



# CANTERBURY SCHOOL



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ACADEMIC GUIDE  
2016-2017

# 2016-2017 ACADEMIC GUIDE

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# 2016-2017 ACADEMIC GUIDE

## OUR MISSION

Founded in 1915 and still guided by lay Roman Catholics, Canterbury is a college preparatory, coeducational boarding and day school for students in grades 9-12. The School prides itself on creating a community based on its **Five Values—Honesty, Respect, Compassion, Spirituality, and Self Reliance**—in which students and faculty forge lasting bonds and every student experiences a broad and challenging program in a small school setting. The School's educational environment fosters academic rigor, athletic development, artistic enrichment, spiritual growth and strives to ensure a superior experience that prepares students for leading colleges and universities and for life.

With its rigorous and humane approach to students, both in and out of the classroom, Canterbury's program inculcates vital intellectual and ethical habits of mind. The School sees all students as individuals, encourages them as necessary, challenges them as appropriate, and inspires them to become moral leaders in a complex, secular world.

## AN INDEPENDENT CATHOLIC SCHOOL

Established by a group of Catholic laymen seeking to give their children a fine college preparatory education in a religious setting, Canterbury School maintains its most distinguishing qualities: its Catholicism, independence, and academic excellence. Our spiritual tradition informs all that we do—in the selfless dedication of the faculty, in the tolerance and respect students show to each other, in the School's moral atmosphere and rules of conduct, and in the spontaneous acts of kindness and charity practiced by students, faculty, and staff.

## LOCATION

With views of the Litchfield Hills and the town of New Milford, the School's hilltop campus in western Connecticut offers a secure and scenic setting. While the campus's rolling lawns and attractive buildings might seem a world apart, the New Milford town green and a variety of shops and restaurants are only a short walk down the hill. Our boarders appreciate the convenience (after signing out with their dorm parents) of going out to dinner on a weekend with friends or shopping for snacks and necessities. The School is 84 miles from New York City, 45 miles from Hartford, and 35 miles from New Haven.

## ACADEMIC PROGRAM

The curriculum serves a range of academic abilities. We offer 15 AP courses and 25 Honors sections as well as support for students who benefit from extra help with coursework. Technology, a powerful tool for learning, is integrated into courses across the curriculum. Each classroom has a SMART Board, and teachers use iPads and Apple TVs to enhance teaching. The Director of the Copley Library is current with 21st century research options and serves as a valuable resource to faculty and students. A faculty committee monitors the school's curriculum and encourages the incorporation of current, sound practices.

## THE ARTS: MUSIC, THEATER, AND VISUAL ARTS

Canterbury offers an exceptionally strong program in the fine arts. The Canterbury Chorale and the Schola Cantorum perform concerts in the chapel, in the choral classroom, at school meetings, and for special events; the Jazz Band, Rock Band and Concert Jazz Band perform in several shows a year and engage in impromptu jam sessions; and the Orchestra, Classical Chamber Ensemble, and students taking private music lessons give

recitals. Vocal students meet in the L. Michael Sheehy '56 Choral Classroom. The MIDI-lab, instrumental classrooms, a recording studio, and practice rooms round out the Stephen '43 and Lacy Hume Music Center.

Theater students present two major productions each year in Maguire Auditorium. The fall Shakespeare play and the spring musical always discover new talent in our community. Technical theater is equally important. By opening night, students run the show.

The Visual Arts Department sponsors exhibitions of work by students and professional artists in the Edward J. Duffy Family Art Gallery throughout the year. A wonderful facility, the gallery and its adjacent studios are flooded with natural light. A juried art show takes place each February with work contributed by students in the art classes. The Steele Hall Dining Room and hallways of Hume Hall also provide a venue for displays of student art, and fall and spring Parents' Weekends feature student art shows. The School's Fine Arts Calendar informs the community of events in music, theater, and the visual arts.

## **ATHLETICS**

We believe in the value of the athletic experience in our students' education. The pursuit of excellence is at the heart of our program, but developing and strengthening the values of sportsmanship, accountability, leadership, perseverance, and development are major goals. Our program will increase a student's sense of confidence and self-discipline as well as instill an awareness and respect for life-long fitness and wellness. We believe that daily physical activity is important not only for improving health but also for helping our students perform better in the classroom.

Our athletic tradition is a strong and proud one, best witnessed by the effort, character and spirit Canterbury teams display. The

Saints have won both individual and team New England and Western New England Championships over the years and have hosted many championship events as well as annual tournaments. Competitions are usually held on Wednesdays and Saturdays with practices on Mondays, Tuesdays, Thursdays and Fridays.

Our competitive teams are the foundation of our program. Third and Fourth Formers participate in three seasons--fall, winter, spring--of athletics. Fifth and Sixth Formers may choose to participate in an alternate activity for one season. These options are: media arts, music, theater, managing a team, and strength and conditioning. Provided consent of the Athletic Director, students may opt to participate in a sport off campus that Canterbury does not offer to fulfill the athletic requirement.



Canterbury offers 18 sports and sponsors approximately 35 teams that reflect level of ability and experience. Boys may play interscholastic sports in the following: football, soccer, cross-country, water polo, basketball, swimming & diving, ice hockey, wrestling, squash, baseball, golf, lacrosse, track & field, tennis, and crew. Girls may play interscholastic sports in the following: field hockey, soccer, cross-country, volleyball, basketball, swimming & diving, ice hockey, squash, golf, lacrosse, track & field, wrestling, tennis, softball, and crew.

Canterbury's outdoor athletic facilities include five grass playing fields, one synthetic turf field, one baseball diamond, one softball diamond, eight tennis courts, and a 440 cinder track used for practice. Home track & field meets are run at the local high school. Our crew team rows on nearby Lake Lillinonah, and 20 ergs are available on campus for workouts. The golf teams play at Lake Waramaug Country Club. Indoor facilities include an ice rink, four basketball courts, five international size squash courts, an eight-lane 25-yard competitive swim and dive pool, a 60' x 40' wrestling room, a weight room complete with free weights and strength and cardiovascular machines, and a fully staffed training room.

## COMMUNITY SERVICE

Canterbury believes strongly that our students should have an awareness of the importance of committing themselves to returning the good fortune in their lives to those in need. We seek to instill a sense of responsibility for and dedication to a lifetime of volunteer service. Students choose from a myriad of community service projects including visiting elders in a nursing home and mentoring at local schools. Students are encouraged to see the need for service worldwide but also within the community in which we live and participate. Students are active in New Milford Social Services through donations to the food bank, participating in Sibling Shopping, and helping with childcare during weekend retreats.



Additional community service activities have included Coaches Against Cancer, Special Olympics Flag Football, Oxfam, Hockey Skates for the Veterans, Penguin Plunge, and American Red Cross Blood Drives. Canterbury cultivated a great relationship with Special Olympics Connecticut and is happy to host events on campus and send volunteers to events statewide. Our faculty members are active volunteers and enjoy working alongside the students.

During March break, faculty members accompany students to Nicaragua and serve at the Fabretto Children's Foundation helping with projects and interacting with the local students. We also have run service trips to Costa Rica to assist with saving the sea turtles and to Puerto Rico to work in an animal shelter. Each summer, a group of students and teachers spend a week at Lourdes, France, assisting pilgrims. Within the United States, students have completed service projects in Appalachia and Camden, New Jersey.

Canterbury's clubs, organizations, and athletic teams support current and new causes annually. Students are urged to share local organizations from their home areas with our community and create events to support their cause. Notably, every year brings change and new organizations to campus and students are able to create opportunities based on their interests and concerns.

## SCHOOL LIFE

Canterbury's energetic students lead busy lives but still find time for extracurricular activities. We offer the following clubs and organizations: Admission Ambassadors, Cantuarian (Yearbook), *Carillon* (Literary Magazine), Community Service, Drama, Mentoring, Peer Counseling, Student Activities Committee, Student Government, *The Tabard* (School newspaper), and Women of Canterbury.

For our boarders, life revolves around the dorms—a place to relax and do homework, develop close friendships, and enjoy impromptu social times and good talks with dorm mates and faculty residents.

Third and Fourth Formers participate in the Work Program at such jobs as working in the dining hall, helping in the library, or sorting mail.

Beyond a required theology course each semester and attendance at Sunday Mass, students practice their faith and attend to their spiritual lives as they choose. Form retreats and shared prayer provide opportunities for spiritual growth. Pizza and Prayer, a dinner gathering to accommodate both boarding and day student schedules, is a discussion-level event in which students socialize and engage in conversation centering on spiritual topics. Participants also host special events to honor holy seasons such as Stations of the Cross and Reconciliation Services during Lent and student Sacristans act as leaders in Campus Ministry events.



## WEEKEND ACTIVITIES

Canterbury weekends provide an exciting and fun selection of activities for boarders and day students alike. The Office of the Student Activities Coordinator plans activities such as dances, intramural sports, comedian/hypnotists, game shows, community events, professional sports games, and other off-campus excursions. Saturday night trips to the movies and Sunday afternoon outings to the mall are predictably popular.

On any given weekend, students and faculty chaperones might be heading to New York City for a musical, hiking the Appalachian Trail, or taking a trip to Six Flags New England in Massachusetts. Dotted with state parks, scenic roads for biking, and quaint villages, the surrounding countryside is a wonderful area for exploring. Day students often invite boarders to their homes for the weekend or for holiday celebrations such as Thanksgiving or Easter.

# Academic Information

## COURSE OF STUDY

Canterbury's academic year consists of two semesters, the first ending in December and the second concluding in May. Each semester, students take five major core courses and one or more minor courses. Although courses for Third and Fourth Formers are mostly prescribed, they may, in some cases, choose from among electives. Fifth and Sixth Formers have more flexibility in course selections. Most major courses require five hours of class work and five hours of homework per week. Honors sections and Advanced Placement courses require more. Minor courses involve two or three meetings and two hours of homework per week. Most courses, including art, are major courses. Minor courses are mostly theology.

All students are expected to take a minimum of 5 1/2 credits each year.

## GRADUATION REQUIREMENTS

English	4 credits
Mathematics	3 credits
Science ( <i>in laboratory science</i> )	2 credits
Foreign Language	3 credits
( <i>attaining level three in at least one foreign language</i> )	
History	3 credits
( <i>including United States History</i> )	
Fine Arts	1 credit
Additional courses	4 credits

**Total credits required for graduation: 20**

Canterbury students enroll in a half credit theology course each year.

To be eligible for a diploma, Sixth Formers must be enrolled in classes on campus in the fall and spring semesters. Sixth Formers who fail a one-credit course or two 1/2 credit courses will not receive a diploma. Sixth

Formers who fail two 1/2 credit courses in the fall semester may not return to campus for the spring semester. Sixth Formers must choose an English course each semester.

## THE ADVISOR SYSTEM

Each student has a faculty advisor who is a key link between the School and the family. The boarding student's advisor often lives in his or her dormitory; the day student's advisor often teaches or coaches the student. In addition to providing guidance on academic matters, advisors offer personal support and encouragement. The faculty advisor receives correspondence from teachers, coaches, activities advisors, and dorm parents about a student's performance. The Dean of Academics and Academic Counselors also track the academic progress of the students. Advisors receive all official reports that parents receive.

## SUPERVISED STUDY AND EXTRA HELP

All boarding students observe a quiet time for studying in the dormitories Sunday through Friday evenings. Dormitory faculty and student proctors monitor the evening study period; many faculty are available for extra help during this time. An additional time for extra help is during the conference period four mornings a week. Of course, students may arrange for extra help with teachers at times that are mutually convenient. Some students are assigned to daytime study hall during their free periods each marking period.

New Third and Fourth Formers in honors courses are not scheduled in daytime study hall for the first marking period. In subsequent marking periods, students are not assigned to daytime study hall if they have achieved a certain marking period GPA. For Third Formers that average is 2.6 and for Fourth Formers it is 2.3. Fifth Formers with a failure

are assigned to daytime study hall for the following marking period. Sixth Formers are not required to attend daytime study hall.

## **ADVANCED PLACEMENT COURSES AND HONORS SECTIONS**

*The following courses culminate with Advanced Placement exams:*

Honors American Literature (Language and Composition), AP English Literature, AP Statistics, AP Calculus, AP World History, AP United States History, AP European History, AP Macroeconomics, AP Biology, AP Chemistry, AP Physics 1, AP Physics C, AP Psychology, AP Art (2-D Design & 3-D Design), AP French Language, AP Spanish Language, AP Spanish Literature.

Honors or AP sections are available in English (4 years), Mathematics (4 years), History (3 years), Science (4 years), Language (2 years), Studio Art, and Music.

Predictors of success in Advanced Placement courses or honors sections depend upon numerous factors including the result of placement examinations, grades previously earned, standardized test scores, and teacher recommendations.

The Dean of Academics reserves the right, when and where appropriate, to move students into or out of honors or Advanced Placement sections.

## **INDEPENDENT STUDY**

Fifth and Sixth Formers at Canterbury have the option of taking independent study courses in English, foreign language, history, science, computer science, mathematics, theology, and the fine arts. Students wishing to undertake an independent study must have a good academic record. The topic of the independent study must be outside the established curriculum. They should obtain a faculty advisor and work with that advisor to develop and present a detailed study plan to the Dean of Academics well before the independent study begins. It is expected that to earn independent study

credit, a student will complete the equivalent work associated with a minor or major course.

## **THE SIXTH FORM PROJECT**

A few Sixth Formers take off-campus projects after March Break. Such projects must be planned in detail with a faculty advisor and the Sixth Form Project Advisor and approved by the Project Committee. Postgraduates may not undertake a Sixth Form Project. Sixth Formers involved in an off-campus project must have been accepted to a college. Those interested in a Sixth Form Project should obtain a copy of the guidelines and procedures from the Sixth Form Project Advisor by early January.

## **ESL PROGRAM**

Canterbury's English as a Second Language courses are designed for those international students who study at the School, but who need to improve their English skills. The goal of the ESL program is to mainstream the student into the School's regular curriculum and prepare the student to qualify for a Canterbury diploma. International students must be enrolled in and pass mainstream English courses throughout their Sixth Form year.

## **ACADEMIC OFFICE CONTACTS**

Questions about academic matters should be directed to one of the following:

**Suzanne Roberts, Dean of Academics**  
[sroberts@cbury.org](mailto:sroberts@cbury.org)

**Lynsie Johnson, Academic Counselor,**  
**Third and Sixth Forms**  
[ljohnson@cbury.org](mailto:ljohnson@cbury.org)

**Todd Mathewson, Academic Counselor,**  
**Fourth and Fifth Forms**  
[tmathewson@cbury.org](mailto:tmathewson@cbury.org)

**Questions about academic records or requesting a transcript should be directed to: Kim Morea, Registrar**  
[kmorea@cbury.org](mailto:kmorea@cbury.org)

## COLLEGE COUNSELING

We are proud of our strong record of placing Canterbury Graduates in outstanding colleges and universities. Here is a sampling of schools where our graduates have recently attended.

Amherst College	New York University
Babson College	Northeastern University
Bard College	Occidental College
Bates College	Pennsylvania State University
Bentley University	Princeton University
Berklee College of Music	Providence College
Boston College	Rensselaer Polytechnic Institute
Boston University	Rhodes College
Bowdoin College	Rice University
Bucknell University	Rochester Institute of Technology
Carnegie Mellon University	Savannah College of Art and Design
Case Western University	Sewanee: The University of the South
Catholic University of America	Skidmore College
Colby College	Stonehill College
Colgate University	Syracuse University
College of the Holy Cross	Trinity College
College of William and Mary	Tulane University
The College of Wooster	Union College
Connecticut College	United States Military Academy
Cornell University	United States Naval Academy
Dartmouth College	University of California at Berkeley
Denison College	University of California at Los Angeles
Dickinson College	University of California at San Diego
Duke University	University of Connecticut
Elon University	University of Delaware
Emerson College	University of Edinburgh
Emory University	University of Illinois at Urbana-Champaign
Fairfield University	University of Miami
Fordham University	University of Michigan
Franklin and Marshall College	University of Notre Dame
George Washington University	University of Pennsylvania
Georgetown University	University of Richmond
Gettysburg College	University of Rochester
Hamilton College	University of Southern California
Harvard College	University of Vermont
Haverford College	University of Virginia
Hobart and William Smith Colleges	Vassar College
Ithaca College	Villanova University
Kenyon College	Wake Forest University
Lake Forest College	Washington University, St. Louis
Lehigh University	Wellesley College
Loyola University Maryland	Wesleyan University
McGill University	Whitman College
Miami University, Oxford	Williams College
Mount Holyoke College	Worcester Polytechnic Institute
	Yale University

For information contact Sarah Ferland, Director of College Counseling at [sferland@cbury.org](mailto:sferland@cbury.org)

# Course Offerings

## COMPUTER SCIENCE

**Chair: Robert Roffe**

At Canterbury, we view technology and its uses as an integral part of student life, in and out of the classroom. We want our students to become independent computer users who understand the appropriate uses of technology and are comfortable using technology to communicate and collaborate safely and effectively.

### MAJOR COURSES INTRODUCTION TO COMPUTER PROGRAMMING (FALL OR SPRING)

In this course, students will learn basic programming skills and concepts using Python. The course is designed for students with little or no programming skills. Completion of one year of Algebra is required.

### APPLIED COMPUTER PROGRAMMING (FALL OR SPRING)

This course builds on the subject matter from Intro to Computer Programming and will give students the opportunity to expand their knowledge of programming by working on a series of hands-on-projects. The project will include the chance to work with a 3D printer, various robotic/maker platforms and focus on honing the student's programming and problem solving skills. *Prerequisite: Intro to Computer Programming.*

## IMAGING & ANIMATION (FALL OR SPRING)

Students learn how to use a computer to manipulate, enhance, and publish images; learn how to create and publish their own artwork; and learn how to create and publish various types of animations on the computer using Adobe PhotoShop, Illustrator, and Flash.

### MINOR COURSE INNOVATION LAB (FALL OR SPRING)

This course is a hands on, experiential class where students will have the opportunity to get their hands dirty by tearing things down, putting things together, and repurposing things; all in the pursuit of developing problem solving skills in a fun, non-traditional way.

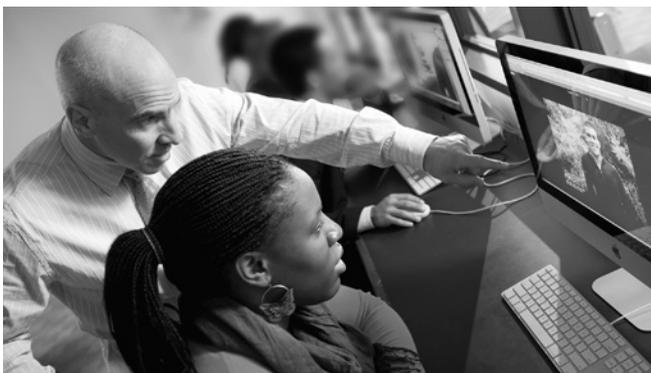
## INDEPENDENT STUDY CLASSES

Independent study classes are for motivated students who want to learn more about technology and receive recognition for their efforts, but do not want to be held within the constraints of a traditional class. Independent study classes are not given a grade or figured into the GPA, but if a unit is completed within the allotted time, the Academic Office will attach a letter to the student's transcript stating the student completed the unit for enrichment credit and that the student either completed the unit or completed the unit with honors. Any earned credits will be reflected on the transcript.

## ENGLISH

**Chair: Wright Danenbarger**

The members of the English Department strive to develop in each student the reading, writing and speaking skills needed to meet the demands of a college curriculum. Novels, plays, short stories, and poems expose students to a rich variety of classic and contemporary world literature and encourage an appreciation for literature of other cultures and both genders. Participating in Canterbury's Writing Program,



all students practice revision techniques to produce polished essays in different modes, including the narrative, the descriptive, and the analytic. Teachers include such technology features as ebooks and Google apps to enhance student learning.

In the Fifth Form year, American Literature classes engage in systematic preparation for the SAT I exam. Sixth Formers, except students in AP Literature, select two semester long English courses. The fall course prepares students for the SAT I exam in October. During the fall, each English class studies one of Shakespeare's comedies produced by the drama department in November. In the fall of 2016, the play will be *The Taming of the Shrew*.

### **ANNUAL NELSON HUME SPEECH CONTEST**

During the second semester, all Third, Fourth, and Fifth Form English students deliver a speech in English class. Teachers choose outstanding student speakers to speak in the morning school meeting. After a faculty panel judges the school meeting speeches, one student in each of the three Forms receives an award. A grand prize is also awarded.

### **FORM III ENGLISH – THE ELEMENTS OF LITERATURE AND COMPOSITION**

Studying a variety of short stories, plays, novels, and poems, students look at the ways authors use literary tools to tell moving stories. Readings may include *The Old Man and the Sea*, *The Lord of the Flies*, *The Penelopiad* and *A Raisin in the Sun*. Students learn to write effective sentences and paragraphs and have the opportunity to practice writing the above-mentioned essay modes. The study of grammar includes instruction on avoiding the more common writing problems. *Honors section available.*

### **FORM IV ENGLISH – LITERARY GENRES**

This course helps students develop a more sophisticated understanding of the fundamentals begun in Form III English with particular instruction on how different literary works operate within the context of their distinct genres. Reading may include *The House on Mango Street*, *Macbeth*, *Fahrenheit 451*, and *Their Eyes Were Watching God*. The writing curriculum gives students the opportunity to focus on writing organized paragraphs and the extended essay while practicing the various essay modes of the English Department writing curriculum. *Honors section available.*

### **FORM V ENGLISH – AMERICAN LITERATURE**

This course surveys major trends, writers and themes of American Literature. Examples of some of the themes include “Utopia and Dystopia in American Literature” and “Self-Creation in American Literature.” As part of their participation in the Writing Program, student writing emphasizes the analytical essay. In the honors section, instruction focuses on the analytical and writing skills needed to succeed on the Advanced Placement Exam in English Language and Composition. Students enrolled in the honors section of this course are required to take the AP Exam in English Language in May. All sections review for the SAT I in May. *Honors section available.*



## **ADVANCED PLACEMENT ENGLISH LITERATURE (FULL YEAR)**

This course seeks to help students read, write, and think more carefully and more deliberately. As readers, they focus on the authors' use of language to elicit responses from their readers. As writers, they strive to write consciously rather than as an afterthought, seeking to communicate ideas more effectively. By improving their reading and writing skills, the students learn to think more clearly and precisely. In addition, they have developed their vocabulary by focusing on bases, prefixes, and suffixes and combinations of those particles in words. The course prepares the student to take the AP English Literature and Composition examination in May.

## **FORM VI ELECTIVES NATURE IN LITERATURE (FALL)**

The natural world has been represented, imagined, and “constructed” in numerous literary works since the first written word. Authors, essayists, and poets have portrayed nature to be, among other things, the teacher, victim, antagonist, and testing place of humankind. This course will examine a variety

of works and compare some of the portrayals. The main focus of the course will be on the development of close reading and precise writing skills. The reading list, a mix of classic and contemporary writings, will include works by Bill Bryson (*A Walk in the Woods*), Ernest Hemingway (*In Our Time*), and Norman Maclean (*A River Runs Through It*).

## **THE SUPERNATURAL IN SHAKESPEARE AND MODERN LITERATURE (FALL)**

This Sixth Form elective begins with some of Shakespeare's most famous works--*The Tempest*, *A Midsummer Night's Dream*, and *Hamlet*--paying particular attention to the supernatural element in these plays. Students will then consider contemporary works which display a similar preoccupation with the supernatural. The class will study the political, social and cultural atmospheres from each of the time periods along with performance techniques and values. Assessments will consist of projects, presentations, essays, quizzes and tests.

## **HONORS ENGLISH VI – RACE IN AMERICAN LITERATURE (FALL OR SPRING)**

In this fall semester honors elective, students will participate in a complex study of race in America by reading selections from the following authors: K.J. Williams, Richards Wright, Ralph Ellison, Langston Hughes, Martin Luther King, Jr., Malcolm X, and Barack Obama. We will round out our study in race in America by viewing two documentaries, ESPN's *The Fab Five* and Spike Lee's, *When the Levees Broke*. Students will be expected to write daily and our emphasis this term will be on the personal narrative and using theory to do close readings of the texts.

## **EXPOSITORY WRITING (FALL OR SPRING)**

Designed for students interested in further development of exposition, this course focuses on three aspects of the writing



process: observation, expression, and revision. Students write daily; most classes use a workshop format.

## **POST-INDUSTRIAL GENRES (SPRING)**

A century ago leisure time was limited, and life on the farm and in the factory was hard. Over time, the labor movement, the industrial revolution, and the technology revolution have allowed more time for our games and pastimes. As more people watched and participated in leisure time activities, a body of literature inspired by these activities emerged. Our games have given us a rich variety of real and fictional characters as well as a window into the hearts and souls of towns, regions, and nations. Students in this course read works including *Friday Night Lights* by H.G. Bissinger, *A Sense Of Where You Are* by John McPhee, *Shoeless Joe* by W.P. Kinsella, *The Legend Of Bagger Vance* by Steven Pressfield, *Cinderella Man* by Jeremy Schapp, and *Hockey Sur Glace* by Peter LaSalle.

## **TRAGEDY AND COMEDY (SPRING)**

This course traces the evolution and development of comedy and tragedy in drama, beginning with the Greeks, continuing through Shakespeare, Marlowe, and Kyd, and concluding with modern writers such as O'Neill, Miller, and Simon.

## **FINE ARTS**

**Chair: Kim Tester**

The Fine Arts Department provides students with courses leading to aesthetic literacy and an appreciation of the arts. Our many offerings give students an opportunity to make “art” through music, theater, and the visual arts. Emphasis is on understanding aesthetic principles and placing the arts in an historical and cultural context. Fine Arts courses have work load expectations similar to other academic areas.

The department schedules a fall and spring “Fine Arts Field Trip Day.” Students fulfill

course requirements while visiting museums, galleries, instrumental performances, participating in recording sessions, or on-campus workshops. Fees depend upon the destination. For the serious Fine Arts student, the department offers portfolio direction and preparation in each area, a varied curriculum, exposure to many media, and independent study opportunities. Teachers have guided students through the curriculum so that students are well prepared to succeed in the AP Studio Art and AP Music Theory courses.

## **VISUAL ARTS**

**Director of Visual Arts: Stacey Kolbig**

Visual Arts course credits count toward fulfilling the Fine Arts credit.

*\*Indicates course fee applied*

## **ADVANCED PLACEMENT TWO-DIMENSIONAL DESIGN \* (FULL YEAR – OFFERED AS STUDENTS QUALIFY)**

This course is for the serious art student whose prior work exhibits advanced technical and conceptual understanding in a variety of artistic media. Students work in drawing, painting, photography, collage, and mixed media. The fall semester focuses on projects relating to color, design, composition and various drawing and design problems. The spring semester focuses on the development of a theme or concentration. AP Portfolios are submitted in May. *For Sixth Formers only.*

## **PLACEMENT THREE-DIMENSIONAL DESIGN \* (FULL YEAR – OFFERED AS STUDENTS QUALIFY)**

This course is for the serious art student whose prior work exhibits advanced technical competence and conceptual understanding of drawing, painting and sculpture. The fall semester focuses on projects relating to color, design, composition and various spatial design problems. The spring semester focuses on the development of a theme or concentration. AP Portfolios are submitted in May. *For Sixth Formers only.*

## **ADVANCED PLACEMENT DRAWING \* (FULL YEAR – OFFERED AS STUDENTS QUALIFY)**

This course is for the serious art student whose prior work exhibits advanced technical competence and conceptual understanding of drawing. The fall semester focuses on projects relating to color, design, composition and various drawing problems. The spring semester focuses on the development of a theme or concentration. AP Portfolios are submitted in May. *For Sixth Formers only.*

## **ADVANCED CERAMICS, ADVANCED DRAWING, ADVANCED PAINTING, ADVANCED PRINTMAKING, AND ADVANCED 2-D OR 3-D DESIGN \* (OFFERED AS STUDENTS QUALIFY)**

These courses build on the same techniques and media learned in the introductory courses. The advanced courses emphasize a more conceptual approach and development of personal style. Students also use this course to help them prepare a portfolio for college entrance or to enhance their college application.

## **INTRODUCTION TO VISUAL ART \* (FALL OR SPRING)**

This course introduces the studio experience: in-depth design concepts, terminology, and various media. Projects include drawing, painting, printmaking, and 2D and 3D Design. The course is strongly suggested as a prerequisite for further work in studio art. *For Third Formers.*

## **DRAWING \* (FALL OR SPRING)**

In this course, students study the expression of visual thought through drawing. Areas covered include contour drawing, still life, portrait, perspective drawing, and experimental techniques. Students use pastels, charcoal, ink, pencils, markers and other medium. Assigned projects utilize images from everyday surroundings and the imagination to form unique compositions.



## **CERAMICS \* (FALL)**

This course investigates various ways to create functional and sculptural objects with clay. Hand building techniques include pinch, slab, and coils. *For Fifth and Sixth Formers.*

## **PRINTMAKING (FALL)**

This course provides students with an introduction to various experimental and traditional printing processes and their relationship to composition and color. Among the types of prints that may be covered include the use of digital imagery, monotype, linoleum, wood block, collagraph, and screen print. Assignments may include a T-Shirt logo design, postcard project, and a large scale transportation design using various textures including tires from large machinery.

## **DIGITAL PHOTOGRAPHY \* (FALL)**

The aims of this course are for students to learn the controls of their DSLR camera (Minimum 6 megapixels), the principles of composition, design, color, lighting and exposure, software manipulation to improve images (Adobe Photoshop), and photo management (Flickr). Additional work is devoted to the creation of a personal style and proficiency in communicating an idea, theme, or emotion. Students must own a recently purchased DSLR camera with the “kit” lens supplied.

## **ADVANCED DIGITAL PHOTOGRAPHY \* (SPRING)**

This course will focus on the contributions of the “giants of photography,” those men and women who have influenced the direction of this art form. Students will research the lives, artistic influences, and contributions of these photographers and present their findings to their classmates. In addition, students will hone their picture-taking skills by emulating the styles of these photographers, who include, but are not limited to: Henri Cartier-Bresson, Dorothea Lange, Diane Arbus, Garry Winogrand, Walker Evans, Robert Frank, Richard Avedon, Robert Capa, Vivian Maier, Ansel Adams, Margaret Bourke-White, Sebastio Selgado, and Edward Weston. Students will also be required to print their images in order to amass a body of work.

*Prerequisite: Digital Photography.*

## **PAINTING \* (SPRING)**

Through experimentation and related exercises, students learn about painting as a medium of visual expression. Basic studies include drawing, color theory, and composition. Students explore a variety of subject matter from direct observation as well as from their imagination. Materials may include watercolor, acrylic, and collage.

## **SCULPTURE \* (SPRING)**

This course explores the processes of modeling, carving, construction, and assemblage in wood, paper, plaster, wire, and found materials. Students begin with projects that help them visualize the transition from working two dimensionally to creating a three dimensional design. Assignments move into exploring sculpture-in-the-round or freestanding works.

## **ARCHITECTURE \* (SPRING)**

This introductory course concentrates on giving students a broad view of architecture in both the technical and creative sense. Drawing assignments may include freehand drawing, an imaginative proposal project that combines

various drawing types, a community park design, and the design and development of a residence. For the final project students design a set of plans (floor, elevation and site plans) and build a scale model.

## **MUSIC**

**Director: David Overthrow**

**Vocal Director: Sarah Armstrong**

Music course credits count toward fulfilling the Fine Arts credit.

## **MAJOR COURSES**

### **CANTERBURY CHORALE (FULL YEAR)**

Canterbury Chorale is both a learning and performing chorus open to all interested students. Students learn music from varied periods, styles, and languages. Students develop healthful voice habits to assist in discovering the individual nature of their own voices. As appropriate, information regarding music and composers is offered to add insight to the creative process of the music as well as its cultural impact. Canterbury Chorale members perform at a variety of school functions throughout the year. *All students welcome. Audition to determine vocal placement.*

### **JAZZ COMBO (FULL YEAR)**

The Chamber Jazz Group is a select group of instrumentalists who perform music in many styles of modern jazz including blues, funk, fusion, swing and Latin. Students learn about playing in a rhythm section, improvising and interpretation of style. Students of any instrument in Intermediate to Advanced level may audition. This group gives five performances throughout the year. Students have the opportunity to learn jazz improvisation, as well as techniques for playing jazz in a small group setting. The group will play music in the styles of popular music and rock & roll titles in addition to several jazz styles. *By audition.*

## **THEORY AND COMPOSITION (FULL YEAR)**

This course is designed for the serious classical musician. Basic music theory skills are a necessity for admission to the class. Ear training to promote an understanding of the nature of pitch and rhythm is a significant part of the course. Students learn principles of four-part choral writing as an introduction to composition, as well as the basics of orchestration.

## **MUSIC HISTORY (FALL)**

Music History provides an insight into the development of Western Music and its relationship to and influences upon Western culture from its beginning to the present day. The course will survey recordings of music from the Gothic and Medieval periods to Renaissance, Baroque, Classical, Romantic, Impressionist, and periods. Discussions of the lives of the composers as well as performers throughout history help to illuminate the cultures and times in which they lived. This study leads to a better understanding of how we have arrived at our present music and cultural environment.

*There is no prerequisite for this course.*

## **COMPUTER MUSIC I (FALL)**

This class is an overview of a Digital Audio Workstation and students learn how to perform the following tasks in (DAW) GarageBand: Creating MIDI Tracks, creating audio tracks, constructing a song, Apple Loops, software Instruments, real instruments, editing, advanced editing, exporting an audio file, create an MP3 file. *There is no prerequisite for this class.*

## **COMPUTER MUSIC II (SPRING)**

In this course students work with computers, synthesizers, and Digital Performer software while working with MIDI and digital audio tracks. Using state of the art technology students learn how to integrate both MIDI and audio tracks while learning about recording, mixing, and mastering techniques. The emphasis on this class is in audio recording.

Students have the opportunity to work in the recording studio. *Prerequisite: Computer Music I*

## **MUSIC APPRECIATION (SPRING)**

Music appreciation is intended to provide a general overview of music, with emphasis on but not limited to Western culture. Topics will include how to listen, discerning general styles, and the business of music. The study leads to an enhanced ability to enjoy and understand music. *Open to all students.*

## **MINOR COURSES**

### **SCHOLA CANTORUM (FULL YEAR)**

The Cantorum builds upon material taught in the Chorale. Its members are expected to master material that is technically and musically demanding. An emphasis on performance technique is an additional component of this select group. Students are encouraged to perform solo as well as choral material. The Cantorum performs at various functions throughout the school year. Membership in the Canterbury Chorale is a prerequisite for acceptance into the Cantorum. *By audition.*

### **CONCERT JAZZ BAND (FULL YEAR)**

This band is open to all instruments. Students with little experience such as late beginning to intermediate levels are welcome. All that is required is the desire to improve as well as work towards a common goal with others. Students will play music in the styles of popular music and rock & roll titles in addition to several jazz styles.

### **ORCHESTRA (FULL YEAR)**

The Canterbury Orchestra will perform various selections from an expanded repertoire including all styles of music from symphonic to popular idioms. The material will be chosen based on the ability of the group as a whole. Students will be expected to participate in all rehearsals and performances of the Orchestra. *Prerequisite: This is not a class in instrumental instruction. Students must have played an orchestral instrument (woodwind, brass, or string) and have the basic knowledge thereof. This instrument must be*

*available to the student for full time use. Private lessons are encouraged but not necessary, as long as the student can perform the music assigned. By audition.*

### **CLASSICAL CHAMBER (FULL YEAR)**

Classical Chamber is made up of small groups, usually of two to four players, and rehearses and performs selections from the standard chamber music repertoire. The material is chosen based on the ability and instrumentation of each group. This is an excellent opportunity for students to be exposed to material that is often not studied on the pre-college level. Each student will be expected to participate in all rehearsals and performances of the ensemble.

*Prerequisite: These ensembles are for more advanced students, and are not classes in instrumental instruction. Students are expected to have an instrument available for full time use. Private lessons are encouraged but not necessary, as long as the student can perform the music assigned. Membership in the Canterbury Orchestra is a prerequisite for acceptance into the Chamber Ensemble. By audition.*

### **ROCK BAND (FULL YEAR)**

The Rock Band is a select group of students who will perform music in a variety of sub genres of rock & roll music. The class is open to vocalists as well as guitar, bass, drums, and other instruments. Students must have a background of at least early intermediate level on their instrument. The group will give several performances throughout the year. *By audition.*

### **INTRODUCTION TO GUITAR (FULL YEAR)**

Students will have the opportunity to play the guitar by exploring music through the medium of guitar playing. As a lab course students will be doing hands-on work every class, and may sometimes work independently. An instrument will be provided for those who need one. Topics include chord forms, scale forms and playing selected songs. The course is open to all and no experience is necessary.

### **INTRODUCTION TO PIANO (FULL YEAR)**

This course is for the student with little or no prior instruction in playing the piano. Students will learn keyboard basics through introductions in piano orientation, simple improvisation, technique and reading music. Students will learn to play solos and duets representing a wide variety of musical styles.

### **INTRODUCTION TO VOICE (FULL YEAR MINOR)**

Introduction to Voice is a study of efficient vocal production and performance. Beginning exercises for breath management, extending the vocal range, increasing vocal resonance and volume, and singing in an expressive manner are introduced. Vocal exercises and solos are performed to demonstrate these skills. This course is open to beginners.

### **PRIVATE LESSONS**

Private instruction is offered on guitar, bass, piano, voice, drums, sax, trumpet, clarinet, violin, and cello. Students should arrange lessons at registration. A fee is charged for private instruction. Private lessons meet once a week and can count towards fulfilling the Fine Arts credit requirement.

### **THEATER**

#### **Theater Director – Madeline Dreeke**

Theater course credits count toward fulfilling the Fine Arts credit.

### **THEATER WORKSHOP (FALL OR SPRING)**

This course is a “hands-on” approach to gaining a broad base of performance knowledge and experience. Students study acting techniques, directing theory, and technical values. The course is appropriate for experienced or beginning theater students.

### **SHAKESPEARE PLAY (FALL)**

Student actors, by rehearsing and performing in the fall play, practice techniques unique to the Shakespeare production. Speaking verse, analyzing character, understanding

relationships between characters, vocal projection and body expression are all part of the course. Discipline, teamwork and responsibility are all basic requirements. Two performances on the Canterbury stage for audiences culminate the course. *Counts as either minor (.25) or major (.5) credit, depending on time commitment. By audition.*

### **MUSICAL PERFORMANCE (SPRING)**

Student actors, by rehearsing and performing in the spring musical, practice performance techniques unique to the Musical production. Singing, dancing and the art of performance in this genre are part of the course. Discipline, teamwork and responsibility are all basic requirements. Two performances on the Canterbury stage for audiences culminate the course. *Counts as either minor (.25) or major (.5) credit, depending on time commitment. By audition.*

### **TECHNICAL THEATER (FALL OR SPRING)**

Students involved in the technical preparation of the set building/lighting and sound execution for drama productions enables them to handle all operations on their own at show time. Students become familiar with the proper use of tools for set building. They gain an understanding of set design as it applies to Canterbury's theater space and learn the basics of stage maintenance/lighting and sound needs for the actors. Two performances on the Canterbury stage for audiences culminate the course. *Counts as either minor (.25) or major (.5) credit, depending on time commitment. By audition.*

### **HISTORY**

**Co-Chairs: Pete Cotier and Jeffrey Johnson**

The History Department endeavors to promote in students an appreciation for historical knowledge, the interpretive skills necessary to make sense of it, and the compassion to become active world citizens ready and willing to make a difference. While each course presents core knowledge in critical subjects necessary for students to develop a

better understanding of the world in which they live, the courses further aim to promote historical study as a hugely creative endeavor which calls students to ask questions, demand substance, think interpretively and develop an open mind. Students are expected to develop research skills appropriate to their level.

The department incorporates new classroom technologies into creative power point presentations, class debates, mock trials and historical simulations in an effort to stimulate innovative thinking, group collaboration, and other 21st century skills. Student work includes analysis and interpretation supported by historical information. Where applicable, courses are related to current events in such areas as economics, politics, foreign affairs, and environmental issues.

### **FOUNDATIONS OF CIVILIZATION (FALL OR SPRING)**

Foundations of Civilization is offered primarily to Third Formers with a purpose of establishing the foundations for historical study. The course is designed not only to cover the content of emerging civilizations, but also to introduce and develop organizational, analytical, research and writing skills. The course begins with an exploration of the history of ancient civilizations in Mesopotamia, China, Africa, and India, and the "classical" civilizations of Greece and Rome. Students then focus their studies on the formation of empires in Russia, East Asia, Africa, and the Middle East before discussing the European Middle Ages and the formation of early modern Europe. Students complete a number of writing assignments including a short research paper.

### **MODERN EUROPEAN HISTORY**

Modern European History is offered primarily to Fourth Formers. The course builds on the "Foundations of Civilization" studied during the Third Form year by exploring several important turning points in European history and assessing their impact on modern

civilization. Topics include the Renaissance & Reformation, the Age of Exploration, the Scientific Revolution & Enlightenment, the French Revolution, the Industrial Revolution, Imperialism, the two World Wars and the Cold War. Emphasis is given to the continued instruction, practice and development of essential skills needed for the study of history including reading comprehension, analyzing primary source documents, outlining historical arguments and applying an open mind to the study of historical issues. In addition to continuing their development of historical thinking and writing through independent assignments, students work collaboratively throughout the year on a series of “mini-projects” designed to develop specific research skills using a variety of library resources.

### **HONORS MODERN EUROPEAN HISTORY**

Honors Modern European History is offered primarily to Fourth Formers. The course uses a thematic approach to explore European history from the Renaissance to the fall of the Soviet Union and to assess the role of historical themes such as culture, religion, geography, technology, economics, war and ideology in shaping modern western civilization. Students broaden their understanding of critical events by reading and analyzing a variety of source materials, thinking interpretively and writing persuasively. Students are encouraged to “think 360” by exploring topics from a variety of perspectives and engaging in experiential learning through extended debates and simulations before casting judgment on a variety of historical issues. In addition to continuing their development of historical thinking and writing through independent assignments, students work collaboratively throughout the year on a series of “mini-projects” designed to develop specific research skills leading to a small research project in the spring semester.

### **ADVANCED PLACEMENT WORLD HISTORY**

AP World History is primarily for Fourth Formers. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. This understanding is advanced through a combination of selective factual knowledge, appropriate analytical skills, and the integration of small research tasks. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students enrolled in this course are required to take the AP World History exam in May and complete a short research paper

### **UNITED STATES HISTORY**

United States History is offered primarily to Fifth Formers. The course is presented chronologically from European arrival to the post World War II era with an emphasis on acquiring the core knowledge and interpreting the significant meaning of essential events and issues which make up the American heritage. Students continue to develop the essential skills needed to think and write like an historian by applying active reading strategies and engaging in student centered enrichment activities designed to promote student analysis and open mindedness of controversial issues. Each chapter is supplemented with primary source documents from the Stanford Reader series designed to develop skills of critical reading, source analysis and interpretive thinking. Along the way, students continue to develop skills of persuasive writing and techniques for research which culminate with an independent research project during the second semester. *Required for graduation.*

### **HONORS UNITED STATES HISTORY**

Honors United States History is offered primarily to Fifth Formers. This course is structured around a central question. What does it mean to be an American? By this we mean to search our history from the colonial

period to the post-World War II era to discover the beliefs, character traits and institutions which make America unique. Content is presented thematically by focusing on such themes as the role of citizenship or the role of the west and connecting past to present in an effort to understand the consistencies and the contradictions in the American Dream. Students engage in experimental learning in the classroom through extended simulations, trials and debates to promote historical thinking by analyzing controversial issues through a variety of perspectives before casting judgment as an historian. Students learn strategies for critical thinking and persuasive writing as well as techniques for research which culminate in an interpretive research project during the spring semester.

### **ADVANCED PLACEMENT UNITED STATES HISTORY**

AP United States History provides students with the analytical skills and understanding necessary to deal critically with the problems and information in United States history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. Students enrolled in this course are required to take the AP United States History exam in May and to write research paper.

### **ADVANCED PLACEMENT EUROPEAN HISTORY**

AP European History introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world. The course provides a context for understanding the development of contemporary institutions, the role of

continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop an understanding of some of the principal themes in modern European History, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing. Students enrolled in this course are required to take the AP European History exam in May.

### **ADVANCED PLACEMENT MACROECONOMICS**

The AP course in macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies economic growth and international economics. Students enrolled in this course are required to take the AP Macroeconomics exam in May.

### **SIXTH FORM ELECTIVES HONORS 2016 ELECTION (FALL)**

In the United States of America, the government is you. This course is designed to guide students to discover "government of the people, by the people for the people" as they learn about and engage in the election process of 2016. Presented during the climactic months of the current election cycle, the course provides an opportunity for students to experience the interaction between historical foundations of American democracy and the current issues that play out in the presidential campaigns.

The course is organized by units each focusing on a specific theme pertinent to the election process and each designed to weave historical knowledge related to the theme with current

issues of debate in the election process. Students will experience the election process as campaign teams by working in groups to design political advertisements, write stump speeches and debate the issues, and also as citizens by following the media coverage of the campaigns, assessing media bias, researching the issues and finally casting judgement on the party platforms and the candidates themselves.

Eligible students will be registered to vote and encouraged to cast their vote on election day. In the weeks following the election, students will assess the implications of the election results on the federal, state and local levels of government. Students gain the core knowledge, the historical background and the skills of interpretation needed to make sense of and participate effectively in the election process. The goal of the course is to instill an appreciation for living history, to promote a sense of civic responsibility and to encourage lifelong political engagement.

### **HOLOCAUST (FALL)**

This course introduces students to the historical origins of anti-Semitism and surveys twentieth-century German history to World

War II. Emphasis is placed on political and social developments which elevated the persecution of Jews to official government policy and almost succeeded in the total extermination of Jews from Europe. Through independent reading and research, students will further hone their ability to read and write analytically. A short research paper is required.

### **REVOLUTIONS AND REVOLUTIONARIES (FALL OR SPRING)**

This course will compare and contrast a variety of political, social and intellectual revolutions that have profoundly shaped the modern world. Besides examining the dramatic events surrounding the respective French, Russian, Chinese, and Iranian Revolutions, an analysis of other transformational episodes in history will be studied, including the Industrial and Digital Revolutions. Among the human agents of major change that we will look at include Lenin, Mao, Ayatollah Khomeini, Martin Luther King, Malala, Mark Zuckerberg, and Jackie Robinson. A focus of the continued fallout of both the Orange Revolution and the recent “Arab Spring” will be a part of a current events component to this class.

### **ECONOMICS (FALL OR SPRING)**

This course covers fundamental economic concepts in microeconomics and macroeconomics and examines how the global economy operates. The course allows the students to study, analyze, and dissect trends in American business as well as the growing issues in the current economy. Other concepts covered are the issues of allocating resources in markets where goods and services are bought and sold, and how this process affects supply and demand curves. All students are required to research, examine, and present a current events topic of their choice.

### **AMERICAN GOVERNMENT (FALL OR SPRING)**

This course is designed to help students understand the history and structure of the



American government. The class begins with a study of the Articles of Confederation, the Constitution, and the three branches of government. The course then moves on to such topics as state and local government, the responsibility of the government in domestic affairs, and U.S. foreign policy throughout the years. Through the examination of American government, students will be better equipped to make informed decisions as citizens. A short research paper is required. *Prerequisite: United States History.*

### **MODERN TIMES (SPRING)**

Students in this course will study contemporary world events involving political, social, cultural, and economic issues. Emphasis is placed on defining world events and the prevailing trends and leaders who are influencing current affairs. Students regularly examine periodicals and evaluate the opinions of reputable commentators reflecting on present day developments. The course asks students to further refine their ability to read analytically and write a persuasive historical argument. A short research paper is required.

### **HONORS DECADES OF CHANGE (SPRING)**

This is an honors level sixth form elective course designed to explore the decades of change in the United States of America since World War II. Students examine the political, diplomatic, economic, social and cultural forces that have defined America in the post-World War II era. The course promotes experiential learning through a variety of student centered activities including mock trials, congressional debates, “situation room” simulations and re-run elections designed to foster engagement in the issues and an appreciation for the significance of past events. Students continue to develop skills of interpretation, research and writing need to draw relevant meaning from past events. The goal of the course is to instill an appreciation for the study of history, to promote open mindedness and to encourage a sense of civic responsibility.

## **LANGUAGES**

**Chair: Keiko Mathewson**

The Language Department strives to instill in each student a love for the language and cultures studied and the satisfaction derived from the relative mastery of a second language. We aim to develop in the student the ability to read with understanding and to speak and write correctly and effectively. We teach structures in context through story telling and immersing the student in the language during the class period. Emphasis is placed on comprehensible input and we expand on this by further presenting the language to the students through expanded reading, speaking, writing, conversation and group work. Finally, we encourage the students to study language at the college level and to experience those languages and cultures first-hand through chaperoned trips and exchange programs.

For Spanish language students, we offer a cultural exchange with the San Cayetano School in Palma de Mallorca, Spain. Mallorca is an island in the Mediterranean, part of the Balearic island chain. Canterbury students host Spanish students for six weeks and then Canterbury student hosts spend six weeks in Spain living with their host family. Canterbury students attend classes, participate in Spanish family life and travel while they are in Spain. They improve their language skills and deepen their cultural understanding while forging life-long bonds with their Spanish host student and family. Canterbury students are reevaluated upon return from the program and many are able to advance a course level.

In Latin, the students develop reading fluency. With continual exposure to vocabulary, forms, and grammatical structures within a text, we reinforce the students’ understanding of these topics as they have learned them in isolation. We teach the Latin language and topics in Roman culture in context with a view to enrich the students’ experience of each author covered.

Mandarin Chinese is offered to non-native speakers. In the first three years, our focus is on oral and written communication. In the fourth year we emphasize grammar and preparing students for college level reading and writing. We also aim to increase students' awareness and understanding of Chinese culture. Our initial focus is on listening and speaking with the Pinyin system; students have ample opportunities to immerse themselves in the language, to speak it and be able to use it in well-supported environments. Students learn Chinese characters gradually, with the goal of learning mainly with characters in the third year.

## **FRENCH FRENCH 1**

In French 1 the students acquire useful, high frequency vocabulary. By the end of the first year, the students are able to express themselves in the present and past tenses. Thematic vocabulary includes family, home, school schedule and sports, clothes and colors, numbers and dates, and life at Canterbury. Text: *Raconte-moi encore!* Student Text and mini novels *Pirates français des Caraïbes* and *Pauvre Anne*.

## **FRENCH 2**

By the end of Level 2 the students are studying the basics of the subjunctive mood. Students in French 2 master the past tenses, the imparfait and the passé composé. Thematic topics of vocabulary include talking on the phone and sending texts, personal relationships, life at home and at Canterbury, going on a date, fashion, shopping, school life. Text: *Raconte moi encore!* Student Text and mini novels *Le voyage perdu* and *Où est passé Martin?*

## **FRENCH 3**

In French 3 the students round out their study of French grammar, continue the mastery of the past tenses and future, conditional and subjunctive. An emphasis on oral and more advanced written communication also

continues at this level. We use video clips to expose the students to native speakers. Text: *Look I'm really talking!* and mini novel *Les yeux de Carmen*. *Honors section available.*

## **FRENCH 4**

In French 4 the students refine their grammar through a final review of the major grammatical topics and verb tenses. In addition, the students study culture through film, original literature, and music. A series of film shorts supplements the classroom. Text: *Une Fois pour Toutes*, Prentice Hall, 2009. *Honors section available.*

## **ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE (OFFERED AS STUDENTS QUALIFY)**

Students in the AP Language class prepare for the AP Language and Culture exam. Conducted exclusively in French, the course continues to develop all the language skills. The students also compose and express more complex thoughts and ideas, review grammar, and become familiar with the format of the AP exam. Though the AP exam is the final assessment, this class continues the acquisition of structures and fine-tunes language use and skills. Students enrolled in this course are required to take the AP French Language exam in May. Text: *Imaginez, Vista Higher Learning 2nd Edition, 2012.*

## **SPANISH SPANISH 1**

In Level 1 the students acquire useful, high frequency vocabulary. By the end of the first year, the students are able to express themselves effectively in the present tense and can recognize the past tenses. Thematic vocabulary includes family, home, school schedule and sports, at the airport, clothes and colors, numbers and dates, and life at Canterbury. Text: *¡Cuéntame Más!* Student Text and mini-novels *Piratas del Caribe* and *Robo en la Noche*.

## SPANISH 2

By the end of Level 2 the students are studying the basics of the subjunctive mood. Students in Spanish 2 master the past tenses, the imperfect and preterit. Thematic topics of vocabulary include talking on the phone and sending texts, personal relationships, life at home and at Canterbury, going on a date, fashion, shopping and school life. Text: *¡Cuéntame mucho!* Student Text and mini-novels *Los Baker van al Perú*, *La maldición de la cabeza reducida*, and *La llorona de Mazátlán*.

## SPANISH 3

In Spanish 3 the students complete their study of grammar, focusing on the perfect tenses and the subjunctive. We continue the emphasis on oral and more advanced written communication at this level. Students who have shown a knack and ease with the language may be selected for the honors Spanish 3 class where we begin to focus on Advanced Placement tasks. Text: *¡Cuánto me cuentas!*, and mini-novels *La Mara Salvatrucha*, *Rebeldes de Tejas*, and *La Calaca Alegre or Noche de Oro* and *La Vampirata*. Honors section available.

## SPANISH 4

In Spanish 4 the students refine their grammar through a final, sweeping review of the major grammatical topics and verb tenses. In addition, the students study culture through film, original literature, and music. A series of film shorts supplement the learning. Mini-novels: *Felipe Alou: Desde las valles a las montañas*, *La Guerra Sucia* and *La Hija Del Sastre*. Honors section available.

## SPANISH 5

In Spanish 5, we study a broad range of cultural topics from the Spanish-speaking world. The first semester focuses on Spain and the second focuses on Central and South America and the Caribbean. The students practice what they have learned in their previous years of Spanish through the exploration of various topics related to the Spanish-speaking world. Students in the course drive the curriculum, but planned topics are: a brief history of

Spain and Spanish-speaking America, the pros and cons of bull fighting, countries and capitals of the Spanish speaking world, main cities and regions of Spain and Europe. The students learn about topics in current events from the Spanish-speaking world from on-line Spanish news outlets.

## ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

Conducted exclusively in Spanish, the course continues to develop language skills. They also compose and express more complex thoughts and ideas, review grammar, and become familiar with the format of the AP exam. Though the AP exam is the final assessment, this class continues language acquisition and fine-tunes language use and skills. Students enrolled in this course are required to take the AP Spanish Language exam in May. Text: *Galería de arte y vida*.

## ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE (OFFERED AS STUDENTS QUALIFY)

Students in this class read representative prose (short story, novel and essay), poetry and drama from the Spanish-speaking world. It is a survey course that follows the reading list published by the College Board. The students make connections between the works read and the historical period and regions in which they were written. Students develop a deeper understanding of the cultures of the Spanish-speaking world. Students enrolled in this course are required to take the AP Spanish Literature exam in May. Text: *Azulejo: Anthology and guide for the AP Spanish Literature and Culture Course, 2nd Edition*.

## MANDARIN MANDARIN 1

In Mandarin 1, students begin the process of studying Chinese. Through the use of Rosetta Stone and the TPRS method (Teaching Proficiency through Reading and Storytelling), students get repeated exposure to comprehensible input, ensuring that their progress with the language is long-term

acquisition, not short-term gains. Class-time is spent utilizing and playing with the language and vocabulary presented in Rosetta Stone, leading to students asking and answering questions in Mandarin Chinese. The major topics include: numbers, likes and dislikes, classroom objects, family members, homes, food, animals and sports. Students are able to respond to simple questions and list information about their daily life when prompted.

## **MANDARIN 2**

In Mandarin 2, students grow from an introductory level of proficiency to a solid beginner level. As the student become more used to using Chinese in the classroom and more confident in their abilities, we continue to raise the level of Chinese spoken in class. Students must request permission to speak English in class and student progress becomes evident and immediate. As the year progresses, student speech becomes more complex and nuanced: simple, straightforward answers are now considered acceptable but are not the benchmark of success. In Mandarin 2, students are able to tell a story, narrate events in their own lives, and talk about plans for the future, their daily habits and where they live. Mandarin 2 students can type a paragraph in Chinese retelling a story, write a dialogue between two people and read a passage and answer questions about it in written Chinese.

## **MANDARIN 3**

In Mandarin 3, students move to the advanced beginner or lower intermediate level, while continuing to focus on communication. For our text, we use Rosetta Stone and a number of TPRS readers, which gives sheltered vocabulary exposure to students. Mandarin 3 students are able to read longer texts, write in detail about their own lives and others, describe their environment, give directions and order food in the target language. Mandarin 3 students are able to speak at length about their life in school, their home and their classes.

*Honors section available*

## **MANDARIN 4**

In Mandarin 4, students become firmly established at the intermediate level, reading interpreted texts in the target language on Chinese culture, myths and legends. Students continue working with Rosetta Stone to develop their vocabulary while also reading supplemental texts in Mandarin Chinese (which have been developed for non-native language learners). Mandarin 4 students can write a long essay (250 characters), participate in a debate, rewrite a folktale and carry on extensive conversations with their classmates or teacher. After completing Mandarin 4, students should be ready to enter a 3rd semester Chinese course in college. *Honors section available*

## **CLASSICS LATIN 1**

Students learn the fundamentals of Latin grammar, vocabulary and syntax as they focus on reading Latin and using conversational Latin. The reading passages are adapted from Plautus to Boethius, through which the students come to understand many facets of the Roman and post-Roman world.

## **LATIN 2**

Students expand their learning of basic grammar and vocabulary as they read about Heloise and Abelard, Charlemagne, and Christopher Columbus. Cultural study includes aspects of the use of Latin in the Middle Ages, the Renaissance, and in early modern life.

## **LATIN 3**

Students begin the year by reading excerpts from Julius Caesar's *De Bello Gallico* and selections from Catullus and Cicero. In the second semester, the students read selections from books 1-6 of Vergil's *Aeneid* and excerpts from Horace's *Odes* and Ovid's *Metamorphoses* and the cultural context of the Augustan age. Finally, they will read post-antique era authors, including Erasmus, Petrarch, and John Parke. *Honors section available.*

## LATIN 4

Students in Latin 4 will read selections from Vergil's Aeneid, books I-VI, and will study the necessary grammar and syntax as well as versification and figures of speech. Students will take periodic tests on the material and will write essays on the meaning of the poetry and the historical background of the poem.

*Note: In addition to fulfilling the three-year language requirement, students may elect to take a second language. In doing so, they must commit to study that language for at least two years. Sixth Formers may not enroll in a first-year language.*

The Dean of Academics may waive some or all of the three-year language requirement for students with diagnosed language or learning differences. Students for whom English is a second language are expected to meet all of the School's distribution requirements with the exception of foreign language.

## MATHEMATICS

**Chair: Christopher Roberts**

Our dynamic mathematics program makes use of iPads and Apple TV to create an interactive experience for students in class. Teachers are able to interact with the textbook and

can create and make class notes available to students. Additionally, interactive calculators and course specific apps allow students to focus on problem-solving and the exploration of mathematical principles at the highest levels. By creating an interactive environment, teachers are able to engage students in discussions of multiple approaches to math problems and provide instant feedback.

Math becomes more than an exercise in finding the right answer as students learn the richness of mathematical concepts and how they can be used. Students experience the flipped classroom, allowing them to watch informational videos at home and tackle challenging problems in a collaborative class environment. Eligible Fifth and Sixth Formers may continue with advanced studies in courses that include AP Statistics, AP Calculus, Honors Linear Algebra, and Honors Multivariable Calculus.

## ALGEBRA 1

Basic concepts and properties of elementary algebra are introduced early to prepare students for equation solving. Concepts and skills are introduced algebraically, graphically, numerically, and verbally, often in the same lesson to help students make connections. Frequent and varied skill practice ensures student proficiency and success. Special attention is given to signed numbers, positive and negative exponents, linear equations, factoring, radicals, simultaneous equations, verbal problems, and test-taking strategies.

## GEOMETRY

This full year course regards the properties of right triangles, similar triangles, polygons, and circles. Their geometric properties are treated synthetically with logic and proof, as well as analytically with coordinates and algebra. Multiple formats are supported through mastery including two column and indirect proofs. Students learn to value the need to think logically and present ideas in a logical order. Traditional geometry



concepts and deductive reasoning are emphasized throughout, while measurement and applications are integrated to motivate students via real-world connections. Algebra 1 skills are reviewed at point-of-use, ensuring students maintain these skills. *Honors section available.*

## **ALGEBRA 2**

The goal of the intermediate algebra course is to introduce and automate the middle-level algebra skills. Practice in the fundamental topics (linear equations, exponents, logarithms, graphs, verbal problems, systems of linear and nonlinear equations, complex numbers, right triangle trigonometry, quadratic equations, and linear and quadratic functions) is provided. *Honors section available.*

## **ELEMENTARY FUNCTIONS**

Topics covered in this course include a review of linear functions with related applications, a thorough study of matrices, matrix algebra and applications, and an introduction to the mathematics of finance. This course offers the opportunity to investigate mathematics

beyond Algebra 2 and to study topics outside the traditional high school curriculum. This course is calculator intensive and includes an introduction to discrete mathematics.

## **PROBABILITY AND STATISTICS**

This course provides an elementary introduction to probability theory and mathematical statistics that emphasize the probabilistic foundations required to understand probability models and statistical methods. Topics include: basic combinatorics, discrete and continuous random variables, probability distributions, mathematical expectation, hypothesis testing, confidence intervals, and linear regression.

## **PRE-CALCULUS**

Pre-Calculus prepares students for a college-level Calculus course by extending the student's knowledge and skills acquired in previous courses. The course begins with a thorough review of selected topics—linear systems, polynomial functions, exponents, logarithms, sequences, series—and continues with an extensive study of trigonometry both as the solution to triangles and as the study of circular functions. At a more rapid pace, the honors section includes the usual topics treated at the beginning of a Calculus course (limits, derivatives, applications of derivatives). *Honors section available.*

## **CALCULUS**

This course covers many of the topics included in a college-level Calculus course. Topics include limits, methods of differentiation, related rates, maximization, Reimann sums, methods of integration, and area. The course is not as rigorous as AP Calculus and will not cover all of the topics on the AP syllabus.

## **ADVANCED PLACEMENT CALCULUS**

This course closely examines the theory behind and the applications of the derivative. A strong background knowledge of elementary functions and analytic geometry is required. The second half of this course



closely examines integral calculus. The course curriculum satisfies the AB syllabus of the AP program. Students enrolled in this course are required to take the AP Calculus exam in May.

### **ADVANCED PLACEMENT STATISTICS**

This course covers the AP syllabus with specific emphasis in data exploration, experimental design, probability, and statistical inference. AP Statistics is a non-calculus based course which introduces students to methods and tools for collecting, analyzing, and drawing conclusions from data. This course is graphing calculator intensive. Students enrolled in this course are required to take the AP Statistics exam in May.

### **HONORS LINEAR ALGEBRA**

The concepts and mathematical tools studied in the course include systems of linear equations, matrices, determinants, vector spaces, inner product spaces, eigenvectors, and linear transformations, and are useful for engineers, physicists, economists, statisticians, and computer scientists.

### **SCIENCE**

#### **Chair: Sandra Behan**

The Science Department focuses on the excitement of learning about the natural world. Introductory courses provide a solid foundation in analytical thinking, experimentation, and problem solving. Laboratory work and guided inquiry based experiments engage the students with modern science techniques that connect concepts learned in the classroom to practice and application in the lab. Recent technological innovations are used in the classroom and laboratory to reach a wide range of learners and increase student involvement. Applications and current events in science are addressed on a regular basis to connect the material to problem solving in the real world. Traditional laboratory courses in biology, chemistry, and physics are offered at three levels: regular, honors, and Advanced Placement (AP). Numerous advanced science electives are also



available for Fifth and Sixth Form students.

*\* Indicates a lab fee for the course.*

### **BIOLOGY (LAB)\***

This introductory laboratory course explores a molecular approach to the study of living systems by examining evolutionary development, genetic continuity, and biological and ecological diversity. Using actual data from laboratory evidence, the student develops analytic skills consistent with the biological themes of change, diversity, energy, homeostasis and scientific inquiry. In the lab students investigate the molecular and cellular structures of living organisms, proceeding to larger and more inclusive organizational levels. This course provides many of the primary skills and knowledge necessary for success in the study of subsequent science courses.

*Primarily For Third Formers*

### **HONORS BIOLOGY (LAB)\***

This course includes an in-depth coverage of living systems with extensive laboratory experiences. Students develop analytic skills consistent with the biological themes of change, diversity, energy, homeostasis and scientific inquiry. Students must demonstrate excellent understanding of the molecular and cellular structures of living organisms. In

the lab, students investigate the molecular and cellular structures of living organisms, proceeding to larger and more inclusive organizational levels. In inquiry based laboratory experiments students learn to critically analyze and interpret data. Students are prepared to take the SAT subject test in biology at the end of the school year. Enrollment is determined by the department and the Dean of Academics. *Primarily For Third Formers*

### **ADVANCED PLACEMENT BIOLOGY (LAB) \***

Students explore science as a process where new properties emerge at each level in the biological hierarchy. They explore how organisms interact with other organisms and the physical environment, energy transfer and transformation, and the correlation of structure and function at all levels of biological organization. Studying cells as an organism's basic unit, they proceed to studies of the heritable continuity of life in the form of DNA, the feedback mechanisms that regulate biological systems, and evolution as the overarching theme of biology. A strong



emphasis on advanced laboratory analysis is critical for understanding the molecular and chemical functions of living organisms and systems. To enroll in this course students must have successfully completed honors biology and honors chemistry. Students enrolled in this course are required to take the AP Biology exam in May. *For Fifth and Sixth Formers*

### **CHEMISTRY (LAB)\***

This introductory laboratory course covers fundamental chemical concepts and helps students develop their critical thinking and problem-solving skills. Students learn about matter, physical and chemical properties and changes, chemical composition and nomenclature, reactions and stoichiometry, energy, modern atomic theory and bonding, gases, liquids, solids, solutions, acids and bases, and equilibrium. The course may be blended and include interactive activities and assignments in both traditional and web-based formats. Students practice collaboration and problem solving in the laboratory as well as at the whiteboards. In weekly laboratories, students observe and explore chemical phenomena in inquiry-based labs. Students keep a laboratory notebook and learn to collect, analyze, interpret, and present experimental data. A balance of traditional low-tech equipment and state-of-the-art probe-ware is used. *Minimum prerequisite: Successful completion of one year of algebra is required. For Fourth and Fifth Formers*

### **HONORS CHEMISTRY (LAB)\***

This in-depth laboratory course covers fundamental chemical concepts and helps students develop their critical thinking and problem-solving skills. Students learn about matter, physical and chemical properties and changes, chemical composition and nomenclature, reactions and stoichiometry, energy, modern atomic theory and bonding, gases, liquids, solids, solutions, acids and bases, equilibrium, electrochemistry, and nuclear chemistry. The course is blended and includes interactive activities and assignments in both

traditional and web-based formats. Students practice collaboration and problem solving in the laboratory as well as at the whiteboards. In weekly laboratories, students observe and explore chemical phenomena in inquiry-based labs. Students keep a laboratory notebook and learn to collect, analyze, interpret, and present experimental data. A balance of traditional low-tech equipment and state of the art probe-ware is used. Students are encouraged to take the SAT subject test in chemistry at the end of the school year. *Departmental approval is required. For Fourth and Fifth Formers*

### **ADVANCED PLACEMENT CHEMISTRY (LAB) \***

Students perform advanced chemical calculations (using data acquired) during laboratory experimentation. Critical thinking and problem-solving skills are developed as students learn about atomic theory and structure, chemical bonding, nuclear chemistry, gas laws, and kinetic-molecular theory, reaction types, stoichiometry, equilibrium, and thermochemistry. To enroll in this course students must have successfully completed Honors Chemistry and Algebra II. Students enrolled in this course are required to take the AP Chemistry exam in May. *For Fifth and Sixth Formers*

### **PHYSICS (LAB)\***

This is an introductory, laboratory-based course that emphasizes a conceptual understanding of physics. Topics covered include kinematics, Newtonian mechanics, momentum, collisions, energy, electricity and magnetism, heat, sound and light. Numerous real-world applications are explored so that students come away from the course understanding the rules of nature and how things work. In the laboratory, students observe and explore physical phenomena and ultimately design experiments in inquiry-based labs. Experimental design methods, laboratory data analysis techniques and error analysis are covered. A balance of traditional low-tech equipment and state-of-the-art

probe-ware is used to appeal to a wide variety of learners. *Minimum prerequisite: Algebra II, concurrently. For Fifth and Sixth Formers*

### **ADVANCED PLACEMENT PHYSICS 1 (LAB) \***

In this college level course, topics are covered in-depth and the material is cumulative. In the first semester, students study kinematics, Newton's laws, work, energy and power, as well as momentum and collisions. In the second semester they study circular motion and the universal law of gravitation, simple harmonic motion, introductory circuits, mechanical waves and sound. Additional topics may include optics, thermal physics and modern physics. Collaborative work is promoted in problem solving, laboratory experiments, and presentations. In the laboratory, students observe and explore physical phenomena and ultimately design experiments in inquiry-based labs. Experimental methods and techniques of data collection, interpretation and error analysis are covered. A balance of traditional low-tech equipment and state-of-the-art probe-ware is used. Students are required to take the AP Physics 1 test in May. *Prerequisites: honors chemistry, honors pre-calculus, concurrently. Departmental approval is required. For Fifth and Sixth Formers*

### **ADVANCED PLACEMENT PHYSICS C (LAB) \***

In this college level course, topics are covered in-depth and the material is cumulative. In the first semester, students study kinematics, Newton's laws, work, energy, and power, linear momentum and collisions, circular motion and rotations oscillations and the universal law of gravitation. In the second semester they study electrostatics, conductors and dielectrics, circuits, magnetic fields and electromagnetism. Introductory differential and integral calculus is used throughout the course. Collaborative work is promoted in problem solving, In the laboratory, students observe and explore physical phenomena and ultimately design experiments in inquiry-based

labs. Experimental methods and techniques of data collection interpretation and error analysis are covered. A balance of traditional low-tech equipment and state-of-the-art probe-ware is used. Students are required to take the AP Physics C Mechanics test and the AP Physics C Electricity and Magnetism test in May. *Minimum prerequisites: honors chemistry and calculus, concurrently. Departmental approval is required. For Fifth and Sixth Formers*

## **ADVANCED PLACEMENT PSYCHOLOGY**

The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students are required to take the AP Psychology exam in May.

## **ELECTIVES ANIMAL ANATOMY (LAB) \* (FALL OR SPRING)**

Students in this course study the anatomy of a diverse selection of animal life. They learn the homologous and analogous structures and functions found in invertebrates and vertebrates. Students investigate structures at the cellular level through microscopes; the study of larger animals involves the dissection of preserved specimens. The course will also include how today's newer classification system reflects a more phylogenetic arrangement and more consistent evolutionary relationships. *Prerequisite: Biology. For Fourth and Fifth Formers*

## **ENGINEERING FUNDAMENTALS (FALL OR SPRING)**

This course encourages students to pursue engineering questions and technological solutions that emphasize research and problem solving using mathematical and scientific concepts. Students achieve a more advanced level of skill in engineering design



by learning how to conceptualize a problem, develop possible solutions, design and build prototypes or models, and make modifications if necessary. Students will explore engineering design, construction technologies, energy and power technologies including fluid systems, thermal systems, electrical systems, and communication and manufacturing technologies. *For Fifth and Sixth Formers*

## **HONORS INTRODUCTION TO ORGANIC CHEMISTRY (LAB) (FALL)**

This one semester course provides students with an introduction to the structure and reactivity of organic compounds. Frequent discussion of current applications and scientific advances emphasizes the increasingly interdisciplinary nature of science today and the vital role chemistry plays. Topics include nomenclature, stereochemistry, reactivity, and conformational analysis. Select organic reactions and their mechanisms will be studied. Synthesis and retro-synthetic analysis will be introduced. Two oral presentations on a contemporary science issue will be required during the semester. In the lab, students study the properties of organic compounds. They learn techniques for handling, separating, isolating, and purifying organic compounds.



They also carry out reactions and isolate products. The course is designed to provide students who are interested in physical or biomedical sciences with a thorough introduction to Organic Chemistry, a required course for college science majors. Minimum prerequisites: B grades in chemistry and biology. *For Fifth and Sixth Formers*

### **ENVIRONMENTAL SCIENCE (LAB) \* (SPRING)**

Using the Canterbury environs as a case study, students explore forest, field, and pond ecosystems, pollution of air, water and soil, toxic waste, carbon footprints, population growth, and environmental activism. Primary reading sources include the Internet, newspapers, and scholarly journal. Students conduct laboratory studies of water quality and the dominant populations of living organisms on the East Aspetuck River in New Milford. In conjunction with the Connecticut Department of Environmental Protection, students collect chemical and biological data and analyze it to determine levels of water quality. *For Third and Fourth Formers*

### **FUNDAMENTALS OF CHEMISTRY (SPRING)**

This introductory, one-semester chemistry course offers students a solid foundation in chemical concepts, analytical thinking, and problem solving skills. Students study atomic theory and the periodic table. They learn

about ionic and molecular compounds, their properties and nomenclature. They study the states of matter and learn to write and balance chemical reactions. Students learn dimensional analysis with the metric system, density, and again with stoichiometry. The course is blended and includes interactive activities and assignments in both traditional and web-based formats. Problem solving is demonstrated frequently and practiced during collaborative work at white boards. This course is intended to prepare students for regular chemistry. By departmental recommendation. *For Fourth Formers*

### **BIOME ECOLOGY (FALL)**

The science of Biome Ecology classifies Earth's terrestrial ecosystems into major ecological units that are correlated with regional climate types. The course begins with a basic overview of the principles of ecology. Students study Tropical Rainforests, Tropical Dry Forests, Tropical Savannas, Temperate Grasslands, Mediterranean Scrub Forests, Taiga, and Temperate Rain Forests, Deserts, Deciduous Forests, Tundra, and Rivers and Lakes. Students study the human impact on each of the ecosystems. Students must have successfully completed a course in introductory biology. *For Fifth and Sixth Formers.*

### **MICROBIOLOGY (LAB) (FALL) \***

Students in this course study the impact that bacteria and viruses have on human populations. We emphasize laboratory experimentation to support a better understanding of the fundamental concepts and their applications to real life. The curriculum covers organization of the microbial world, microbe function, host-parasite relationships, and medical and environmental microbiology. Students must have successfully completed an introductory biology course. *For Fifth and Sixth Formers*

### **ECOLOGY (FALL)**

This semester lab course introduces basic concepts in the ecology of individual

organisms, their populations, and the biological communities in which they live. Emphasis is on terrestrial plant and animal ecology. The historical, evolutionary, and ecological processes determining the distribution of ecosystems, habitats, and species are introduced. Theories of competition, predation, disease, and mutualism help explain the functioning of biological communities.

*For Third and Fourth Formers*

### **BIOLOGY OF THE BRAIN (FALL OR SPRING)**

Students are introduced to the complexity of brain chemistry as a major determining force in behavior and motivation. The course is divided into two parts, fall and spring. Students can enroll in either term or take both fall and spring sessions. The fall course content includes scientific methods used in psychology, biological psychology, nature, nurture, and human development and emotions, stress and health. In the spring more focus is placed on social psychology personality, and specific disorders and treatments. Students must have successfully completed introductory biology to enroll in this course. *For Fifth and Sixth Formers*

### **ANATOMY AND INJURY (LAB) (FALL OR SPRING)**

Anatomy and Injury instructs the student in the basic structural and functional anatomy of the human body as it relates to the injuries typically treated by a certified athletic trainer. This course is recommended for those interested in majoring in athletic training at the college level. In addition to class instruction and homework assignments, students must complete required observation hours in the training room where they make basic evaluations of injured fellow students. *For Fifth and Sixth Formers*

### **MARINE SCIENCE (SPRING)**

Students study the diversity of marine organisms, from the smallest plankton to the largest whales. Investigations of the major

marine environments focus on the complexity of living systems and the resultant interactions between organisms. Students learn that global weather patterns, currents, and tides are crucial to marine life. Lecture presentations, interactive discussions, multi-media materials, and laboratory studies are used to stimulate interest and to promote academic success. The class takes a full-day field trip to the Maritime Aquarium in Norwalk, CT. The day includes a research trip or excursion on Long Island Sound. Students must have successfully completed an introductory biology course to enroll in this class. *For Fifth and Sixth Formers*

### **GENDER STUDIES (SPRING)**

This course offers a multidisciplinary and multicultural introduction to gender's studies. Students study leadership, both historical and contemporary, that resulted in social change. Issues of race relations, sexual identity, gender equality, socialization practices, and the genesis of sex roles cross-culturally are some of the major topics. *This course does not fulfill graduation requirement in science. For Sixth Formers*

### **THEOLOGY**

**Co-Chairs: Frank Bice and Tracy Garcia-LaVigne**

The Theology Department educates young men and women in the Catholic sacramental worldview and tradition in a challenging



academic environment. Students discern their relationship with God and their neighbor and consider the moral rights and responsibilities that come with this relationship. The academic program includes an in-depth study of life of Jesus and his mission, Scripture, tradition, Catholic social justice, morality, and world religions. The program informs our school community through active participation in service to others and the liturgical life of the School.

### **MINOR COURSES** **THEOLOGY III (FALL AND SPRING)**

This course introduces students to the concepts of morality and social conscience. Students will use Canterbury's Five Values as a framework to explore the aspects of the development of character and its influence on decision making as well as our relationship with God, self, and others. *For Third Formers*

### **THEOLOGY IV (FALL AND SPRING)**

This course introduces students to various methods of reading sacred Scripture with a primary focus on the Holy Bible. The first semester is devoted to the Jewish Scriptures with a particular emphasis on the concepts of creation, call, and covenant. The second semester focuses on the Christian Scriptures and Jesus Christ. The year ends with an application of Biblical teachings to contemporary social justice issues. *For Fourth Formers*

### **JUSTICE, PEACE AND SERVICE (FALL AND/OR SPRING)**

In this course students study the critical connection between justice and peace. It is our responsibility to understand the consequences of any kind of injustice and its relation to discrimination, poverty, and war and do something about them. Students begin by investigating these issues in the world today; students explore ways of helping others, both near and far; and students seek practical applications by doing service projects to complete the course. *For Fifth and Sixth Formers*

### **WORLD RELIGIONS (FALL AND/OR SPRING)**

This is an introductory study of past and present world religions. Looking through a chronological lens, students begin with the development of religion as a way to interpret and understand the primitive world. In the first semester, students will study the earliest indigenous traditions as well as Hinduism and Buddhism. In the second semester, students go beyond the eastern traditions and explore the monotheistic traditions of Judaism, Christianity, and Islam. Added to our historical and doctrinal study is a review of the ethical stance each religion takes on the contemporary issues of peace and justice. *For Fifth and Sixth Formers*

### **GRIEF AND LOSS (FALL AND/OR SPRING)**

Grief and Loss is an exploration into the different aspects of grief, death, and life. Students will explore common misinformation about grief, as well as the different types of loss other than death. Other topics covered are different cultural perspectives on death, the survivor's experience of grief, and different cultural and religious beliefs about life after death. We also explore near-death experience and conclude the course by reading the book *The Shack*. The goal of the course is to introduce students to loss in a way that is informative and give them tools to help navigate this experience in the future. *For Fifth and Sixth Formers*

### **TOPICS IN MODERN RELIGIONS (FALL)**

This course considers how various world religions influence and continue to shape contemporary issues and international situations. This course explores, but is not limited to, political, ethical, social, economic, and ecological issues. Using a variety of online and print resources, students specialize in three main topics of their choosing throughout the semester, one of global impact, one specific to a religious tradition, and finally, one of

generational impact. In this way, students are able to explore topics which pique a personal interest and are able to pursue them more deeply. Topics include sacred art and architecture, poverty in a war of plenty, war, stewardship and the use of natural resources, capital punishment, euthanasia, the changing role of women and clergy, and the rise of fundamentalism. *For Fifth and Sixth Formers*

### **SAINTS AND MYSTICS (SPRING)**

This course is an introduction to the essential texts and themes of the world's great mystic visionaries. Paying special attention to both historical context and the sacred feminine, this course is organized around thematically grouped extracts from many traditions, including Christian, Hindu, Buddhist, Islamic, and Jewish. The goal of this course is to introduce and illustrate the unique and inspiring personalities (medieval to modern day) that embody the mystic experience. Representative figures include Teresa of Avila, Mother Teresa, and Thomas Merton. *For Fifth and Sixth Formers*

### **THEOLOGY VI (FALL AND SPRING)**

This full-year course combines the study of Scripture, tradition, and cultural issues. From exploring the books of the Old and New Testaments, to studying the works of the Apostolic Fathers and Apologists, the class examines the history of the Church and its mission. The course offers the opportunity to study the lives of the saints and an in depth study of the philosophy of Saint Thomas Aquinas in a context that relates to the students' experience. *For Sixth Formers*

All Canterbury students must carry a standard load of courses consisting of the equivalent of five majors and one minor. Each student's course of study is determined by the Dean of Academics and the two academic counselors in consultation with the student, his or her faculty advisor, and relevant faculty. The Dean of Academics tries to accommodate course requests, but placement in specific sections

and in elective courses depends on numerous factors, including the result of placement examinations, grades previously earned, grade level, departmental prerequisites, special permissions, and scheduling and staffing limitations.

Students may drop or add courses for a specified period of time at the beginning of each semester. A student may drop a course after the sanctioned Drop/Add period only if the teacher and/or the Dean of Academics deem it necessary. Any course dropped after the close of the first marking period is designated as a withdrawal and the marking period grade will stay on the report card. If a student drops a full-year course at the end of the semester, the grade is shown on the transcript but credit may not be awarded.

International students or students with diagnosed learning differences may occasionally carry a lighter load. Students who find taking 5 ½ credits too challenging may carry fewer credits after such a decision is reached by the Dean of Academics in consultation with the student, the student's parents, the advisor, and appropriate faculty members. Students who take a reduced load should do so only temporarily. See the section on Honor Roll for the criteria for these students to attain honor roll status.

# Academic Policies & Procedures

## ACADEMIC INTEGRITY

Because true education is based on the spirit of honest inquiry, Canterbury expects its students to adhere to a high standard of academic integrity. In the classroom, students are expected to submit only their own work. Forms of academic dishonesty include passing off someone else's work as one's own, copying someone else's homework, allowing someone to copy one's homework, using crib notes during a test or quiz, receiving answers during a test or quiz, and plagiarism, which is the use of another person's words, ideas, images, organization, thought or facts without citing the source.

A student could violate standards of academic honesty in exercises not limited to but including quizzes, homework, tests, projects, papers, speeches, and semester exams. Violations result in grade and disciplinary consequences. Dismissal is a possibility for blatant or repeated academic dishonesty. All students receive and sign a copy of Canterbury's Honor Code which defines forms of academic dishonesty and delineates the consequences of academic dishonesty.

## GRADING

Canterbury uses a standard percentage-based system as a basis for grading. The School reports percentages for each course on semester progress reports and letter grades on report cards and transcripts.

Faculty, also, give effort grades at the conclusion of each semester. An effort grade of 1 indicates commendable effort; a grade of 2, satisfactory effort; a grade of 3, unsatisfactory effort. Effort grades are not recorded on the transcript. Letter grades are posted on the transcript. Only semester grades and year-end grades appear on the student's official transcript. The percentage grades and the letter equivalents are as follows:

## GRADING SCALE

96-100	A+	4.3
90-95	A	4.0
87-89	A-	3.7
84-86	B+	3.3
80-83	B	3.0
77-79	B-	2.7
74-76	C+	2.3
70-73	C	2.0
67-69	C-	1.7
64-66	D+	1.3
60-63	D	1.0
0-59	F	0

The official average is the GPA recorded on the transcript. It is arrived at by translating the percentage grade for each course to a letter grade and averaging the corresponding equivalent points. The GPA is adjusted for honors and advanced placement courses

## HONOR ROLL CRITERIA

The following GPAs are used as criteria in naming students to Honor Roll status:

**Honors** 3.3-3.6

**High Honors** 3.7-3.9

**Highest Honors 4.0 and above**

Students must carry at least 5 credits, pass all courses and earn no "3" effort grades to attain Honor Roll status. We make exceptions for the 5 credits requirement for those students with documented learning differences or those in an ESL course. To gain Honor Roll status, these students must earn a GPA that is 0.1 higher for each half credit they fall below 5 credit hours. The Dean of Academics must approve a non-standard load.

## CANTERBURY HONOR SOCIETY

Fifth and Sixth Form honors students are eligible for membership in The Canterbury Honor Society. Fifth Formers with a Highest Honors cumulative GPA are eligible at the

end of the first semester of the Fifth Form year. Sixth Formers with High Honors averages who were not inducted in their Fifth Form year may be inducted in their Sixth Form year. Members must be enrolled in a rigorous academic program which includes honors and AP courses in a diverse course of study. Students should challenge the most demanding courses in at least three disciplines. They must have established a record of good citizenship in the school community.

### **COMMUNICATION WITH PARENTS**

Canterbury School will issue two progress reports and one report card in the first semester and three progress reports and two report cards in the second. Faculty include written evaluations of all students in all courses with each progress report. Advisors write reports on their advisees in January and June.

Special events which provide opportunities for parents to speak with faculty and administrators include the fall and spring Parents' Days.

Parents should feel free to call the Dean of Academics, the Academic Counselors, or the student's advisor at any time about academic matters.

### **DEPARTMENT TESTING DAYS**

Faculty should use the following schedule to assign any period test, project, or in-class assignment which takes longer than 20 minutes.

#### **BY DAY OF WEEK:**

**Monday – English and Math**

**Tuesday – History and Science**

**Wednesday – Math and Language**

**Thursday – Science and Language**

**Friday – History and English**

A student who has multiple period tests scheduled for the same day may be excused from the last test assigned if he/she brings this to the attention of the teacher as soon as the test is announced. Tests assigned on the designated testing days have priority. The third test will be made up on another day.

# 2016-2017 SCHOOL CALENDAR

## 2016 September

- 2 Registration: Varsity  
Football Athletes (AM)
- 5 Proctor Orientation  
/Labor Day
- 6 Registration: PGs, Varsity Athletes,  
New Sixth Formers & International  
Students (AM)
- 8 Registration: New & Returning Boarding  
Students (AM) New & Returning Day  
Students (PM)
- 9 Sixth Form Dinner
- 10 School Meeting and Schola Brevis  
ACTs
- 11 Mass of the Holy Spirit
- 12 Full classes begin
- 16 Installation of the New Head of School
- 23 Last Day to Drop/Add

## October

- 1 SATs
- 6 College Night
- 8 HOMECOMING
- 14 Auction Gala – sponsored by the Parent’s  
Association
- 14-15 Parents Weekend Canterbury Today for Parents  
of New Students  
Students depart after athletics
- 18 Boarders return by 7:00 PM
- 19 PSATs
- 22 ACTs

## November

- 5 SATs
- 12-14 Emmaus Retreat
- 17&18 Shakespeare Play - 8:00 PM
- 19 Students depart after classes - 1:00 PM
- 24 Thanksgiving
- 27 Boarders return by 7:00 PM
- 28 Classes resume

## December

- 3 SATs
- 10 ACTs
- 16 END OF SEMESTER 1 - Students depart after ,  
athletics

## 2017 January

- 3 Boarders return by 7:00 PM
- 4 Second Semester Classes Begin
- 13 Last Day to Drop/Add
- 14 ACT Diagnostic
- 28 SATs

## February

- 1 Winter Weekend  
Students depart after athletics
- 5 Boarders return by 7:00 PM
- 6 Classes resumes
- 11 ACT’s  
Fifth Form Parent College Workshop

## March

- 4 Spring Break Students depart after athletics
- 27 Boarders return by 7:00 PM
- 28 Classes Resume

## April

- 8 ACTs
- 16 Easter Sunday
- 17 Easter Monday – no classes
- 21 Women of Canterbury Dinner
- 28 College Fair
- 28-29 Parent’s Weekend

## May

- 3 Grandparents’ Day
- 6 SATs
- 12&13 Spring Musical - 8:00 PM
- 15 Honor Society Dinner
- 22 Sixth Form Dinner
- 24 Athletic Awards Dinner
- 25 Honors Assembly – 2:00 PM
- 26 GRADUATION
- 27 In-class review day
- 29 Underform Exams begin

## June

- 2 END OF SEMESTER 2
- 3 SATs
- 10 ACT

## CANTERBURY FACULTY 2016-2017

Rachel Stone  
Head of the School  
B.A. Yale College  
M.P.H. Columbia University

Sarah Armstrong  
Choral Director  
South House  
B.A. Lawrence University

Margaret Babington  
Associate Director of Athletics  
Head Athletic Trainer  
Science  
B.S. Marietta College  
M.S. University of Pittsburgh

Alison Bailey  
English  
Carmody House Head  
B.A. St. Lawrence University

Sandra Behan  
Science Chair  
Counselor  
B.A., M.A. Goddard College  
M.S.W. University of Connecticut

Frank Bice '77  
Theology Co-Chair  
B.A. Siena College  
M.A. Seminary of the Immaculate  
Conception  
M.A. Yale University

Melody Bitkoff  
Director of Annual Giving  
B.A. SUNY College at Oswego  
M.A. Emerson College

Kathryn Bolster  
Associate Director of Technology  
Computer Science  
B.A. Fairleigh Dickinson University  
M.L.S. Rutgers University

Alec Braley  
History  
Water Polo, Basketball  
B.A. Plymouth State College  
M.A. University of New Hampshire

Lindsey Burk  
Assistant Director of Technology  
B.A. Pace University  
M.S. Ed. Pace University

Jay Bush  
English  
Swimming, Crew  
Hickory Hearth House  
B.A. Georgetown University

Stephen Carleton, C.P.A.  
Business Manager  
B.A. Clark University

Kevin Conroy  
Science  
Wrestling, Baseball  
Carmody House  
B.A., Middlebury College

Pete Cotier '86  
Associate Head of the School  
History Co-Chair  
Ice Hockey  
B.A., M.B.A., M.A.T. Union College

James Cramphin  
Assistant Director of Admission  
Baseball  
Hickory Hearth House Head  
B.A. Brown University

Matthew Crotta  
Language  
Soccer, Tennis  
B.A. George Mason University

Wright Danenbarger  
Dean of Faculty  
English Chair  
Basketball  
B.A., M.A. University of Vermont

Erin Deshaies '86  
Senior Associate Director of Admis-  
sion  
Director of Financial Aid  
B.A. Boston College  
M.P.S. Manhattanville College

Tamara Devine  
French  
Yearbook  
Carter House  
B.A. Bard College (NY)  
M.A. University of Massachusetts

Anne Diamond  
Science  
Counselor  
B.A., Yale College  
M.D., New York School of Medicine

Jonathan Diamond  
Director of Counseling  
History  
B.A. Yale College  
M.A. Columbia University  
M.S.W. Fordham University

Christine Ding  
Assistant Director of Admissions  
South House  
B.A. Elon University

Long Ding  
Mathematics  
Football, Strength and Conditioning  
South House  
B.S. Norwich University  
M.A. New England College

Madeline Dreeke  
Director of Drama  
English, Fine Arts  
B.A. Western Connecticut State  
University  
M.A. New York University

Sarah Ferland  
Director of College Counseling  
Basketball  
B.A., M.Ed. Saint Michael's College

Michelle Fusco  
Dir. of Marketing & Communications  
B.A. Hofstra University

Camille Gangi  
Associate Director of Admissions  
B.S. Manhattan College

Shawn Ganow  
History  
Soccer, Basketball  
Sheehan House  
B.A. Franklin and Marshall College

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Theology Co-Chair  
Cross Country, Track & Field  
Duffy House Head  
B.A. State University of New York,  
College at Geneseo

Allen Garner  
Classics  
Carter House Head  
B.A. Bowdoin College  
M. Ed. University of Pennsylvania

Leigh Getz '11  
History, Mathematics  
Field Hockey, Ice Hockey  
Duffy House  
B.A. Connecticut College

Matt Glaser '81  
Director of Technology  
Ice Hockey, Lacrosse  
B.A. Clark University

Steven Gooler  
Assistant Athletic Trainer  
Ingleside House  
B.S. Quinnipiac University

Prescott Hagen  
Mathematics  
Cross Country, Baseball  
Hickory Hearth House  
B.A. Keene State College  
M.S. University of New Hampshire

R. Samuel Hargrove  
Mathematics  
Soccer, Lacrosse  
Sheehan House  
B.A. Williams College

Drew Houghtalen  
English  
Cross Country, Track  
Sheehan House  
B.A. Sacred Heart University  
M.A. Union College

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History Co-Chair  
B.A. Middlebury College

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Academic Counselor (III, VI)  
Testing Coordinator  
Field Hockey  
B.S. University of Massachusetts,  
Amherst

Michael Kennedy  
Science  
Volleyball  
Carmody House  
B.A. University of Scranton  
M.A. Worcester Polytechnic Institute

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History  
B.S. Lehigh University  
M.B.A. Harvard University  
M.A.L.S. Wesleyan University

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Strength and Conditioning  
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State University

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B.S. University of Rhode Island  
M.A. Philippine Women's University

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Theology  
Ice Hockey  
B.A. College of the Holy Cross  
M.A. Fairfield University

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Relations  
B.A. Pace University

Jean-Paul Mandler  
Senior Master  
Classics  
A.B. Assumption College  
M.A. Middlebury College

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Director of Community Service  
Language Chair  
Havemeyer House  
B.A. Muhlenberg College  
M.A. Fairfield University

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Academic Counselor (IV, V)  
Squash, Baseball  
Havemeyer House  
B.A., M.S. Clark University

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Assistant Director of College  
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B.S. Boston University

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Associate Director of Athletics  
History  
Ice Hockey  
B.A. Saint Anselm College  
M.S. Ohio University

Landon Morin  
Mathematics  
Squash, Crew  
Sheehan House  
B.A. Hamilton College

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Director of Residential Life  
English  
Lacrosse  
South House Head  
B.A. James Madison University  
M.A. Middlebury College

Matthew Mulhern '95  
Director of Admission  
South House  
B.A. Boston College

Sarah Newman  
Science  
Soccer, Crew  
Duffy House  
B.A. Wesleyan University

Amy Omaña '86  
Theology  
Squash  
B.A. Georgetown University

Julio Omaña  
Language  
Soccer, Softball  
B.A. Ursinus College  
M.A. Middlebury College

Ellen O'Meara  
Library Director  
B.A. Elmira College  
M.A. New York University  
M.L.S. Simmons College

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Director of Music  
B.A. Western Connecticut State  
University

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Assistant Director of Admission  
Ice Hockey  
Sheehan House  
B.A. Hobart & William Smith Colleges

Robert Potter  
English  
Golf  
B.A. Framingham State College  
M.A.L.S. Wesleyan University

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Associate Director of Prospect  
Research  
B.A. University of Maine  
M.L.S. Simmons College

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Student Weekend Activities  
Coordinator  
Science  
Football, Basketball  
B.S. Plymouth State College  
M.A. Sacred Heart University

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Lacrosse  
B.A. Denison University  
M.A. SIT Graduate Institute

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Ice Hockey, Lacrosse  
B.A. Princeton University  
M.S. Quinnipiac University

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B.A. Middlebury College  
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Science  
Field Hockey, Ice Hockey  
B.A. Middlebury College  
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B.S. St. Lawrence University  
M.S. Cardinal Stritch College

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Language  
Volleyball  
Carmody House  
B.A. University of New Hampshire  
M.A. Middlebury College

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School Nurse  
St. Francis Hospital School of Nursing

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Volleyball, Basketball, Softball  
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B.A. Annhurst College  
M.A. Western Connecticut State  
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M.A. Hartford Seminary  
Ph.D. University of Connecticut

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B.S. Southern Connecticut State  
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M.M. Purchase College

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B.F.A. University of Connecticut  
M.A.L.S. Wesleyan University

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M.Div, M.A., Holy Apostles College  
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B.A. Colby College

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Math  
Squash, Tennis  
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Science  
B.A. University of California  
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Language  
Soccer, Tennis  
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