paleolithic to the Romantic period, exploring both the works of individual artists as well as larger themes and stylistic trends. While primarily focusing on the visual arts, this class will also touch upon poetry, philosophy, and drama. The class is made up of slide lectures, readings, discussions, oral presentations, and in-class writing.

Gallery Curatorial Project, ½ year art credit. Available primarily to Grade 12, admission is based on teacher recommendation and approval of the Gallery Director.
Students work with the Gallery Director to curate and produce an exhibition for the Sam Francis Gallery. Responsibilities include interviewing artists and art professionals, studio and gallery visits, curatorial duties, and the production of an announcement and exhibition publication. The first trimester is devoted to learning fundamental theories and practices in organizing art exhibitions. The second trimester will focus on students developing a theme for their show and selecting appropriate artists. Third trimester is devoted to producing the exhibition, planning the opening reception, hosting gallery talks and educating the public. After spring break, students will curate a “virtual exhibition” that will be presented online and available to the school community. Please note: this is a year-long class that meets once a week.

Photography 1, 1-year art credit.
This 1-year course emphasizes the development of visual awareness and personal expression through the medium of photography. Basic technical skills, such as familiarity with the camera and its controls, film processing, and printing are learned. Students will explore the connections between analogue and digital photography. Elements of digital photography will be introduced third trimester. The class will look at and discuss historical as well as contemporary photographic images. Students complete a series of projects in which they apply photographic technique to areas of personal interest. Critiques follow each project. Students will complete a presentation on a photographer in addition to visiting an art exhibition.

Photography 2, 1-year art credit, prerequisite: Photography 1 and consent of instructor.
This 1-year course is geared towards students already conversant with the basics of photography who wish to increase their knowledge of shooting and printing. Working deliberately, sometimes with a tripod, the class investigates technical controls such as composition, low light, and motion. Students are encouraged to work on topics of personal interest while honing their technical skills. Students look at and discuss photographers from the present as well as the past. In addition, techniques relating to digital imaging are explored. These include digital camera operation, film scanning, introduction to Adobe
Photoshop software as a tool for image enhancement, and ink jet printing techniques. Analogies are made between the darkroom and the digital platform.

**Photography 3, 1-year art credit, prerequisite: Photography 2 and consent of instructor.**
This course is designed for those who are comfortable with shooting and printing and wish to explore the medium further. Much of the focus of the class is for each student to develop a portfolio and a cohesive body of work. Students investigate more complex ideas about the meaning of photographs through discussion of visual media, concentrating on conceptual or idea-based image-making. The class addresses a variety of expressive options including camera format, film type, print size, juxtaposition, manipulation, contrast, and collage. Creative experimentation is emphasized and encouraged. Students have the opportunity to work on a more independent basis. Students will visit and review photography exhibitions as a class. In addition, techniques relating to digital imaging as well as more experimental techniques are explored. These include digital camera operation, film scanning, various forms of image manipulation, introduction to Adobe Photoshop software as a tool for image enhancement, and ink jet printing techniques. Analogies are made between the darkroom and the digital platform.

**Crossroads Advanced Studies: Photography (Students must have a 35 mm film camera with manual controls or a DSLR digital camera), 1-year art credit, prerequisite: Photography 3. Admission is based upon presentation of portfolio and department approval. Open to grade 12.**
Advanced Photography makes it possible for highly motivated, advanced photography students to do college level work. Students continue to refine their skills while developing their own body of work. We work on developing an artist’s statement and a portfolio for college admission. Students participate in a department wide critique. In the second and third trimester, students concentrate on developing a series of images that represent an independent, in-depth investigation of a specific theme. Students are responsible for mounting and documenting their work for the Thesis Show in the spring. Critiques, research, short papers, and gallery reviews will be an important component of this class. In addition, techniques relating to digital imaging are explored. These include digital camera operation, film scanning, Adobe Photoshop software as a tool for image enhancement, and ink jet printing techniques.

Photography 2, Photography 3, and CAS Photography, may meet concurrently.

**After School Photography, 1-year art credit.**
This 1-year course is available to students in Photography 1, Photography 2, and Photography 3. Please see course description for each level. Please note: this class meets from 3:05 – 5:00 p.m.
**Ceramics 1, 1-year art credit.**
In this class, students become familiar with the basic techniques and concepts necessary to work with clay. Each project highlights specific technical approaches: coil building, slab construction, relief-carving, and use of the potter's wheel. Each project emphasizes both design concepts and personal expression. Photos, books and field trips are utilized whenever possible to acquaint students with historical and contemporary approaches to the medium. Each student is required to participate in class critiques and to maintain a folder for homework assignments pertaining to each project.

**Ceramics 2, 1-year art credit, prerequisite: Ceramics 1 and permission of the instructor.**
Students continue to develop the skills acquired in Ceramics 1 while developing more ambitious projects. Students are encouraged to explore and develop a personal vision. Each student is required to participate in class critiques and to maintain a folder for homework assignments pertaining to each project.

**Ceramics 3, 1-year art credit, prerequisite: Ceramics 2 and permission of the instructor.**
Students continue to work towards greater technical mastery as they develop a more advanced approach to working in clay and a greater dexterity in expressing their ideas in this medium. Gallery visits, reading and research assignments, and folder assignments supplement studio work.

**Crossroads Advanced Studies: Ceramics, 1-year art credit, prerequisite: completion of Ceramics 3 and/or permission of the instructor.**
Admission is based upon the presentation of a digital portfolio and department approval. Only open to Seniors.

**Advanced Studies Ceramics makes it possible for highly motivated, advanced ceramics students to do college level work.**
Students start the year by refining their technical skills with a series of concept driven projects. They then concentrate on developing a body of work that represents an independent, in-depth investigation of a specific theme. This exploration culminates in a show in the Sam Francis Gallery. Students also participate in a department-wide critique and learn how to write an artist’s statement.

Ceramics 1, Ceramics 2 and CAS Ceramics may meet concurrently.

**Yearbook Production, 1-year art credit (also listed under Publications).**
This year long class has the exciting responsibility of producing the Upper School’s annual yearbook. Students are involved in all aspects of desktop publishing, including theme and concept development, cover design, page layout and design, photography, story writing, and caption writing. Students gain professional level skills in photojournalism, design, and
proficiency with industry standard software like Adobe InDesign and Photoshop. This class sharpens real world skills such as deadline management, teamwork, and leadership skills.

**Graphic Design and Animation 1, 1-year art credit.**
Using digital tools, students learn how to create expressive design, 2D art, and animated work in Adobe Photoshop, Illustrator and Adobe Animate. Drawing skills are not required. During the first trimester students learn how to combine digital photography, illustration, and type to convey messages and concepts. Projects are designed to increase awareness of how visual information is taken in, as well as how it is translated into art. During the second trimester, students will learn the basic principles of animation, adding the elements of time, pace, and motion to their visual vocabulary. Through animation of type, 2D characters, and designs, students learn storyboarding and communication through sequential imagery. Students create their own soundtracks to accompany their animated work. Sketchbook assignments, gallery visits, and critique are important components of this class.

**Graphic Design and Animation 2, 1-year art credit, prerequisite: Graphic Design and Animation 1, portfolio review, and consent of instructor.**
In the first trimester, intermediate students deepen their engagement with digital art, design, and animation through a series of short animated “studies” that provide practice in the essential skills of animation – cycles, eases, expressive motion, and pose to pose principles. In the second trimester, students’ further study sequential image making. Depending on their goals and interests, students can choose to develop interactive design driven work, or to further explore experimental or character animation. Sketchbook assignments, gallery visits, and research assignments are important components of this class.

**Graphic Design and Animation 3, 1-year art credit, prerequisite: Graphic Design and Animation 2, portfolio review, and consent of instructor.**
Third year students are given the opportunity to hone their skills in the area of Graphic Design and Animation that interests them most. Areas of focus could include graphic design for print, motion graphics, character animation, experimental animation, stop motion animation, digital illustration, green screen video compositing, or interactive art. Students respond to a variety of prompts and self-directed projects in preparation for the CAS level course. Maintaining a blog, gallery visits and research assignments are important components of this class.

**Crossroads Advanced Studies: Graphic Design and Animation, 1-year art credit, prerequisite: Graphic Design and Animation 2 or 3. Admission is based upon presentation of portfolio and department approval. Open to grade 12.**
In this college level, advanced class students define an area of concentration, develop a timeline for completion, and work towards a portfolio of work and thesis exhibition. Proposed thesis projects must make substantial use of the technology and techniques developed in levels 1, 2 and 3. Students are responsible for designing and implementing the installation of their work in the gallery and digitally documenting their work for the Senior Thesis Show in March or April. While a majority of work is completed during class,
students should also expect to work on projects at home, or during prearranged times in the lab. Keeping an artist blog/tumblr site, gallery visits, research assignments, and writing project proposals are important components of this class.

Graphic Design and Animation 1, Graphic Design and Animation 2, Graphic Design and Animation 3, and Graphic Design and Animation 4/CAS may meet concurrently.

Film Studies: Introduction to Film, 1-year academic or art credit. Open to grades 9 and 10 (also listed under Film Courses).
This class examines the art of cinematic storytelling, whose properties are words, sounds (non-verbal), and images. The course examines the key positions on a film crew and how each participant (from the director to the editor to the production designer etc.) contributes to a film’s realization. In addition, the class examines a variety of issues (aesthetic, thematic, theoretical) that should deepen students’ appreciation of film not only as entertainment, but also as an art form. Films screened in class form the focus of analysis, with reference to other films, comic books, photography, and painting. A student should leave the class with a deeper understanding of how films are made and a working vocabulary for film analysis.

Introduction to Filmmaking, 1-year art credit (also listed under Film Courses).
Introduction to Filmmaking examines the fundamentals of filmmaking through its two main components: sound and image. Students make several movies throughout this year long course. Focus is placed on camera and dual system sync sound recording technique, as well as understanding film as both mainstream entertainment and personal art form. Work will be done on both 16mm film and digital formats. Through both individual and collaborative group projects, screenings, field trips, and guest artist visits students will explore narrative, documentary, and experimental genres. Basic concepts of dramatic structure and screenwriting, film theory, and cinematic language will be introduced. Students will also begin their training on the editing software Adobe Premiere. The goal of Introduction to Filmmaking is to encourage students to creatively explore different aspects of filmmaking and use movies to tell their own unique and personal stories.

Filmmaking 2, 1-year art credit. Prerequisites: Intro to Filmmaking or instructor approval (also listed under Film Courses).
Emphasis will be placed on finding an individual’s working mode. Special focus will be placed on finding inspiration and strengthening your individual voice. Students will explore the creative elements of screenwriting, character development, composition, blocking, performance, lighting, visual design, and advanced sound recording in making their own movies. Students will also participate in group critiques and scene study to help hone their visual and dramatic storytelling technique. The goal of Filmmaking 2 is to create a solid understanding of sound design and advanced editing skills on Adobe Premiere while defining one’s artistic practice.

Filmmaking 3, 1-year art credit. Prerequisites: Filmmaking 2 or instructor approval (also listed under Film Courses).
Filmmaking 3 enhances both technical and creative skills from Filmmaking 2. Students will make several short movies that strengthen their decision making and define who they are as a filmmaker. Through both individual and collaborative group projects, screenings, field trips, and guest artist visits students will continue to explore narrative, documentary, and experimental genres. Special topics include scene analysis, working with actors, editing, blocking, acting for filmmakers, cinematic lighting, producing, and advanced production techniques. A student will leave with confidence of who they are as a filmmaker and a greater understanding of cinema culture.

Filmmaking 4, 1-year art credit. Prerequisites: Filmmaking 3 or instructor approval (also listed under Film Courses).
In this course, students will conceive, write, produce, direct, edit, market, and distribute their own individual movie. Emphasis is placed on critical thinking and intended vision with discussions centered on how messages and meaning are conveyed to the audience. Students will be introduced to business and distribution strategies including case studies, film festival guidelines, and career opportunities. The goal of Filmmaking 4 is to prepare students for a continued practice and deepen their understanding of themselves and the world through filmmaking.

Crossroads Advanced Studies: Filmmaking, 1-year art credit. By application only. Prerequisite Filmmaking 3, portfolio review, and department approval. Open to advanced 12th grade students in their 4th year of filmmaking at Crossroads (also listed under Film Courses).
CAS Filmmaking invites advanced 12th grade students to make college-level work in filmmaking. Students will be expected to complete one movie that displays substantial technical and creative achievement, while hitting milestones that include treatment/script drafts, storyboards, shot lists, floor diagrams, look book, mood boards, production meetings, filming days, editorial deadlines, sound mix, final delivery of their film, and a marketing and distribution strategy. Projects will take time outside of class to complete. Students will be challenged to examine the creative, theoretical, and historical underpinnings of their work. CAS Filmmaking culminates with a student organized screening showcase. The goal of CAS Filmmaking is to prepare advanced students for further academic studies in cinema.

After School Filmmaking (also listed under Film Courses). Multi-level.
Workshop based course that explores special topics in filmmaking through group productions, individual projects, and in class screenings of films. Emphasis is placed on special topics in production including blocking, visual design, screenwriting, production design, working with actors, lighting, sound design, and scene analysis. In addition, the class examines cinema culture through guest artist visits and field trips.
The World Languages Department provides Crossroads students the opportunity to study Modern and Classical Languages.

In Latin, students learn to read and translate Latin and expand their understanding of language structure, grammar, and written expression. Students are taught to apply previously learned material to new contexts and to take risks in developing their linguistic instincts. The Latin curriculum includes vocabulary acquisition, study of grammar and syntax, history, culture, literature, and philosophy. Written compositions, visual art projects, peer partnering, group work and large group discussions enhance the learning process. Students in Classics have many opportunities to engage in regional, statewide, and national activities through Junior Classical League events. Classics students also take the National Latin Exam.

The study of Modern Languages (Chinese, French, and Spanish) leads students to proficiency in the target language in both oral and written forms. Teachers employ methodologies that focus on developing speaking, writing, reading, and listening with an emphasis on language immersion. In addition, students explore cultural differences through the discussion of politics, social justice, economic issues, literature, and the arts. Courses are taught in the target language to help students reach proficiency. Students taking French and Spanish have the opportunity to participate in exchanges with schools in France and Spain.

* Students wishing to start a Modern Language above level 1 are placed in the appropriate course based on their performance on a placement test and oral interview.

**Chinese/Mandarin 1, 1-year foreign language credit.**
Students in this course have no prior knowledge of Chinese. They are introduced to the basics of the language and culture through active communication. There is a focus on the four language skills: listening, speaking, reading, and writing. Listening comprehension and oral expression skills are developed through the consistent use of the target language in the classroom as well as the use of authentic documents (real life recordings, songs, films etc.). Reading comprehension skills are developed through the use of varied Chinese texts, and writing assignments are modeled on the reading comprehension documents. The course is task-based and involves numerous group activities. By the end of level 1, students use both the Pinyin phonetic system and Chinese characters and know approximately 300 words. They are able to introduce themselves and others, ask and answer questions about personal details such as where they live, people they know, and things they have. Students can interact in a simple way provided the other person is talking slowly and clearly. This course is taught entirely in Chinese.
Chinese/Mandarin 2, 1-year foreign language credit, prerequisite:
Chinese/Mandarin 1 and teacher recommendation*.
Students in this course build on the basics of the language introduced in Chinese 1 while expanding their knowledge of the language and culture and developing their communication skills. Only Chinese is used in the classroom. Emphasis continues to be placed on the development of the following skills: listening, speaking, reading, and writing. Authentic documents and varied texts are used to refine students’ listening, reading, and speaking skills. Writing assignments modeled on the reading comprehension texts can incorporate different time frames. The course is task-based and involves numerous group activities. By the end of level 2, students use both the Pinyin phonetic system and Chinese characters and know approximately 600 words. Students understand sentences and frequently used expressions related to real-life situations such as asking directions, participating in sports, and seeing a doctor. They can communicate using phrases and simple sentences and can handle short social interactions in a variety of situations. They can describe in simple terms aspects of their background, immediate environment and tastes and interests.

Chinese/Mandarin 3, 1-year foreign language credit, prerequisite:
Chinese/Mandarin 2 and teacher recommendation*.
Students in this course build on their previous learning experience while expanding their knowledge of the language and culture and developing their communication skills. Emphasis continues to be placed on the development of the following skills: listening, speaking, reading, and writing. The course is task-based and involves numerous group activities, such as class discussions and projects. Consistent use of Chinese in the classroom develops skills in aural comprehension and oral expression. Students learn to use Chinese idioms, associated compounds, and most commonly used grammar patterns. They read and discuss a variety of authentic texts and explore the Chinese-speaking world through varied written and oral projects. Reading and writing skills are refined through meaningful and engaging texts and compositions. By the end of level 3, students know 900 Chinese words and can write and understand different styles of narrative texts. They can ask and answer questions and can maintain simple conversations on most familiar topics using sentences and series of sentences.

Chinese/Mandarin 3 Honors, 1-year foreign language credit, prerequisite:
Chinese/Mandarin 2 and teacher recommendation*.
This course is designed for students who have demonstrated superior writing and speaking skills as well as a mastery of the grammatical concepts presented in Mandarin 1 and Mandarin 2. Honors students are expected to be highly motivated, fully engaged, and willing to do more independent and rigorous work. They are expected to speak for greater periods of time and write more sophisticated compositions. Honors students are expected to learn about 1000 Chinese characters with their associated compounds. Honors Mandarin 3 students are combined with regular Mandarin 3 students. In order to remain in the Honors program, students are expected to maintain at least a B at the end of each grading period. By the end of this course, students know 1000 Chinese words and can write and understand different styles of narrative texts. They can ask and answer complex questions and maintain conversations on a variety of topics. They can write and read basic
argumentative texts.

**Chinese/Mandarin 4, 1-year foreign language credit, prerequisite: Chinese/Mandarin 3 and teacher recommendation*.**
This course aims to further develop and improve students’ communication skills in Mandarin. The class is taught with an equal emphasis on the following four skills: listening, speaking, reading, and writing. The course engages students in interactive activities and reading and writing practices. Many aspects of everyday Chinese culture are introduced through these activities. In addition, students explore cultural topics introduced through authentic materials such as short literary texts and films. Students will study topics related to contemporary China, while continuing to learn about China’s traditional culture, social life, hobbies, the environment, work, and education. By the end of level 4, students can communicate with relative ease and discuss topics of personal and general interest. They can understand the main idea when reading a variety of styles of texts and can describe and narrate events in all time frames using paragraph-like discourse when writing.

**Crossroads Advanced Studies: Chinese/Mandarin Language: Cultural Topics, 1-year foreign language credit, prerequisite: Chinese/Mandarin 3H or Chinese/Mandarin 4 and teacher recommendation*.**
This course is designed for students who have demonstrated a strong level of oral and written proficiency in Mandarin and who are motivated to further develop, polish their language skills, and are capable of working independently. The course covers the grammar studied in Chinese/Mandarin 4 at a deeper level, as well as cultural topics. Listening comprehension and oral proficiency are emphasized and audio-visual materials are used extensively. Chinese literature, poetry and contemporary texts are introduced to enrich students’ understanding of traditional Chinese culture as well as modern revolution themes. By the end of this course, students can ask and answer complex questions and maintain conversations on a variety of topics. They can write and read basic argumentative texts.

**French 1, 1-year foreign language credit.**
Students in this course have no prior knowledge of French. There is a focus on the four language skills: listening, speaking, reading, and writing. They are introduced to the basics of the French language and culture through active communication. Listening comprehension and oral expression skills are developed through the consistent use of the target language in the classroom as well as the use of documents created for native speakers. Reading comprehension skills are developed through the use of varied French texts created for native speakers. Writing assignments are modeled on the reading comprehension documents. The course is task-based and involves numerous group activities. By the end of level 1, students can understand and use familiar everyday expressions and very basic phrases to fulfill specific tasks. They can introduce themselves and others, ask and answer questions about personal details such as where one lives, people one knows, things one has. They are able to interact in a simple way provided the other person is talking slowly and clearly.
French 2, 1-year foreign language credit, prerequisite: French 1 and teacher recommendation*
With this course, students build on the basics of the language introduced in French 1 while expanding their knowledge of the language and culture and developing their communication skills. Only French is used in the classroom. Emphasis continues to be placed on the development of the following skills: listening, speaking, reading, and writing. Authentic French resources are used to refine these skills. Writing assignments modeled on the reading comprehension texts can incorporate different time frames. The course is task-based and involves numerous group activities. By the end of level 2, students understand sentences and frequently-used expressions related to areas of most immediate relevance. They can communicate in a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of their background, immediate environment, and matters in areas of immediate need.

French 3, 1-year foreign language credit, prerequisite: French 2 and teacher recommendation*
With this course, students build on their previous learning experience while expanding their knowledge of French language and culture and developing their communication skills. Emphasis continues to be placed on the development of the following skills: listening, speaking, reading, and writing. Students move from talking about themselves and their community to talking about more general problems affecting the world. They learn to express their wishes, emotions and doubts, and to hypothesize in different time frames. Students read and discuss a variety of authentic French texts and are encouraged to explore the Francophone world through special written and oral projects. Compositions on topics of interest are assigned regularly. The course is task-based and involves numerous group activities. Consistent use of French in the classroom develops skills in aural comprehension and oral expression. Productive and receptive skills in writing are refined through careful selections of written compositions and reading assignments. By the end of level 3, students can ask and answer questions, maintain simple conversations on familiar topics using sentences and strings of sentences, and write and understand different styles of narrative texts.

French 3 Honors, 1-year foreign language credit, prerequisite: French 2 and teacher recommendation*
This course is designed for students who would like to continue with advanced French classes. Students build on their previous learning experience while expanding their knowledge of French language and culture and developing their communication skills. Emphasis continues to be placed on the development of the following skills: reading, speaking, listening, and writing. Students work at a faster and more intensive pace than in regular French 3 and are expected to show greater proficiency. Oral communication is also stressed in the form of class discussions involving the readings and cultural topics. Students have opportunities to work on group projects and are encouraged to choose topics of discussion, which are part of the work in class. Finally, writing skills are developed through essays written in class or at home. The course is adapted to the students’ interests, needs, and level of mastery. By the end of level 3, students can ask and answer complex questions and maintain conversations on a variety of topics. They can
write and read basic argumentative texts.

**French 4, 1-year foreign language credit, prerequisite: French 3 and teacher recommendation**.

With this course, students build on their previous learning experience while expanding their knowledge of French language and culture and developing their communication skills. Students learn how to provide structured arguments to support their opinions and how to construct hypotheses. Consistent use of French in the classroom develops skills in aural comprehension and oral expression. Productive and receptive skills in writing are refined through careful selections of written compositions and reading assignments drawn from French literature, magazines, newspapers, or electronic media. The course is task-based. By the end of level 4, students can converse with relative ease and discuss topics of personal interest. They can be understood without difficulty, even by those unaccustomed to non-native speakers. They can usually understand a few details of what they overhear in conversations provided that they are familiar with their context. In writing, they can describe and narrate events in all time frames using paragraph-like discourse.

**Crossroads Advanced Studies: French Language: Cultural Topics, 1-year foreign language credit, prerequisite: French 3 Honors or French 4 and teacher recommendation (series of two 1-year courses).**

This course is designed for students who demonstrate a strong level of oral and written proficiency in French and who are motivated to refine their writing, reading, speaking, and listening skills through exposure to aspects of French and Francophone culture. Consistent use of French in the classroom develops skills in aural comprehension and oral expression. Productive and receptive skills in writing are refined through careful selections of written compositions and reading assignments drawn from French literature, magazines, newspapers, or electronic media. Aspects of the French and Francophone culture are examined through designated topics. The course is task-based. Students read various forms of texts, view films, documentaries, and other audio-visual materials, conduct their own research and produce oral and written work based on their findings. By the end of this course, students can converse in everyday social interactions and discuss a wide range of topics. They can write argumentative essays of at least 400 words that show a deep knowledge of the cultural topics discussed in class. They demonstrate a mastery of argumentative language in debates about current events and social issues.

**Studies of French and Francophone Contemporary Cultural Topics Through Cinema: 1-year foreign language credit, prerequisite: French CAS or French 4 and teacher recommendation.** *(This class will be offered in alternate years with Literature and Culture from France and Francophone Countries. Class is offered in 2019-2020).*

The course is designed for students with a good level of fluency. Students expand their knowledge of French language and contemporary culture. They work on their ability to understand spoken French in various contexts and refine their oral and written communication skills by discussing the films as well as their cultural background. They are exposed to an ample selection of Francophone films exploring cultural themes such as immigration, family, school, working conditions, criminality, the notion of culture and of cultural exception. The study of the topics introduced by the films is complemented by the
students' own research and the reading of current newspaper articles. They are trained to express themselves coherently, resourcefully and with fluency, as well as accurately in both written and spoken French.

**Literature and Culture from France and Francophone Countries (Honors): 1-year foreign language credit, prerequisite: French CAS or French 4 and teacher recommendation.** * (This class will be offered in alternate years with Studies of French and Francophone Contemporary Cultural Topics Through Cinema. Class is not offered in 2019-2020).

Students can demonstrate fluency and literacy appropriate to this level. They build on their previous learning experience while expanding their knowledge of French language and culture through the formal study of representative literary texts written by diverse Francophone authors, from the 16th century to contemporary writers. They are exposed to different genres and writers varied in genders, origins, and social status. While understanding the historical context of French literature, the students learn to use pertinent concepts and relevant terminology to analyze form and content of the literary works through different perspectives. Elements of literary analysis and style include the following: diction, syntax, metric (rules of versification, alexandrines etc.), point of view, tone, irony, organization, imagery, figurative language, themes, rhetorical devices, and character analysis. By the end of each unit, students will demonstrate their ability to think and write critically throughout genres and periods.

**Seminar in Ancient Greek from Alpha to Omega, 1-year academic elective credit (Does not fulfill language requirement).** Open to grades 10, 11 and 12 (also listed under Electives).

The students explore the art and architecture of ancient Greece and its historical and cultural legacy. Specific attention is devoted to modern use of Greek stems in the fields of science, medicine, and technology. Students also examine the modern application of ancient Greek on political, rhetorical, and literary themes and terminology. Students learn the Greek language through the *Athenaze* text, which integrates the study of grammar, syntax, vocabulary, daily life, and mythology. An in-depth study of Greek tragedy enhances the students’ appreciation of mythology.

**Latin 2, 1-year foreign language credit, prerequisite: successful completion of Latin 1.**

The primary goal of Latin 2 is the advancement of reading and grammatical skills in Latin. Students continue the Cambridge Latin Course begun in the Middle School, moving to the more challenging Latin of Unit 3. Students further their study of myth, history, and art. Cultural topics are discussed as they occur in the readings. The military system and province of Britain are the focus of the early part of the year, while the city of Rome is the focal point of the later part.

**Latin 3, 1-year foreign language credit, prerequisite: Latin 2 and teacher recommendation.** *

Latin 3 students complete the study of Latin grammar and begin to read such authors as Caesar, Catullus, Cicero, Virgil, Ovid, Pliny, and Apuleius in the original text. These writings
provide students with a strong understanding of the sources of Western history and thought, which students are encouraged to apply to the contemporary world. Poetry is represented by selections from the writings of Catullus, Vergil, Ovid, and Martial, prose by selections from Caesar’s Gallic War and Pliny’s Letters. Students review grammar as they read the texts, and they are introduced to literary criticism, including the figures of speech and Alexandrian poetic techniques as they appear in the poetry of Catullus and Martial. Aspects of Roman culture and history of the first centuries BCE and CE are taught.

**Latin 3 Honors, 1-year foreign language credit, prerequisite: Latin 2 and teacher recommendation.**
Latin 3 Honors adheres to the general outline of the Latin 3 curriculum but works at an accelerated pace and at a higher level of rigor. Students in Latin 3 Honors are expected to be highly motivated, genuinely engaged in the learning process, and willing to take full responsibility for their learning; they are expected to memorize vocabulary quickly and retain it long-term, grasp concepts readily, translate effortlessly with precise attention to grammar and structure, and produce quality homework punctually.

**Latin 4, 1-year foreign language credit, prerequisite: Latin 3 or 3 Honors and teacher recommendation.**
Students in this class read selections of original Latin prose and poetry. The curriculum includes such authors as Lucretius, Catullus, Caesar, Cicero, Sallust, Vergil, Horace, Livy, Ovid, Petronius, Martial, Pliny the Younger, and Apuleius. The pace of the class is less rigorous than that of Latin 4 Honors and includes an integrated review of Latin grammar. Class discussions and course projects emphasize literary and artistic aspects of the works, as well as their political, social, and cultural backgrounds.

**Latin 4 Honors, 1-year foreign language credit, prerequisite: Latin 3 or Latin 3 Honors and teacher recommendation.**
Latin 4 Honors students read original Latin prose and poetry at an accelerated pace and at a high level of rigor. The curriculum includes such authors as Lucretius, Catullus, Caesar, Cicero, Sallust, Vergil, Horace, Livy, Ovid, Petronius, Martial, Pliny the Younger, and Apuleius. Students closely analyze texts to further develop their skills in literary criticism. To enhance their appreciation of the literature, students continue their study of Roman history, mythology, and art.

**Latin 5, 1-year foreign language credit, prerequisite: Latin 4 or Latin 4 Honors and teacher recommendation.**
Students in this class read selections of original Latin prose and poetry. The curriculum includes such authors as Lucretius, Catullus, Caesar, Cicero, Sallust, Vergil, Horace, Livy, Ovid, Petronius, Martial, Pliny the Younger, and Apuleius. The pace of the class is less rigorous than that of the Advanced Studies course and includes an integrated review of Latin grammar and vocabulary. Class discussions and course projects emphasize literary and artistic aspects of the works as well as their political, social, and cultural backgrounds.

**Crossroads Advanced Studies: Latin Poetry and Prose, 1-year foreign language credit, prerequisite: Latin 4 Honors and teacher recommendation.**
Advanced Studies in Latin Poetry and Prose introduces students to a variety of authors and genres and/or an individual author in depth, with a view to a sophisticated appreciation of Latin literature, its cultural context, and legacy. Students admitted to this course must meet all criteria: to be highly motivated, and to have excelled in Latin 4 Honors, and to maintain excellent standing throughout the end of Latin 4 Honors. Readings are selected from such authors as Catullus, Cicero, Vergil, Horace, Livy, Ovid, Seneca the Younger, Pliny the Younger, and Tacitus, representing such genres as epic, lyric, love elegy, history, oratory, and letters.

**Spanish 1, 1-year foreign language credit.**
This course requires no prior knowledge of Spanish. Students are introduced to the basics of the language and culture through active communication. There is a focus on the four language skills: listening, speaking, reading, and writing. Listening comprehension and oral expression skills are developed through the consistent use of the target language in the classroom as well as the use of authentic documents (real life recordings, songs, films, etc.). Reading comprehension skills are developed through the use of varied Spanish texts such as advertisements, blogs, and official forms. Writing assignments are modeled on the reading comprehension documents. The course is task-based and involves numerous group activities. By the end of level 1, students are able to understand and use familiar everyday expressions and basic phrases to fulfill specific tasks. They are able to introduce themselves and others and ask and answer questions about personal details such as where they live, people they know, and things they have. They are able to interact in a simple way provided the other person is talking slowly and clearly. This course is taught entirely in Spanish.

**Spanish 2, 1-year foreign language credit, prerequisite: Spanish 1 and teacher recommendation*.**
Students in this course build on the basics of the language introduced in Spanish 1 while expanding their knowledge of the language and culture and developing their communication skills. Only Spanish is used in the classroom. Emphasis continues to be placed on the development of the following skills: listening, speaking, reading, and writing. Authentic documents and varied texts are used to refine students’ listening, reading, and speaking skills. Writing assignments modeled on the reading comprehension texts incorporate different time frames. The course is task-based and involves numerous group activities. By the end of level 2, students understand sentences and frequently used expressions related to areas of most immediate relevance, such as personal information and experiences, leisure activities, health and diet, and travel. They can communicate using phrases and simple sentences and can handle short social interactions in a variety of situations. They can describe in simple terms aspects of their background, immediate environment, and interests.

**Spanish 3, 1-year foreign language credit, prerequisite: Spanish 2 and teacher recommendation.***
Students in this course build on their previous learning experience while expanding their knowledge of the language and culture and developing their communication skills. Emphasis continues to be placed on the development of the following skills: listening,
speaking, reading, and writing. They learn to express their wishes, emotions and doubts, and to hypothesize. Students read and discuss a variety of authentic texts and explore the Spanish-speaking world through varied written and oral projects. The course is task-based and involves numerous group activities, such as creating advertisements and preparing for a job interview. Consistent use of Spanish in the classroom develops skills in aural comprehension and oral expression. Reading and writing skills are refined through meaningful and engaging texts and compositions. By the end of level 3, students can ask and answer questions, and can maintain simple conversations on most familiar topics using sentences and series of sentences. They can write and understand different styles of narrative texts.

**Spanish 3 Honors, 1-year foreign language credit, prerequisite: Spanish 2 and teacher recommendation.** *
This course is designed for proficient and motivated students interested in advanced Spanish classes. Students build on their previous learning experience while expanding their knowledge of the language and culture. Emphasis continues to be placed on the development of the following skills: listening, speaking, reading, and writing. Students work at a faster and more intensive pace than in regular Spanish 3. Oral communication is stressed in the form of class discussions involving the readings and cultural topics. Students have the opportunity to work on group projects and to choose topics of discussion. Writing skills are developed through essays written in class or at home. The course is adapted to the students’ interests, needs, and level of mastery. By the end of level 3, students can communicate and write on a variety of topics using connected sentences. They can read and write basic argumentative texts and ask and answer complex questions.

**Spanish 4, 1-year foreign language credit, prerequisite: Spanish 3 and teacher recommendation.** *
This course is designed to provide a context for the continued development of Spanish listening, speaking, reading, and writing. For those students who demonstrate interest in improving communication skills in the target language. Spanish language films are integrated into the curriculum, as well as the works of Hispanic contemporary authors and cultural topics. The course provides extensive oral practice with emphasis on communication and listening skills in Spanish and is designed to increase command of written Spanish and teach strategies for reading more complex texts in the target language. Students are expected to be actively engaged in class discussions, do oral presentations, record and listen to audios, learn songs, interview native speakers, and write and read about a variety of familiar topics. Some of the thematic topics include news and world events, travel and tourism, formulating arguments, traditions of the Spanish speaking world, giving advice, discussing feelings and characteristics, sports and leisure, and future plans. Grammar is reviewed and studied only as it supports communicative accuracy and better understanding of the language. By the end of level 4, students can converse with relative ease and discuss topics of personal and general interest. They understand the main idea when reading a variety of styles of texts and can describe and narrate events in all time frames using paragraph-like discourse when writing.
Crossroads Advanced Studies: Spanish Language: Cultural Topics, 1-year foreign language credit, prerequisite: Spanish 3 Honors or Spanish 4 and teacher recommendation (series of two 1-year courses). *
This course is designed for students who demonstrate a strong level of oral and written proficiency in Spanish and who are motivated to refine their listening, speaking, reading, and writing skills. through exposure to aspects of Spanish and Hispanic culture. The course offers a review of grammatical structures and syntax and introduces students to new idiomatic expressions and special nuances of the language. Grammar and vocabulary are practiced in the context of selected cultural topics particular to the Spanish speaking world. Aspects of the Spanish and Hispanic culture are examined through designated topics such as the role of women in society, the culture of “machismo,” religions, traditions and customs, political regimes, music, and other social justice issues among others. This course is task-based, and students read various forms of texts, view films, documentaries, and other audio-visual materials, conduct their own research, and produce oral and written work based on their findings. By the end of this course, students can converse and discuss a wide range of topics. They can write argumentative essays of at least 400 words that show a deep knowledge of the cultural topics discussed in class. They demonstrate a mastery of argumentative language in debates about current events and social issues.

Studies in Hispanic Literature and Culture, 1-year foreign language credit, prerequisite: Spanish 3 and teacher recommendation. (This class will be offered in alternate years with Studies in Language and Culture Through Latin American and Spanish Film. Class is offered in 2019-2020). *
This course is designed for students who demonstrate a strong level of oral and written proficiency in Spanish and are motivated to refine their writing, reading, speaking, and listening skills through careful reading and critical analysis of Spanish and Latin American literature. This class is taught entirely in Spanish. Students are expected to lead and encourage discussion among their peers about the readings presented in class and to demonstrate their writing ability and literary comprehension. The class explores social, cultural, historical, and political events and movements that have taken place in both parts of the world and examines how these have influenced and are reflected in Spanish language narrative, poetry, drama, and film. Through discussions of texts, students examine social justice topics of relevance to their own identities and social environment. By the end of this course, students can converse almost fluently, write analytical and creative compositions, understand literary works within the context of culture, and have greater knowledge of major literary movements, genres, periods, and authors.

Honors Studies in Hispanic Literature and Culture, 1-year foreign language credit, prerequisite: Spanish 3 and teacher recommendation. *
Students enrolled in Studies in Hispanic Literature and Culture can self-select to take this course for Honors credit with teacher recommendation. These students undertake a program of extra reading and more complex writing and assessments. They must be highly
motivated and able to work independently and should expect to spend more time on work outside of class than students who do not take Honors. In order to remain in the Honors program, students are expected to earn at least a B at the end of each marking periods. Students can choose to join the Honors program at the beginning of each trimester with teacher approval.

**Studies in Language and Culture Through Latin American and Spanish Film, 1-year foreign language credit, prerequisite: Spanish level 3 or higher and teacher recommendation. (This class will be offered in alternate years with Studies in Hispanic Literature and Culture. Class is not offered in 2019-2020).** *

This course is designed for students who demonstrate a strong level of oral and written proficiency, solid comprehension skills, and are motivated to refine their speaking, listening, reading, and writing skills through in depth analysis of Spanish language films. Students are exposed to both the study of film and to cultural topics and spoken language from across the Spanish-speaking world through feature length films, short films, and clips. Accompanying readings and class discussions serve to deepen student understanding of the topics and films studied. By the end of this course, students can converse almost fluently, write analytical and creative compositions, can understand films within the context of culture, and can understand spoken Spanish at a higher level.

**Honors Studies in Language and Culture Through Latin American and Spanish Film, 1-year foreign language credit, prerequisite: Spanish level 3 or higher and teacher recommendation. (This class will be offered in alternate years with Studies in Hispanic Literature and Culture. Class is not offered in 2019-2020).**

Students enrolled in Studies in Language and Culture Through Latin American and Spanish Film can take this course for Honors credit with teacher approval. These students undertake a program of extra study by viewing additional films and producing more complex and in-depth analyses of the topics and works studied. They must be highly motivated and able to work independently and should expect to spend more time on work outside of class than students who do not take Honors. In order to remain in the Honors program, students are expected to earn at least a B at the end of each grading period. Students can choose to join the Honors program at beginning of each trimester.