



CUSHING ACADEMY
Course Catalog
2025-26

Updated: March 6, 2025



Mission Statement

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

Portrait of a Graduate

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

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

In my Personal Journey, I:

- Strive to be self-aware, self-disciplined, and self-controlled.
- Take initiative, adapt, and persevere.
- Live with optimism, passion, a sense of humor, and humility.
- Make informed choices for a healthy, balanced life.
- Advocate for myself.
- Pursue excellence in all areas of my life.

In my Intellectual Journey, I:

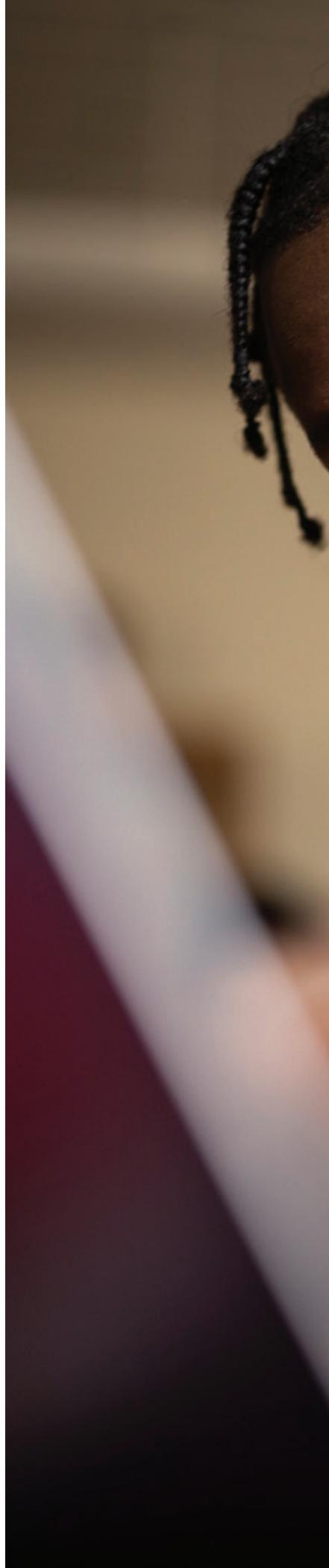
- Think critically, creatively, and reflectively.
- Listen and communicate actively, thoughtfully, and effectively.
- Take risks and grow through challenges.
- Approach lifelong learning with openness and curiosity.

In my Community Journey, I:

- Respect, support, and show gratitude.
- Value, engage fully in, and contribute to the diversity of my communities.
- Collaborate with others.
- Understand social systems.
- Serve others as an active citizen.

In my Ethical Journey, I:

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





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Courses and programs are subject to change based on interest and availability. If you have questions about the curriculum or about your child's academic program, please contact:

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Academics at Cushing

Students are challenged to think critically and creatively, write effectively, express ideas persuasively, and collaborate with dynamism and respect. At Cushing, inquiry is inseparable from transformative teaching and learning. We challenge and support each student through intentional collaboration, feedback, and reflection. Through authentic and complex questions developed by both students and teachers, students gain a sense of purpose in and control over their own learning. They learn to leverage their strengths and grow through challenges; through exploration and imagination, they discover and create new approaches to unsolved problems. By solving problems, answering questions, and understanding paradox, they synthesize information and apply it in new ways. Finally, Cushing students are self-motivated, launching from one understanding into the next inquiry with creativity, and discovering new approaches to solve problems with confidence as they embrace and grow through challenges. At Cushing, we care deeply about our students' academic success; we recognize the diverse learning styles of adolescents, and we challenge and support them to work to the best of their ability.

We are a community of learners and thus, in support of our commitment to take care of ourselves, take care of each other, and take care of our community, teachers dedicate the whole of themselves to educating the whole student. Cushing Academy's forward-thinking college preparatory program is designed to ensure that our students are comfortable in environments that evolve and that they are equipped with the skills, knowledge, and habits of mind to develop into curious, creative, and confident learners and leaders.

We are all participants in a new era of thinking and learning, where change is a constant and the pace is rapid. Through a combination of foundational courses and innovative, targeted programming, Cushing creates a learning experience that is transformative for every student at every level. This is how we define academic excellence.

No matter how you learn or what interests you most, **Cushing will help you recognize your strengths, build vital connections between academic disciplines and with the wider world**, and prepare for success at college and beyond.

Diploma Requirements

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

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

Course Requirements

English

Four years (minimum of one per year while enrolled).

Mathematics

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

Science

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

History

Three years (one year of World History and one year of U.S. History are required).

Classical + Modern Languages

Three years (minimum of two years within the same language). Cushing Academy will honor for any student a language waiver that has been documented by testing no older than three years from a certified professional.

Visual + Performing Arts

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

Additional Diploma Requirements

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



The Academic Curriculum

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

Enrolling in Courses

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

Books and Course Materials

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

Adding or Dropping a Course

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

Changing Levels of a Class

If a student starts the year in a college preparatory class and is subsequently recommended by the current teacher to move into an honors/AP class, full credit will be granted for the higher-level class the student is moving into - upon successful completion of the class. If a student starts the year in an honors/AP class and needs to move down, then the withdrawal timelines are applicable; i.e., moving before fall midterm results in no consequence (beyond the current grade transferring along with the student), and moving after the midterm results in a withdrawal on the transcript.

Repeating a Course

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

Honors Courses

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

Advanced Placement Courses

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

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

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

Homework Philosophy

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

Final Examinations

All classes at Cushing incorporate a final assessment in some form. Options range from traditional sit-down final exams to culminating presentations, projects, and portfolios. To help students with preparation and in allocating their time, both the fall and spring semesters end with a special schedule that includes extended Office Hours and the availability of faculty members.

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

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

Reporting Student Progress

Official report cards are issued four times per academic year: at the midterm and at the end of each semester. Parents and students also have regular access to weekly updates via MyCushing that capture intermediary standing. Additional correspondence is interspersed throughout the year in the form of Advisor Letters.

Grade Reclassification Requests

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

Academic Honesty

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

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

Students are expected to work independently of one another, unless a teacher gives explicit instructions otherwise.

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

Any infraction that results in a suspension (in or out of school) will need to be disclosed during the college application process. Individual teachers have the discretion on whether the student needs to redo the assignment, and if so, how much credit will be awarded. Any student who goes before the Honor Council having violated the Academic Honesty Policy may also need to complete a brief seminar designed to reinforce expectations surrounding collaboration, citation, and plagiarism.

2025-26 Cushing Academy Course Listing

Academic Support

Academic Support
Academic Coaching

Classical + Modern Languages

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

Connections

Connections 9
Connections 10

English

Literature + Composition I/Honors
Literature + Composition II/Honors
American Literature/Honors
Senior English Seminars:
Recognizing the Call (F)
Creative Writing I (F)
Creative Writing II (S)
Critical Approaches + Literary Theory (F)
Dramatic Literature I (F)
Dramatic Literature II (S)
Island Experience (S)
The Southern Gothic (S)
College English (F)
AP English Language + Composition
AP English Literature + Composition

English as a Second Language (ESL)

Advanced Intermediate Level
Reading II
Writing + Grammar
Listening + Speaking
Advanced Level
Literary Studies
Composition + Grammar

History + Social Science

World History I: Foundations in World History/Honors
World History II: Modern World History/Honors
United States History/Honors
AP Economics (Macro + Micro)
AP European History
AP Human Geography
AP Psychology
AP United States History
AP United States Government + Politics
Upper Level History + Social Science Seminars:
Civil Society I: Principles of Democracy (F)
Civil Society II: Freedom, Liberty + Civic Virtue (S)
International Relations I (F)
International Relations II (S)
Philosophy: History of Thought (F)
Philosophy: Existence + Purpose (S)
Psychology I (F/S)
Sociology I (F/S)

Mathematics

Algebra I
Topics in Geometry
Geometry/Honors
Algebra II Modified-A
Algebra II Modified-B
Algebra II/Honors
Introduction to Precalculus
Precalculus/Honors
Discrete Mathematics
Probability + Statistics
Calculus
AP Statistics
AP Calculus AB
AP Calculus BC
Multivariable Calculus
Programming in Python
AP Computer Science Principles
AP Computer Science A

Performing Arts

Acting I/II
Advanced Acting + Directing
Chamber Music
C-Tones (Chorus)
Jazz Ensemble
Music Theory
Dance I/II
Dance II/III
Dance III/IV
Filmmaking

Science

Integrated Science
Chemistry/Honors
Biology/Honors
Physics
Physical Science II: Engineering the Future
Advanced Engineering
Biology II: Anatomy + Physiology
Biology II: Ecological Studies
Biology II: Kinesiology
AP Biology
AP Chemistry
AP Physics I
AP Physics C: Mechanics +
Electricity/Magnetism

Visual Arts

Architectural Design
Ceramics
Advanced Ceramics
Fused + Stained Glass
Metalsmithing
Advanced Metalsmithing
Painting + Drawing
Advanced Painting + Drawing
Photography
Advanced Photography
Art History
Advanced Art Portfolio

Key:

(F): Fall Semester
(S): Spring Semester

A photograph of two students walking away from the camera on a paved path. The student on the left is wearing a light-colored long-sleeved shirt, shorts, a hat, and a backpack. The student on the right is wearing a dark long-sleeved shirt, leggings, and a backpack. They are walking on a path that leads into a forest with trees showing vibrant autumn colors of yellow, orange, and red. The background is slightly blurred, emphasizing the students in the foreground.

Academic Support

Students enrolled in Cushing Academy's Academic Support Program come from many different schools, states and countries and have varied academic histories, learning styles, and educational needs.

The Cushing community as a whole recognizes the individual learning styles and needs of each student. Taking this philosophy one step further, the Academic Support Department helps students to learn to recognize their strengths and weaknesses, and to develop the tools and skills necessary to meet the appropriate expectations set by the school, their families, and themselves. Students in the program usually have learning style differences that have caused them some academic difficulties in the past, sometimes affecting their motivation and self-image in the classroom. They generally experience problems in verbal areas or in attention span and frequently lack organizational skills, which has contributed to significant gaps in learning and unproductive study habits. Accordingly, the department's two primary offerings, Academic Coaching and Academic Support, provide students with concentrated, individualized instruction in on-to-one or small group settings.

The goal is to equip students with the skills and habits that will give them the confidence they need to achieve academic success. Students in the program develop stronger verbal reasoning and fluency in written language and learn to employ multiple methods for problem-solving. They learn to manipulate information derived from reading and other sources and to incorporate it into works of their own creation as they write papers and prepare for oral presentations and exams. In addition to solidifying skills, teachers assist students with their academic work, if necessary, by helping with homework, re-teaching basic language and math skills, and conferring on topics to be discussed in class.

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

Note: There is an additional fee for enrollment in the Academic Support Program.

Academic Support

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

In addition to academic support and skills instruction, students are coached in areas pertaining to executive functions in social skills, appropriate classroom behaviors and self-advocacy. A strong emphasis is placed on the different ways in which

individuals learn and succeed in their studies. Students are encouraged to develop an understanding of how they learn so that they may make conscious and informed decisions regarding strategies for learning. In addition, students may meet individually with their instructors to review pertinent educational testing, further enabling them to become knowledgeable regarding their learning profile. For upperclassmen, support in registering and preparing for the SAT and ACT, determining a list of appropriate colleges, and completing applications is provided as necessary during the college application process in concert with college counseling. Students may enroll in this course as often as needed. *Offered: Full Year*

Academic Coaching

Academic Coaching is designed for students who have a learning profile that indicates more diverse areas of need. Students in Academic Coaching benefit from a more intensive intervention in the form of a one-to-one student-teacher ratio, where the student can experience additional opportunities to develop metacognitive, self-reflective, and self-assessment strategies. Students meet with their Academic Support teacher four times each week.

The Academic Support teacher monitors the student's progress in academic classes and carefully assists the student with organizing and planning assignments. Academic Coaching is highly individualized and based on the student's needs, which might include direct instruction in such skills as reading comprehension, spelling, vocabulary, written expression, or test preparation techniques.

As much as possible, a student's regular academic coursework is used as the vehicle for teaching skills and strategies. In addition, students are coached in areas pertaining to executive functions in social skills, appropriate classroom behaviors, and self-advocacy. A strong emphasis is placed on the different ways in which individuals learn and succeed in their studies. For upperclassmen, support in registering and preparing for the SAT and ACT, determining a list of appropriate colleges, and completing applications is provided during the college search process. Students may enroll in this course as often as needed. *Offered: Full Year*



Classical + Modern Languages

The mission of the Classical and Modern Language Department is to provide every student at Cushing Academy with a diverse learning experience in another language.

Courses are offered in Latin, French, Spanish, and Mandarin at beginning, intermediate, and advanced levels. For students whose second language proficiency exceeds the curriculum offerings, independent study is available. Language Department teachers work to prepare students for college-level study through traditional text-based learning as well as innovative methods and technology: teachers create lesson plans that are designed to meet students' individual needs. As a result, students gain an understanding of another language and an appreciation of another culture while valuable skills are reinforced. Cultural literacy is critical in the 21st century, and all language teachers work to help students to this end. **Refer to pages 2-3 for diploma requirements.**

French I

In French I, emphasis is placed on the four basic language skills: reading, writing, listening, and speaking. Students learn basic grammar and vocabulary and work with a proficiency based text that enables them to express ideas and feelings, describe events and emotions and communicate basic needs, as well as to generate simple questions and answers in the present tense. Students will become familiar with language that centers on a variety of topics such as family life, school, sports, weather, pastimes, and travel. Dialogues and role-plays are used to simulate realistic and practical situations that encourage students to communicate and to internalize language-building skills for basic survival. Additionally, students are introduced to French-speaking cultures through short stories and videos. Students have opportunities to display their listening and speaking skills through short cultural presentations. *Offered: Full Year*

French II

Building off the foundation established in French I, students at this level continue to develop all the basic language skills. Students in French II should be comfortable communicating using basic sentence structures and verb tenses. Students will explore a range of grammatical concepts, learning more complex verb tenses and acquiring a more sophisticated vocabulary. In addition, students read longer passages and explore a short novel during the second semester. Students will then be asked as well as write lengthier paragraphs and also perform more complex dialogues and

skits. Students will continue to enhance their understanding of French culture and history through research projects, presentations, supplementary readings, and short videos. **Prerequisite:** French I and/or departmental permission.

Offered: Full Year

French III

French III further exposes students to French literature as they continue to build their language skills. Students study more nuanced grammatical structures, and they expand their vocabulary and use more idiomatic expressions. The study of more complex verb tenses allows them to move fluidly across timelines and to help with written expression. To a greater extent, French III students need to handle more material and are encouraged to work more independently to challenge themselves to find answers to questions and to problem solve. French websites are incorporated to bolster listening comprehension and awareness of global issues using the target language. Students are able to read and listen to French news (writing summaries and discussing the issues), checking their comprehension by watching video clips and seeing the transcription of the text in order to correct their work. Through this process, students listen to authentic language by a variety of speakers including journalists and other prominent figures. Students will demonstrate their progress through presentations, essays, and conversation. **Prerequisite:** French II and/or departmental permission.

Offered: Full Year

Honors French IV

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

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

Offered: Full Year



AP French Language + Culture

In AP French, students study classical theatre in the fall term and read works by Moliere, Corneille, and Rostand. Thematic content of the literary works is emphasized and students are required to think about the themes presented and how they relate to the world today. In the spring, writing is emphasized; a project or a presentation may also be assigned so that students can practice their delivery of material. During the course of the year, students work with an advanced grammar text in an effort to refine their skills. Furthermore, students view films and use technology for enrichment. For example, visiting a French website to learn about current events and hear authentic language from a variety of speakers. This course work promotes communication and the sharing of ideas, builds analytical skills and encourages independent thinking. Students are required to take the AP examination in May. **Prerequisite:** Honors work in French IV and/or departmental permission. *Offered: Full Year*

Latin I

This is an introductory course for students who have little to no background in Latin. The course introduces study skills required for language acquisition and includes an exploration of the language, history, and culture of the ancient Romans. Students will focus on the skill of reading Latin and will learn the fundamentals of morphology, grammar and syntax through the use of primary sources (that have been adapted for classroom use). In addition, the course considers the role of the Latin language in the development of English, the Romance languages, and Western civilization, along with a survey of Greco-Roman mythology and Rome's origin myths and legends. *Offered: Full Year*

Latin II

Latin II begins with a review of basic grammar. The overarching goal of Latin II is to cover the remaining noun cases and case usage, the six tenses of the verb, and ultimately to read and to translate longer narrative passages. Classroom directions

are given in Latin, and connections are made between Latin vocabulary and English derivatives. The textbooks used in Latin II incorporate the history of the Roman republic and other aspects of Roman daily life. **Prerequisite:** Latin I and/or departmental permission.

Offered: Full Year

Latin III

Students review advanced grammar (the subjunctive mood, gerunds, and participles) in the first semester through the narratives in Ritchie's *Fabulae Graecae*. The texts used in the spring semester provide a rich and broad exposure to both prose and poetry. Students will read selections from Caesar, Cicero, and Catullus. Students will engage in a variety of assessments that allow them the opportunity to demonstrate their mastery of the language and preparation for Honors Latin. **Prerequisite:** Latin II and/or departmental permission.

Offered: Full Year



Honors Latin IV/V

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

Prerequisite: Latin III and/or departmental permission. *Offered: Full Year*

Ancient Greek

In the ancient Mediterranean, the definition of a barbarian was a person who did not understand Greek. This introductory class ensures that participants learn to read, write, and speak some Greek. The class begins with the alphabet, since it takes one or more weeks to become comfortable with reading a different system. Basic grammar and vocabulary is introduced through the popular high school and college textbook - *Athenaze*. *Athenaze* Level One follows an Attic farmer named Dikaiopolis in 423 BC during the Peloponnesian War, and weaves into his life additional stories from the earlier

Persian Wars and Greek mythology and philosophy. By the end of the book, students discover that Dikaiopolis is the main character in Aristophanes' comedy, *The Acharnians*. In addition, the course emphasizes the Greek words at the root of so much medical terminology. There are frequent small vocabulary quizzes and extensive practice work with exercises and readings in the course.

Prerequisite: Previous knowledge of any Indo-European language is helpful, but not required.

Offered: Full Year

Mandarin Chinese I

Mandarin I covers the basics of the language, such as how Chinese characters are constructed and how Pinyin works, and introduces aspects of Chinese culture. Students are exposed to video and audio materials that help them understand what they are learning." The primary coursebook is *Integrated Chinese Level 1 Part 1*. Hard work and strong interest in exploring are expected.

Offered: Full Year

Mandarin Chinese II

Mandarin II extends student vocabulary and grammar knowledge while providing opportunities for students to express their ideas creatively and flexibly. The course incorporates the lessons in *Integrated Chinese: Level 1 Part 2* along with supplemental topics focused on Chinese culture, such as cuisine, medicine, brush painting, calligraphy, as well as music and movies. The goal is for students to strengthen their independent learning capacities while increasing their application and communication skills. Projects, presentations, interviews, debates, and discussions are all in Mandarin as the teacher gradually immerses students in an all-Mandarin learning environment. **Prerequisite:** Mandarin I and/or departmental permission. *Offered: Full Year*

Mandarin Chinese III

Mandarin III is aimed at strengthening students' listening, speaking, reading, and writing skills and expanding their vocabulary to conduct more in-depth conversations. *Integrated Chinese Part 2 Level 1* is the primary textbook, students also conduct online research for their projects. Students at this level are expected to be more independent and more capable of creating high-quality, information-rich study reports on the themes covered in the textbook and other topics. Reading and writing are highlighted; dialogues, interviews, and seminar discussions are expected as well. Hard work and serious learning attitude are the keys to get the most benefit from this class. **Prerequisite:** Mandarin II and/or departmental permission.

Offered: Full Year

Honors Mandarin Chinese IV

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

Offered: Full Year

AP Chinese Language + Culture

The main purpose of this course is to prepare students for the AP Chinese Exam administered by the College Board in May. This course utilizes *Integrated Chinese Level 2 Part 2* and covers six units within the College Board's AP Classroom, "Barron's Chinese AP" exercises, "Strive for 5" exercises, "Simulated Chinese" exercises, and abundant supplementary cultural materials developed by the teacher. Students will cultivate strong language capabilities by exploring topics pertinent to daily life, social and economic issues, cultural traditions and values, as well as current global events. Through this intense one-year study, students will enhance their interpersonal, interpretive, and presentational skills through extensive listening, reading, writing, speaking, and presentational practices. Their exploration of Chinese culture will be enriched with Chinese idioms, fairy tales, proverbs, cultural customs, traditional values, and Confucian wisdom. At the end of the course, students should not only feel prepared to take the AP Exam, but also they should grow into knowledgeable speakers of Mandarin Chinese.

Offered: Full Year

Spanish I

Spanish I emphasizes the four language skills: listening, speaking, reading, and writing. Students learn to express ideas related to everyday situations and to communicate in the present, past, and immediate future tenses. Class work is varied to include written homework assignments, virtual exercises, skits, games, oral drills, and other internet resources, all of which reinforces new material. Additionally, Spanish I students will explore Spanish and Latin American cultures. *Offered: Full Year*

Spanish II

Spanish II continues to emphasize and build the four basic language skills: listening, speaking, reading, and writing. Students learn to express more complex thoughts using a variety of verb tenses while building vocabulary and developing their writing skills. Classes are conducted partially in Spanish; however, English is sometimes required to explain difficult grammar and other concepts. Students explore Spanish and Latin American cultures through readings in the textbook, featuring videos with native speakers. Students are encouraged to conduct simple exchanges with native speakers in the community. Class work includes listening activities and lessons on the internet. **Prerequisite:** Spanish I and/or departmental permission.

Offered: Full Year

Honors Spanish II

The content of this course is similar to the on-level Spanish II course; however, the class moves more quickly, and the material is more extensive. The goal for students in this course is to prepare them to maintain progress on the honors track, which culminates in AP Spanish Language and Culture. The content of this course focuses on developing listening and reading comprehension, as well as deepening the speaking skills obtained in Spanish I. Written expression and grammar will remain central to the curriculum. Speaking skills are targeted through a wide array of activities designed to enhance proficiency. **Prerequisite:** Spanish I with an honors grade and/or departmental permission.

Offered: Full Year



Spanish III

Spanish III begins with a thorough review of the grammatical concepts covered in the first two levels of Spanish. Students continue to expand their vocabulary while building all language skills. At this level, various advanced verb tenses are introduced, including the subjunctive and the perfect tenses, students expand their knowledge of Spanish and Latin American cultures. Students are required to use the target language as they develop all of their skills. The majority of the class is conducted in Spanish; therefore, students at this level should be comfortable conversing and writing in Spanish. At this level, reading passages are lengthier, and students begin to read short stories. Students continue to use technology to supplement and to enhance the learning process. **Prerequisite:** Spanish II and/or departmental permission.

Offered: Full Year

Honors Spanish III

The content of this course is similar to the Spanish III, but includes a lot more exposure to advanced and authentic materials. This course can serve as preparation for AP Spanish Language and Composition, focusing on developing listening and reading comprehension, as well as deepening speaking skills. Students in this honors-level course should be able to fully understand Spanish as this class is conducted completely in Spanish, and students must speak only in Spanish during class time. **Prerequisite:** Honors Spanish II with an honors grade and/or departmental permission.

Offered: Full Year

Honors Spanish IV/V: Reading + Composition

This course is available for those students who wish to explore Spanish history and culture with the specific focus of improving their reading and writing skills. The course is conducted in the target language so that students continue to develop oral/aural skills concurrently. Students review grammar, syntax, and punctuation and learn analytical skills. The goal of the course is to build competence and confidence in a variety of writing modes: summaries, essays, playwriting, and

research. To achieve this, teachers use a variety of resources such as novels, plays, poetry, and videos. Students who are interested in pursuing AP Spanish should take Reading + Composition. Students who complete this course will also have the option to continue on to Honors Spanish V: Conversation. **Prerequisite:** Spanish III or Spanish III Honors and/or departmental permission. *Offered: Full Year*

Honors Spanish IV/V: Conversation

This course is intended to be the highest level of Spanish offered for students not interested in pursuing the AP track. In this course, students work with current, engaging topics to develop stronger oral competence in fluent and persuasive expression. Topics to be discussed may include immigration, Hispanic culture, Latino identity in the U.S., human rights and other issues of social justice. While fluency is the goal, students will also practice precision in their use of grammar and vocabulary. Students are expected to connect new and reviewed vocabulary and grammatical concepts in their work and can expect a review of grammar as part of the linguistic tools for conversation. To achieve the course objectives, the class will draw on Spanish-language films, radio programs, videos, art, excerpts from literary works, telenovelas, and even games. These elements allow each student to grow through the challenge of speaking entirely in the target language. **Prerequisites:** Spanish III or Spanish III Honors and/or departmental permission.

Offered: Full Year

AP Spanish Language + Culture

AP Spanish Language + Culture is designed to prepare students for the AP Spanish Language Exam. Students complete a thorough review of grammar and conjugations and build their proficiency in speaking, reading, listening comprehension, writing, and vocabulary recall. Students are also encouraged to move beyond language acquisition to language applications in community settings, to lay a foundation for the AP Spanish Literature + Culture Course, and to make language acquisition a lifelong endeavor. Students will follow the program offered by the College Board covering all six

themes: Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary life, Global Challenges, and Personal and Public Identities. Students are exposed to authentic sources provided by the textbook TEMAS and by the College Board's website that offer a good amount of material that they will be studying and discussing before reading or listening and afterwards. Students develop a broad and extensive vocabulary that they can use to communicate among themselves and in possible scenarios for travel, study, work, or just to achieve proficiency in the language and on standardized exams. **Prerequisite:** Honors Spanish IV/V Reading + Composition and/or departmental permission.

Offered: Full Year



Connections

Connections is a yearlong, required course that meets once a week for our youngest students.

Connections 9

Connections 10

The 9th and 10th grade curriculum is similar in scope, though topics and discussion are tailored to each age group. The essential question addressed during Connections is: How can I make the most of my Cushing experience? During this discussion-based class, students are challenged to learn about themselves and their classmates. Communication skills are paramount, as students analyze and discuss personal and societal values. Emphasis is placed on the connection between an individual's character and a happy and healthy school community. During the fall the course focuses on adapting to life at Cushing Academy. Particular emphasis is placed on areas in which students are making decisions with limited parental input – sleep, nutrition, time management, etc. Connections is a safe place where students have an opportunity to voice any questions or concerns they may have. The course utilizes a variety of contemporary articles and popular media.

English

The English curriculum is based on a strong foundation of four courses. These courses represent comprehensive coverage of the artistic and historical scope of various literary works and a progressive program of scrutiny and discourse. All courses provide a close study of texts accompanied by different modes of discourse, including critical, creative, and expressive writing. The core curriculum is augmented by several supplementary offerings, including honors sections through 11th grade, AP English in 11th and 12th grade, and College English for postgraduates. All courses ask students to think critically.

Refer to pages 2-3 for diploma requirements.

Literature + Composition I

Literature + Composition I introduces the foundations of narrative across culture, time, and space through multiple literary genres and styles, including fiction, poetry, and drama. This course is designed to provide an introduction to the curriculum taught within the English Department, and challenges students to read closely and write fluidly. Further, students will be empowered to become rigorous “noticers,” capable of analyzing a variety of literary forms for nuance, patterns, and meaning.

Throughout the year students will focus on developing their own unique critical perspectives, while also learning how to share these perspectives in classroom discourse. Students explore public speaking as a fundamental and necessary component of communication. As the year progresses, students will learn to develop their thoughts and feelings into arguable ideas about these texts and will practice argument in formal, analytical, writing. All first-year students will start the year in Literature + Composition I; during the fall semester, students who demonstrate the capacity for honors level work have the option to move into a distinct Honors Literature + Composition I course in the spring semester. In the honors section, students will read more complex texts, discuss literature in greater depth, and write longer essays utilizing secondary sources with more clarity and conviction. *Offered: Full Year*

Honors Literature + Composition I

Honors Literature + Composition I challenges students to read closely and write fluidly. The course is designed to empower students to become rigorous “noticers,” capable of analyzing a variety of literary forms for nuance, patterns,

meaning, and beauty. As the year progresses students learn to develop the things they notice into arguable ideas and practice argument in formal and informal analytical writing. Students also compose and critique original fiction and poetry. The honors level class students are expected to read more complex texts, discuss literature in more depth, and write longer essays with more clarity and conviction.

The content of the course provides students with a broad survey of Western literary traditions. The course covers short stories, novels, poetry, Shakespearean drama, and one Greek epic. Throughout the year students focus on in-text annotation as a fundamental and necessary reading skill. The curriculum is designed with the hope that students will experience moments of wonder and awe. **Prerequisites:** A- in regular-level class, recommendation of the current teacher, and successful performance on departmental placement test.

Offered: Spring Semester

Literature + Composition II

Literature + Composition II challenges students to think critically about a range of literary texts. The content of the course is designed to introduce students to a variety of concepts often considered to be universal in the study of literature and to provide students with a foundational understanding of literary traditions. Students will explore to a variety of global literary movements from which many canonical authors draw thematic interest and will read and analyze the genres of fiction, poetry, and drama. This course is intended to empower students to become diligent observers who learn to notice moments of nuance and tension in literature. As the year progresses, students

will hone their abilities as critical thinkers and close readers through application in analytical and creative formats. These skills will be fully realized as the students develop the ability to ask unique and thoughtful questions about a given text.

Offered: Full Year

Honors Literature + Composition II

While the basic framework of the honors course is similar to the design of Literature + Composition II, students in this section will be expected to read with greater precision and independence, to contribute purposefully during class discussions, and to write with more stylistic command and sophistication. Honors Literature + Composition students also produce a research-based project synthesizing secondary sources. **Prerequisites:** A- in regular-level class, recommendation of the current teacher, and successful performance on departmental placement test. *Offered: Full Year*

American Literature

American Literature is designed to expose students to influential American writers and literary movements. This course focuses on how race, class, and gender are configured through self and society within American literature. Students will read and analyze texts that present the tensions within the American experience, while grappling with their own identities and the challenge of finding a place within constantly shifting environments. As the year progresses, students are pushed to deepen both their analytical and creative capabilities and continue to hone their critical thinking skills. Students are expected to produce cogent, coherent, and well-reasoned writing that analyzes works of fiction, nonfiction, and poetry.

Offered: Full Year

Honors American Literature

Honors American Literature is designed to expose students to influential American writers and literary movements. This course focuses on how race, class, and gender are configured through self and society within American literature while trying to discern how literature can be markedly "American." As the year progresses students will be pushed to deepen both their analytical and creative capabilities and continue to hone their critical thinking skills. Students will be expected to produce cogent and well-reasoned writing as they attempt to uncover what makes a work uniquely American through the study of fiction, non-fiction, and poetry. As the year progresses students will increasingly hone their abilities as critical thinkers, readers, and writers by engaging in academic research to evaluate and create compelling arguments of a text. Written exposition is expected to be precise and focused. As an honors-level class students will read more complex texts, discuss literature in more depth, and write longer essays with more clarity and conviction. **Prerequisites:** B+ in previous honors-level class or A- in an on-level class, recommendation of the previous teacher, and successful performance on departmental placement tests.

Offered: Full Year

College English

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

AP English Language + Composition

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

Offered: Full Year

AP Literature + Composition

AP English Literature and Composition is a one-year course designed to familiarize students with enduring works of literature and to prepare them for the Advanced Placement Examination. It is run as a college-level seminar, offering an intensive study of challenging literature and regular practice in critical writing. A difficult reading list and frequent writing assignments provide opportunities for students' acquisition of greater insight and sensitivity as readers and a more effective, accomplished style as writers. Texts have included: *A Rulebook for Argument, Ishmael, The History of Love, The Great Gatsby, and All the Light We Cannot See*. Students are required to take the AP examination in May. **Prerequisites:** B+ in previous honors-level/AP class or A- in regular-level class, recommendation of the previous teacher, and successful performance on department placement test.

Offered: Full Year



Senior English Seminars

Senior English is a yearlong series of one-semester seminars covering a broad range of literature.

Rather than providing a chronological survey-style tour of any particular culture or period, the electives focus instead on themes and/or skills that allow students a more substantive and focused learning experience. The electives tend to revolve around three major categories: writing (expository, critical, creative); genres (Shakespearean tragedy or comedy, poetry, memoir); and themes (the Hero's Journey, the search for identity, the human and the monstrous). These seminars sacrifice the breadth of coverage possible in a survey course in return for depth of coverage and the opportunity to pursue a particular genre or writer much more carefully and thoroughly. Not only do these electives allow students the opportunity to read and think about literature in more depth, but they also provide a more realistic sense of what they can expect in their English classes in college. All courses include the same core expectations for student writing. A passing grade for the year is required for graduation. **Prerequisite:** American Literature or permission from the Director of Academics.

Recognizing the Call

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

entitlement, which breaks the cycle. This seminar should prove particularly relevant for seniors as they begin to contemplate their own callings, as well as the opportunities that they have been gifted in their own lives.

Offered: Fall Semester

Creative Writing I

This course provides a radically different approach to English than is typically exists in many traditional offerings. Whereas most English classes treat literature as a subject to be appreciated and analyzed, Creative Writing makes students artists who create literature. Reading assignments are frequent but brief; the literature we read is not predominantly the subject of literary interpretation but a model for emulation. In class we, so to speak, take apart the "machines" built by literary artists in order to learn how to make analogous machines ourselves. In the first major unit of the course, Poetry, students will write a series of poems, concentrating on such concepts as diction, observation, concision, imagery, tone, figurative language, sound effects, and poetic form. The second major unit—Fiction—asks students to consider the structure of a "story" from several different perspectives and to utilize the understanding they develop in crafting at least two stories of their own: a flash fiction piece and a longer short story. Throughout the semester, students will supplement their creative work with writing in which they analyze their practice. They will also devote some time to peer review and support of each other's work. *Offered: Fall Semester*

Creative Writing II

Once again, the goal of this seminar is to inspire students artists to create literature. In the first major unit of the course, Drama, students will write a series of scenes for the stage or for the screen, concentrating on action, spectacle, stage directions, and character as revealed through dialogue. The emphasis here is on learning what it means to write in a medium that has a viewing audience, rather than a readership. The second major unit, Creative Nonfiction, asks students to synthesize their knowledge of the academic essay with their understanding of "creative writing."

They will write three essays that seek to blend the strengths of these forms into a powerful hybrid. In the final unit, students design, propose, and complete a creative project of their own (e.g., a collection of poems, some songs, the opening of a novel, a screenplay, etc.). Throughout the semester, students will supplement their creative work with writing in which they analyze their practice. They will also devote some time to peer review and support of each other's work. *Offered: Spring Semester*

Critical Approaches + Literary Theory

This seminar will prepare students to read, analyze, and write at a post-secondary level while engaging with some of literature's most seminal theoretical texts. It traces history through structuralism, poststructuralism, feminism, race studies, queer theory, and more. While we will frame our discussion within the literary context of these movements, the discourse strikes at the very nature of perception, interpretation, and identity. Featured authors include Sigmund Freud, Roland Barthes, Karl Marx, Judith Butler, Audre Lord, Henry Louis Gates, and more. For those interested in potentially studying the humanities at the collegiate level, this course aims to give you a head start. Part English class, part film class, part philosophy class, this class simply requires students to think critically. *Offered: Fall Semester*

Dramatic Literature I + II

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

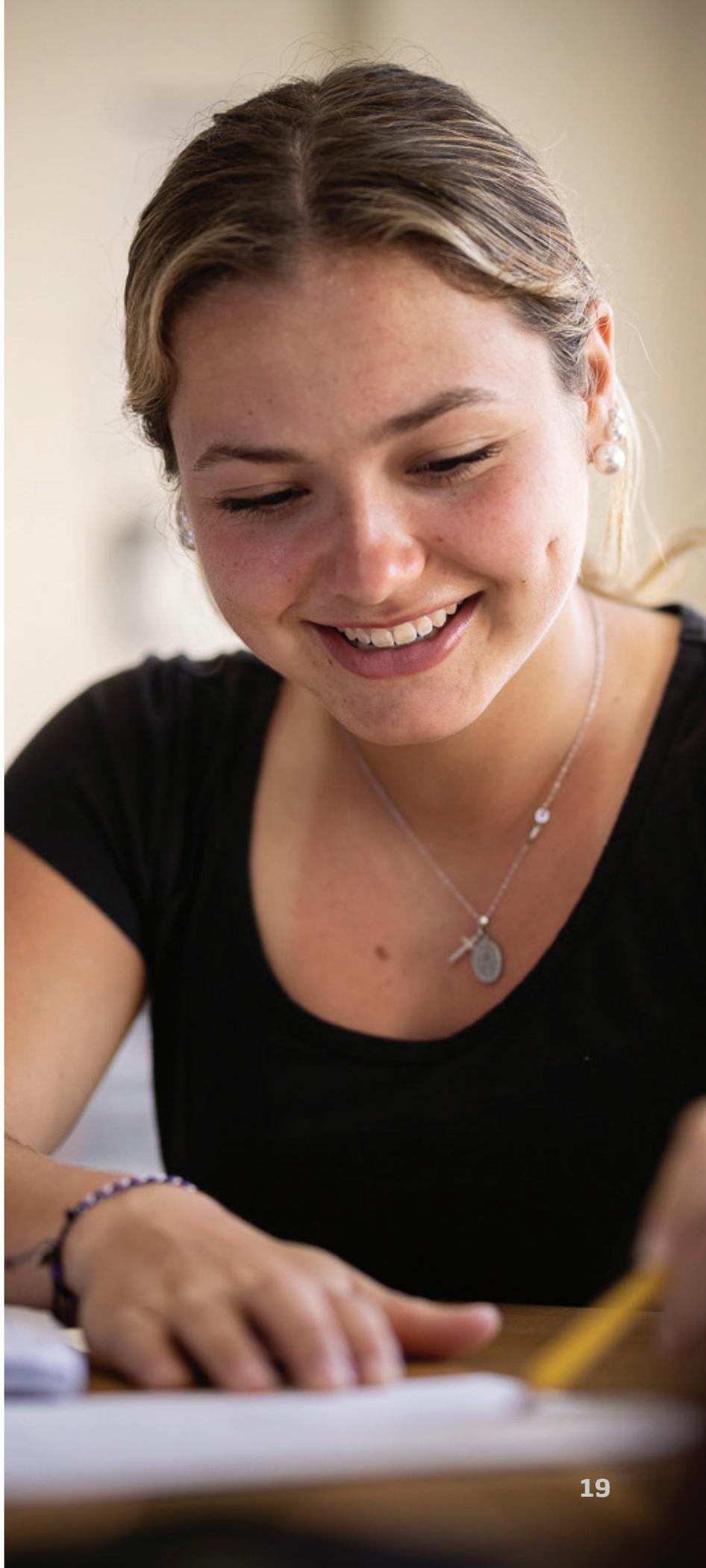
emotional growth of society and offers an intimate connection to history and civilization. *Dramatic Literature I Offered: Fall Semester; Dramatic Literature II Offered: Spring Semester*

Island Experience

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

The Southern Gothic

One of the most robust genres in American literature, the Southern Gothic hosts a pantheon of literary titans and boasts some of the best new talent in fiction. Sometimes spooky and profound, sometimes humorous and confounding, these stories are always good – even if read in New England! This course will begin with the roots of Southern Gothic but will primarily focus on the current form and consider the following: how do authors incorporate contemporary problems into a long-standing tradition? Featured authors include Edgar Allan Poe, William Faulkner, Flannery O'Connor, Jesmyn Ward, Natasha Trethewey, and others. We will approach these novels, short stories, poems, and films with the careful eye of close reading, while employing research methods to exercise our argumentative and persuasive writing. *Offered: Spring Semester*



English as a Second Language

The English as a Second Language (ESL) Program at Cushing is designed to prepare non-native speakers of English for equal participation with American students in all school activities, both in and out of class.

The program develops students' proficiency in four major areas: reading, writing, speaking, and listening comprehension. Although grammar is primarily introduced in the writing classes and vocabulary in the reading classes, unfamiliar words and grammatical structures are explained and practiced in all ESL courses as needed. Writing is practiced in all classes as well.

In addition, students learn academic skills such as library and dictionary use, note taking, paraphrasing, outlining, test-taking strategies, effective notebook keeping and time management. As the ESL teachers emphasize the use of computers in the classroom, students also learn technology skills such as how to use Inspiration, PowerPoint and Google Suite applications, as well as the process

of editing and revising writing using the track changes function in Microsoft Word. Additionally, students are taught how to use the internet as a research tool, and they are encouraged to communicate with faculty and classmates using email, texts and other messaging platforms. Faculty list all assignments, syllabi, and course descriptions on MyCushing, and students are expected to check this website daily for updates.

Recognizing the special needs of international students, ESL teachers also provide support and guidance in areas of cultural adjustment, homesickness, and academic advising as students get accustomed to the U.S. educational system. When non-native speakers of English enroll at the Academy, many take a series of tests designed to determine

their proficiency in the English language. They are then placed into the appropriate sequence of ESL classes and closely monitored. There are two levels of ESL instruction: Advanced Intermediate ESL and Advanced ESL. Teachers schedule appointments during their free time to meet with students needing additional support with academics. Other support services available for international students include an International Student Advisor, an International Association, assistance in making travel and visa arrangements, and guidance in the college application process.

The Academy charges an additional fee per year to cover the costs of the English as a Second Language program.

Advanced Intermediate Level

Students in the Advanced Intermediate Level typically take a **Writing + Grammar** course, a **Listening + Speaking** course, **Reading II (literature)**, and standard math and science courses. Occasionally, a student may take a history course instead of a science course, and those whose reading skills are more refined will take a more challenging reading course, **Literary Studies**, instead of **Reading II**.

Advanced Level

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

History + Social Science

The History and Social Science Department's curriculum seeks to develop students' academic processes and thinking skills by studying diverse histories and studies of human behavior. In a supportive, innovative, student-centered approach to learning, students acquire a historical understanding of diverse peoples while honing the skills to think and communicate independently and effectively. Cushing is committed to delivering a responsible, inclusive curriculum that emphasizes diversity, equity, and inclusion. The core courses include a two-year progression of World History, which spans from Ancient civilizations to the Medieval and Modern Eras, followed by a yearlong thematic survey of United States History. Students learn academic and critical thinking skills and practice them through research and project-based learning. The department also offers an array of upper-level elective courses in the Social Sciences and Humanities where students apply their foundational skills to more specific areas of interest. Finally, the department offers a breadth of Advanced Placement courses designed to foster curiosity and elevate students' skills to college-level work. **Refer to pages 2-3 for diploma requirements.**

World History I:

Foundations in World History/Honors

This World History course examines civilizations and religions across Africa, Asia, Europe, and the Americas from the Ancient to Medieval Eras (10,000 BCE to 1500 CE). The course establishes foundational knowledge that is essential context for other courses in the curriculum but also presents parallels between human behavior in those civilizations and the modern world. Students encounter various systems of power, world and indigenous religions, agricultural, architectural, and technological innovations, and social systems. The academic skills in this course help students to be prepared, engaged, and reflective. The thinking skills include understanding the course content, summarizing and interpreting historical sources, and communicating through writing, speaking, and listening. These are taught through various means of assessment, emphasizing building the skills for students to conduct research.

Honors: Honors Foundations is designed with greater rigor, which may entail longer reading and writing assignments, more student-led discussions in class, and further opportunities in research. Students may request to be considered for Honors Foundations in their course selection upon enrollment to be determined through the Academic Office.

Offered: Full Year

World History II:

Modern World History/Honors

This course examines civilizations and religions across Africa, Asia, Europe, and the Americas from the Early Modern Era to current events (1450-2020s), as well as the expansion of civilizations into empires and the impact they have on indigenous peoples and other empires as they collide. It also explores political, economic, and cultural revolutions that made a global impact. The academic skills in this course reinforce that students are prepared, engaged, and reflective. The thinking skills include understanding the course content, analyzing primary and secondary documents, participating in student-centered discussions, and communicating through writing, speaking, and listening. Students reinforce their knowledge of content through various assessments and build their analytical skills through comprehensive research projects.

Honors: Honors Modern World is designed to challenge students to be more independent in their approach to coursework and in their thinking. Students should anticipate a heavier workload on their homework and research assignments. Requirements: Success in a prior high school-level history course (minimum grade of B+ in previous honors/AP-level class or A- in an on-level class) and recommendation by the History and Social Science Department.

Offered: Full Year

United States History/Honors

This survey-course of United States History acknowledges the political, economic, and cultural changes from early indigenous civilizations, to European colonization, to the founding and growth of the republic. It is taught thematically to create a comprehensive understanding of how the U.S. has evolved. Throughout the year topics of study include the founding political documents central to the structure of the government and a more comprehensive narrative that includes the voices of people both in power and in marginalized groups. It teaches the political narrative but is also intentional in its effort to acknowledge the various histories of a wide range of people in the United States. Students are expected to be prepared, engaged, and reflective in this upper-level course. The aim is for them to hone the reading, analytical, writing, and speaking skills that they have developed in World History. Assessments include quizzes, tests, and research projects.

Successful completion of this course is a graduation requirement. Prerequisite:

Completion of at least one year of high school-level World History. **Honors:** Honors U.S. is a more challenging version of the course, with further expectations around writing, research, and presenting work. Requirements: Completion of at least one year of high school-level World History (minimum grade of B+ in previous honors/AP-level class or A- in an on-level class) and recommendation by the History and Social Science Department.

Offered: Full Year



AP Economics (Macro + Micro)

This college-level course covers one-semester of Microeconomics and a one-semester of Macroeconomics. Macroeconomics introduces students to the principles that apply to an economic system as a whole, with particular emphasis on the study of national income and price-level determination, measures of economic performance, stabilization policies, and international economics. Microeconomics introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students use graphs, charts, and data to analyze, describe, and explain economic concepts. Students should be prepared for significant reading from a college-level textbook. While this course aims to foster curiosity and includes projects to further student understanding, the curriculum is designed with AP Exam preparation in mind. In addition to successful engagement with coursework throughout the year, students are required to take both AP Microeconomics and AP Macroeconomics exams in May.

Prerequisites: Permission of the department; minimum grade of B+ in

previous honors/AP-level class or A- in an on-level class; recommended completion of Precalculus (B+).

Offered: Full Year

AP European History

This college-level course is a detailed survey of the history of Early Modern and Modern Europe from the Hundred Years' War to the contemporary era (1350-2000s). Content ranges from political and military developments, to the evolution of religion, to intellectual and art history. Students develop multiple ways of expressing their analytical thinking through frequent writing and speaking assignments and through creative projects. The course focuses on changing systems of power, ranging from the hierarchy of the Roman Catholic Church, Absolutism, Constitutionalism, Communism, and Fascism, and the relationship between leaders and those who challenge those systems. An essential component of the course is developing the historiographical skills necessary to engage in an intentional, de-colonized understanding of the content. The major research assignment centers around disenfranchised groups as they used philosophical ideals of equality to expand their human and civil rights. Students develop their historical thinking skills through close readings of primary and secondary documents, sourcing, and

research. Students develop skills that prepare them for the required AP European History Exam and the participation and written work required in a college history seminar. Participation in this course requires that students complete summer reading and writing assignments and some work over extended vacations. In addition to successful engagement with coursework throughout the year, students are required to take the AP European History Exam in May. **Prerequisites:** Permission of the department; completion of at least one year of high school-level World History (minimum grade of B+ in previous honors/AP-level class or A- in an on-level class). *Offered: Full Year*

AP Human Geography

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. **Prerequisites:** Permission of the department; adept reading and writing skills, one year of high school-level history. Please note: this class is intended to be taken in 10th grade. *Offered: Full Year*

AP Psychology

This college-level course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, diagnosis and treatments of psychological disorders, and social psychology. Throughout the course, students explore psychological research methods, including ethical considerations, as they discuss and evaluate claims and evidence, and effectively communicate ideas. In addition to successful engagement with coursework throughout the year, students are required to take the AP Psychology Exam in May.

Prerequisites: Permission of the department; completion of at least two years of high school-level History & Social Science, minimum grade of B+ in honors/AP or A- in most recent on-level history course; recommended completion of Biology (B+), concurrent enrollment considered. *Offered: Full Year*

AP United States History

This college-level course is a rigorous survey of the history of the United States from the Pre-Columbian Era to European Colonialism, the building of a new nation, and the contemporary era (1450-2020s). Students develop skills that include preparation for the required AP United States History Exam and extend to reading, speaking, and research that would be required in a college course. Students develop multiple ways of expressing their analytical thinking through frequent writing and speaking assignments. They develop their historical thinking skills through close readings of primary and secondary documents, sourcing, and research. The course pays particular attention to systems of power and the relationship between leaders and those who challenge the system. An essential component of the course is developing the historiographical skills necessary to engage in an intentional, anti-racist study of the content. This includes examining

primary documents and previous historical works and deconstructing their racial bias. The major research assignment centers around disenfranchised groups as they used American ideals of equality to expand their human and civil rights. Success in this course relies on adept reading and writing skills, completion of summer reading and assignments, and some work over extended vacations. **Prerequisites:** Permission of the department; Completion of at least two years of high school-level history, including a year of World History; minimum grade of B+ in previous honors/AP-level class or A- in an on-level class. *Offered: Full Year*

AP U.S. Government + Politics

This college-level course investigates the American system of government and provides a foundation for further study of the subject area, while preparing upperclass students for success on the Advanced Placement exam in May. Topics include the constitutional underpinnings of the United States government with close attention paid to federalism and the separation of powers; institutions of national government, including the Congress, the presidency, the federal courts, and the bureaucracy; political socialization and behaviors, including voting, protest, and mass movements; mechanisms of the political process, including campaigns, elections, political parties, interest groups, and mass media; public policy development with deeper studies of social welfare policy, foreign policy, and economic policy; and civil rights and liberties. A comprehensive textbook is supplemented by case studies, articles on current events, internet sites, and videos. Each student is required to take the AP examination in May. **Prerequisites:** Permission of the department; Completion of at least two years of high school-level history, including U.S. History (may be taken concurrently); minimum grade of B+ in honors/AP or A- in most recent on-level history course.. *Offered: Full Year*

Upper Level History + Social Science Seminars

After students have completed at least two years of high school history, they may choose from an array of seminar-style electives. Faculty relish opportunities to design new and relevant courses with curriculum that is responsive to student interests and reflective of the range of offerings they may be exposed to in college. Current courses include:

Civil Society I:

Principles of Democracy

This semester-long seminar explores the foundations of modern civil society's political and intellectual history from the Classical and Early Modern Eras. It then connects Enlightenment philosophy to the founding documents of the United States. It examines the extent to which these ideals are recognizable in the justice system by examining landmark Supreme Court Cases that have shaped the political, social, and cultural landscape of the United States. Coursework focuses on human motivation, social mores, civic and democratic participation, and behavioral compatibility with society. Skills entail close reading, analyzing, critical analysis in writing assignments and student-centered discussions, constructing models, and research.

Offered: Fall Semester



Civil Society II:

Freedom, Liberty, + Civic Virtue

This semester-long seminar is designed around the following essential question: does an inherent human desire for freedom and justice provide a framework for the noble pursuit of world peace and stability, the protection of basic natural rights, and the development of a global civil society? This seminar examines the principles of freedom, the concepts of liberty, and the responsibilities and obligations of citizens in a constitutional republic. It focuses on the role of institutions in civil society, including the purpose and function of political, social, and cultural systems in a society. It explores the inherent human desire for freedom, liberty, and equality by examining the complexities of impactful leaders and the extent to which they embody the principles they promote. The course assesses understanding through projects, student discussion, and analytical writing and culminates in comprehensive research with a presentation. **Prerequisites:** The majority of students enroll following Civil Society I. It can also be taken as a stand-alone semester-long course.

Offered: Spring Semester

International Relations I

This semester-long seminar provides an introduction related to the study of contemporary international relations. The goal is for students to gain an understanding of basic concepts and theories that guide their awareness of a range of debates and challenges in international politics. While the focus of the content is on recent and current events, the course delves into the historical context essential to understanding them. Major topics include international cooperation, security and conflict, trade, and international law and human rights. This global studies course challenges students to consider factors beyond a Western lens and includes case studies from every continent. By the end of the course, students will critique common academic and policy arguments about global affairs and craft their own analyses. *Offered: Fall Semester*

International Relations II

This semester-long seminar studies the multi-faceted network of international relations in the modern world. The twenty-first century presents changes to international relations and global politics, and maintaining global stability takes on new challenges in the Digital Age. This seminar examines how the world is changing, and how old political alliances may transform on the global stage. It further examines the complexities of international relations and guides students towards an awareness of the deep historical foundations on which many current issues and crises rest. At the same time, students are active in attempting to find resolutions to modern global conflict through formal debates and Model U.N.-style global summits. This seminar aims to prepare students to consider challenges by thinking independently, with an ethical and principled approach to understanding global issues, planning informed negotiation, and offering lasting resolution. **Prerequisites:** The majority of students enroll following International Relations I. It can also be taken as a stand-alone semester-long course.

Offered: Spring Semester

Philosophy: History of Thought

In this Socratic seminar, students are introduced to ancient and medieval philosophy covering ethics, metaphysics, logic, and philosophical anthropology. Heavy emphasis is on reading and dissecting classic works of philosophy from the Greeks, Romans, and later medieval philosophers and finding the connections between their arguments. Students lead discussions where they apply philosophical insights to current social challenges. *Offered: Fall Semester*

Philosophy: Existence + Purpose

In this Socratic seminar, the challenge of modern philosophy is explored through direct exposure to seminal philosophical works, literature, and film. Philosophy in the late-medieval to the modern period is often a game of attempted one-upmanship, and more often, the disintegration of modes and methods inherited from the classical expression of philosophy. Attempts will be made to find connections between ancient and modern systems of thought. **Prerequisites:** *Philosophy: History of Thought* is strongly recommended, although exceptions are possible in consultation with the Academic Office.

Offered: Spring Semester

Psychology I

This semester-long seminar is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. This seminar cultivates interest in the field and prepares students with an overview of many concepts addressed further in an introductory college course.

Offered: Fall or Spring Semester

Sociology I

This semester-long seminar provides an introductory overview of sociology as a framework to explain how social structures influence basic social, political, and economic mechanisms (and group dynamics), especially within the context of modern industrial societies. The works of major social thinkers are utilized to expose students to a range of sociological concepts, including the origins and construction of culture, knowledge, inequality, and poverty.

Offered: Fall or Spring Semester

Mathematics

The Cushing Mathematics Department strives to meet all students at their ability level and to engage and stretch them as far as they can go in mathematics in their preparation as competent and responsible thinkers and problem-solvers. The department's curriculum is, therefore, composed of a variety of topics and levels. It offers traditional college prep courses and alternative course sequences (following completion of Algebra II). The traditional sequence offers Algebra I, Geometry, Algebra II, Precalculus, and Calculus. An honors section is offered in Geometry, Algebra II, and Precalculus. Advanced Placement sections are offered in Calculus (AB and BC), Statistics, and Computer Science (AP Computer Science A and AP Computer Science Principles) for those students who have demonstrated agility, confidence, and skill in their previous study of mathematics. More advanced courses such as Multivariable Calculus and Linear Algebra are offered to students who have successfully completed the AP courses and have passed the AP Exam with a minimum score of 4. The alternative sequence offers Algebra I, Geometry, Algebra II, Discrete Mathematics, and Probability and Statistics. In addition, modified sections are offered in Geometry, Algebra II, and Precalculus. In each course, students are exposed to both the principles and applications of the mathematics being taught. Note: Seniors and post-graduates who have successfully completed AP Calculus may be exempt for taking math during their senior/PG year by petitioning the Director of Academic Affairs. **Refer to pages 2-3 for diploma requirements.**

Algebra I

This is the first course in Cushing's mathematics sequence. Topics include linear equations, inequalities, lines and distances, slopes and lines, exponents and powers, and quadratic functions.

Offered: Full Year

Topics in Geometry

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

Prerequisite: Algebra I and/or departmental permission.

Offered: Full Year

Geometry

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

Prerequisite: Algebra I. *Offered: Full Year*

Honors Geometry

Honors Geometry is an alternative to Geometry for talented and highly motivated mathematics students. This course covers all topics in geometry, most in greater detail. Additional topics include coordinate geometry and three-dimensional geometry. **Prerequisite:** A in Algebra I and departmental permission.

Offered: Full Year

Algebra II Modified-A

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

Prerequisite: Topics in Geometry, Geometry, or departmental permission.

Offered: Full Year

Algebra II Modified-B

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

Algebra II

Topics investigated in this course include linear relations, polynomials, quadratic functions, rational expressions, irrational and complex numbers, exponents, and an introduction to trigonometry. **Prerequisite:** Geometry and/or departmental permission.

Offered: Full Year

Honors Algebra II

Honors Algebra II is an alternative to Algebra II for the talented and highly motivated mathematics students. The textbook for this course covers many of the same topics as the Algebra II textbook but does so in much greater depth and asks the students to apply the knowledge in much more challenging ways. Additional topics that are covered are mostly focused on trigonometry, which includes trigonometric functions using right triangle and unit circle approaches. In addition, the class covers analytic trigonometry including: double-angle, half-angle, product-sum and addition and subtraction formulas, identities and solving of trigonometric equations. **Prerequisites:** A- in Honors Geometry and departmental permission.

Offered: Full Year

Introduction to Precalculus

Introduction to Precalculus is a course for students who have completed Algebra II and need more time and individual attention to become proficient with the concepts of Precalculus. In the fall term, fundamental and advanced topics from algebra and geometry are



reviewed and solidified. In the spring, trigonometry is explored in great detail, with a concentration on its applications. **Prerequisite:** Algebra II Modified or Algebra II. *Offered: Full Year*

Precalculus

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

Honors Precalculus

Honors Precalculus is an alternative to Precalculus for talented and highly motivated mathematics students. Most students who plan to take Advanced Placement Calculus as a senior will elect this course for their junior year. This course covers all topics covered in Precalculus, most in greater detail. Additional topics include sequences and series, limits, and the derivative. **Prerequisite:** B+ in Honors Algebra II or departmental permission. *Offered: Full Year*

Discrete Mathematics

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

Probability + Statistics

This course is designed for students who have completed math through Algebra II. Students learn problem-solving, forecasting, scenario building, and link statistics and its real world applications by integrating real-life data from a variety

of contemporary sources. Topics covered in this course include descriptive and inferential statistics, curve fitting and mathematical models, combinations, and probability. **Prerequisite:** Precalculus, Discrete Mathematics, or departmental permission. *Offered: Full Year*

Calculus

Calculus is designed for students who wish to take calculus but not the Advanced Placement exam. Students refine their problem-solving skills and are exposed to introductory calculus. Topics include a review of topics in algebra, exponential and logarithmic functions, the derivative, differentiation rules, applications of the derivative, the integral and volumes. **Prerequisite:** B in Precalculus or departmental permission. *Offered: Full Year*

AP Statistics

AP Statistics follows a rigorous curriculum set forth by the College Board. Students who have maintained a high honors average in Calculus or who have completed Calculus AB should select this course. AP Statistics is worth the equivalent of two semesters of college credit upon successful completion of the AP examination in May. Students enrolled in this course are required to take this test. Topics covered include data organization (patterns

and departure from patterns), normal distributions, density curves, Z-scores, scatterplots, correlation, least-square regression, exponential and power regressions, relations in categorical data, sampling, probability, and simulation.

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

Offered: Full Year

AP Calculus AB

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

AP Calculus BC

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

and trigonometric functions, techniques of integration, indeterminate forms, improper integrals, infinite series and sequences.

Prerequisite: A in Honors Precalculus or departmental permission.

Offered: Full Year

Multivariable Calculus

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

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

Programming In Python

This course introduces students to the dynamic field of computer science, using Python as the gateway to exploration. Students with varying levels of programming experience will engage in hands-on learning, developing problem-solving skills, and gaining foundational knowledge in computer science. The course includes practical projects that leverage Python libraries, website APIs, OpenCV, Raspberry Pi, and Arduino, and explore cryptocurrency exchange API through the creation of a Bitcoin trading bot. *Offered: Full Year*

AP Computer Science Principles

AP Computer Science Principles is an introductory college-level course in computer science. This course introduces

students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. Students explore computing innovations and computing systems, exploring potential impacts while contributing to a computing culture that is collaborative and ethical. This course reflects what computer science teachers, professors, and researchers cite as the main goals of an introductory computer science course: computational solution design, algorithms and program development, abstraction in program development, code analysis, computing innovations, and responsible computing. Students have considerable independence in developing ideas and designing projects. This course is taught in Java Script and serves as strong preparation for AP Computer Science A at Cushing or subsequent programming courses in college. Students complete a final project for AP submission in April and take the AP Computer Science Principles exam in May. **Prerequisites:** Placement in the course requires permission of the department. *Offered: Full Year*

AP Computer Science A

A college-prep course for potential computer science majors and also a foundation course for students planning to study in other technical fields such as engineering, physics, chemistry, and geology. The course emphasizes methodology, procedural abstraction, and in-depth study of algorithms, data structures, and data abstractions, as well as lab projects recommended by the college board. Instruction includes preparation for the AP Computer Science A exam, which is required of all students. In this course, students apply the programming tools they have learned to real-life examples on their own. Computer science is more than just programming; students who successfully complete the course will have an understanding of Java and the ability to adapt to any new programming language that they are taught in college. **Prerequisites:** B+ in Honors Precalculus and departmental permission. *Offered: Full Year*



Performing Arts



The Cushing Performing Arts Department offers a comprehensive curriculum in the study of music, theatre, and dance. Serving both novice students interested in exploring the performing arts as well as advanced students who hope to pursue performing arts as a vocation, our curriculum focuses on a professional approach to craft and technique. In addition to offerings during the academic day – including one-on-one music instruction as well as ensemble dance and music practices – the department also offers more than 20 performance opportunities, including fall and spring plays, concerts, coffeehouses, dance recitals, and a winter musical. **See pages 2-3 for graduation requirements.**

Acting I/II

This course is designed for students who have some experience in theatrical performance. Scenes will be studied along with monologues in preparation for auditions and performance opportunities throughout the year. Uta Hagen's text, *Respect for Acting*, is utilized as a resource and study guide; various acting techniques are explored and studied. Improvisation, class exercises, and concentrated study will be requirements for success in this discipline. This class is a full year and requires as a prerequisite a desire for professionalism and a passion for the performing arts. It can be combined with Chorus, and a full credit in the performing arts will be obtained for participation in both disciplines each week. *Offered: Full year.*

Advanced Acting + Directing

This course is designed for students who are serious about theatrical performance. Scenes will be studied along with monologues in preparation for college auditions and performance opportunities throughout the year. Improvisational exercises in emotional and physical work are a large part of this course. Positive participation and an open mind are essential when looking at this class as an option. Uta Hagen's text, *Respect for Acting*, is utilized as a resource and study guide, and many different acting techniques are explored and studied. Uta Hagen's method will be adapted to the various levels present in this class. This class is a full year and requires as a prerequisite a desire for professionalism and a passion for the performing arts, along with experience in theatrical training. It can be combined with Chorus, and a full credit in the performing arts will be obtained for participation in both disciplines each week. *Offered: Full Year*

Chamber Music

The Cushing Chamber Music Players rehearse and perform classical music in ensembles ranging from duets to quintets. Students are exposed to a varied repertoire including styles from the Renaissance to the present day. Students develop technical skills, musicianship and rehearsal techniques. Class time includes faculty coaching, independent ensemble rehearsal and individual practice. Participants are strongly encouraged to also take individual private lessons. String, wind, brass and piano players, as well as solo vocalists, are encouraged to join this course; an informal audition is held for new participants to ensure sufficient prior experience. *Offered: Full Year*

C-Tones (Chorus)

The C-Tones is the primary vocal ensemble of the Academy. It meets outside of the academic day and performs throughout the year. A diverse repertoire includes classical, jazz, folk, and pop styles. In addition to preparing music for performance, students receive instruction in vocal technique, ear training, reading skills and overall musicianship, with an emphasis on fostering independence. Participation in the C-Tones is highly recommended for students interested in auditioning for the winter musical. Entrance is by audition.

Offered: Full Year

Jazz Ensemble

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

Offered: Full Year

Music Theory

Music Theory begins by exploring the building blocks of tonal harmony (keys and modes, scales, triadic chord construction), and then uses these elements in the creation of original music. We learn about melody, harmony, rhythm, meter and form in the Western tradition by tracing their natural development over time since the medieval period. Advanced students examine how these systems were stretched to their maximum expressive capacity, ultimately leading to the establishment of alternative systems. Connections are drawn to contemporary styles of music throughout the journey, and composition is an element of our work at every stage. Analysis of models and examination of historical and contemporary repertoire augment this work. The development of basic ear training and keyboard harmony skills are threaded through the year. The specific curriculum is tailored every year to the experiences and goals of each student, potentially resulting in unique projects and assignments for each participant.

Private Music Lessons

Private lessons are offered in piano, woodwinds, brass, guitars, percussion, and voice. Instruction is customized to each student's ability level and interests while assuring progress towards attaining strong musicianship. Lessons are held during one class period per week.

There is an additional fee for private music lessons. Contact Director of Music Desh Hindle at dhindle@cushing.org for more information.



Students may continue through the Music Theory progression for up to four years of study. Specialized versions of the course are offered for vocalists, classical instrumentalists, pop musicians, composers or those who are preparing for entry to conservatories, as demand dictates. The class can accommodate students at any level of experience. We encourage advance discussion of your goals with the music faculty.

Offered: Full Year

Dance I/II

This course introduces and elaborates on contemporary dance techniques for the beginning student. In class, we develop an anatomical understanding of techniques as well as their historical backgrounds and creative components. Students will explore movement to build an awareness of the abstract movement elements used in choreography and develop a physical understanding of the proper technique used in contemporary dance.

The daily focus includes both barre and center work, emphasizing strengthening the core and discovering movement awareness. Students attend dance concerts and view dance concert videos and documentaries to understand the artistic nature of various styles of dance. The focus is on providing a positive, inspiring experience for students as they develop a basic understanding and appreciation of dance as an art form, which can, in turn, enhance their performance in sports and the other arts. Work in class offers the opportunity for performances in the fall and spring dance concerts.

Offered: Full Year

Dance II/III

This course develops intermediate skills in contemporary dance for students with dance experience. We will build on our technical development and understanding of contemporary styles, including dance composition. The daily focus of the class includes barre and center work, as well as the development of movement combinations. Students will work on in-class movement studies and build a creative repertoire in all styles. Students further develop an understanding of dance technique by focusing on dance

vocabulary, proper alignment, musicality, performance skills, and composition with the challenge of performing dance combinations and improvisational studies. Class projects will include developing an awareness of the abstract elements of movement, including space, shape, time, and energy. Students attend dance performances and work with video to learn about current choreographers and put dance into historical and sociological perspectives. Students also create original choreography and learn repertory geared towards performances in the fall and spring concerts. *Offered: Full year*

Dance III/IV

This course develops intermediate and advanced skills in contemporary dance with a focus on technical development and understanding of contemporary styles, including dance composition. The class includes barre and center work, as well as the development of movement combinations. Students work on in-class movement studies and build a creative repertoire in all styles. Students further develop an understanding of dance technique by focusing on dance vocabulary, proper alignment, musicality, performance skills, and composition

with the challenge of performing dance combinations and improvisational studies. Class projects will include developing an awareness of the abstract elements of movement, including space, shape, time, and energy. Students attend dance performances and work with video to learn about current choreographers and put dance into historical and sociological perspectives. Students also create original choreography and learn repertory geared towards performances in the fall and spring. *Offered: Full Year*

Filmmaking

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

Offered: Full Year



Science

Providing students with an understanding of science is an essential part of the academic program at Cushing Academy.

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

Refer to pages 2-3 for diploma requirements.

Integrated Science

This course is designed to provide students with an introductory survey of Biology, Chemistry, Physics, and Earth Science. Students will gain familiarity in setting up and conducting laboratory experiments, with deliberate instruction supporting the use of equipment, chemicals, and other materials. Integrated Science is organized into four principal units: Intro & The Physics World, The Chemical World, The Living World, and The Changing World. The goal of this course is to explore essential scientific concepts that will prepare students for future science classes.

Offered: Full Year

Chemistry

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

Honors Chemistry

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

Prerequisites: Honors grade in previous science course and enrollment in or completion of Algebra II; departmental permission. *Offered: Full Year*

Biology

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

Honors Biology

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

Physics

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

Physical Science II: Engineering the Future

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

Prerequisite: Seniors who have completed Biology, Chemistry, and Physics. *Offered: Full Year*

Advanced Engineering

This yearlong course provides in-depth exposure to interdisciplinary content related to science, technology, engineering, art, and mathematics. Utilizing the engineering design process, students will tackle real-world problems, develop skills for question-generation, research, design and test prototypes, and improve on the design. Departmental permission is required. *Offered: Full Year*

Biology II: Anatomy + Physiology

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



Biology II: Ecological Studies

This course offers an introduction to the study of ecology, a subject on which increased emphasis is currently being placed in many colleges. In the fall semester, students gain a basic understanding of the physical, chemical and biological principles that determine which kinds of plants and animals live in the various ecosystems. Students learn how natural ecosystems have developed and how people have altered or affected these systems, creating the greenhouse effect and air and water pollution. The emphasis of the term is to gain a greater understanding of the dynamics of ecosystems, particularly the deciduous/coniferous ecotone typifying our location in Ashburnham, and to understand how these systems will change over time. In the spring semester, the emphasis is on energy and how its use and extraction (mining) have affected various ecosystems. Students examine how our patterns of energy use have changed historically and what the prospects for future energy usage are. A major emphasis is placed on looking at possible energy alternatives, such as nuclear, solar, wind and geothermal sources, and their potential value in solving energy supply problems. Students also gain an overview of major environmental

problems. Students examine issues surrounding population growth, loss of biological diversity, and pollution. A key element of this discussion is gaining an understanding about the cultural differences and social influences on these problems. **Prerequisites:** Biology and one other full-year science course (Chemistry is helpful but not required).

Offered: Full Year

Biology II: Kinesiology

This yearlong course is designed to provide an introduction to the academic discipline of kinesiology, which in its most holistic form, entails the study of human movement. More specifically, students will explore anatomical, physiological, and mechanical principles related to basic motor patterns. Additional focus will be given to the body's healing process as it relates to fitness and exercise, health and wellness, and therapeutic treatment. With that foundation in place, students work to obtain functional understanding of how to prevent, treat, and rehabilitate specific athletic injuries, and how to assess and approach emergency situations that may arise in everyday life. *Offered: Full Year*

AP Biology

This intensive course is designed specifically to cover the advanced material which students need in order to take the Advanced Placement Biology Examination in May and to prepare for university and college-level work in biology. This course covers almost all aspects of biology and includes outside readings. Broad areas include cell and molecular biology, organismal biology and ecological, evolutionary and ethological biology. Within these areas, topics such as the chemical basis of biology, cell structure and function, enzymes, energetics, photosynthesis, heredity and genetics, plant and animal structure and function (systems study), behavior, ecosystems, evolution and population dynamics are covered. Students are given comprehensive examination questions and laboratories. Students are required to take the AP Exam in May. **Prerequisites:** Completion of Honors Biology and Honors Chemistry with an honors grade, completion of AP Physics I with an honors grade or concurrent enrollment in AP Physics I; departmental permission. *Offered: Full Year*

AP Chemistry

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

I with an honors grade or concurrent enrollment in AP Physics I, and completion of Precalculus with an honors grade; departmental permission.

Offered: Full Year

AP Physics I

This course is the equivalent of a first-semester college course in physics. The course is designed for students with a strong aptitude for science that are thinking of studying science in college. The course covers kinematics, dynamics (Newton's laws), circular motion, the universal law of gravitation, simple harmonic motion (simple pendulum and mass-spring systems), impulse, linear momentum, conservation of linear momentum (collisions), work, energy, conservation of energy, rotational motion (torque, rotational kinematics and energy, rotational dynamics and conservation of angular momentum and fluids). Laboratory experiments, demonstrations and online resources are used to supplement classroom work. Students are required to take the AP Exam in May. **Prerequisites:** Completion of Honors Chemistry and Honors Biology with an honors grade,

completion of Precalculus with an honors grade; departmental permission.

Offered: Full Year

AP Physics C:

Mechanics + Electricity/Magnetism

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

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

Offered: Full Year



Visual Arts



The Visual Arts Department at Cushing Academy is driven to create a stimulating, inventive, and supportive environment for students at all levels of artistic experience.

Our studio-based classes encourage creative self-expression, develop rigorous technical skills, and foster the ability to analyze, interpret, and evaluate complex visual information. In an inclusive setting, beginning and advanced students are nurtured and nudged to grow and develop their personal artistic voice to their highest individual potential. **Refer to pages 2-3 for diploma requirements.**

Art classes may have an additional fee.

Architectural Design

This course exposes students to many strategies for solving 3-D design challenges, exploring principles such as balance, rhythm, scale, unity, contrast, and movement. Students sketch and design, then create and build 3-D models. To realize ideas and understand perspective and proportion, students use to-scale drawing practice, architectural legos, and model building materials. Students experience the practices, principles, and wider context of architectural design through exposure to the work of architects around the globe. The role of society, culture, and physical

environment in architectural design is emphasized throughout. Students are encouraged to be playful and clever, while completing a multitude of hands-on projects. The engineering design process, critical thinking, and resiliency with problem-solving are also essential to the course's ethos. *Offered: Full Year*

Ceramics

In this one-semester course, students will explore a variety of techniques employed while working with clay, including: hand-building, wheel-throwing, glazing and decorative styles, and firing

techniques. While developing technical proficiency, individual creative expression is encouraged. Students will learn how to critique their own work and that of others. They also learn about ceramics from different historical periods and cultures. This class may be taken multiple times for credit. *Offered: Fall and Spring Semesters*

Advanced Ceramics

In this yearlong course, students pursue the art of ceramics in significant depth. Building upon skills developed in previous ceramics courses, students continue to refine and develop ceramic working

techniques, while building on their individual creative design processes. Design concepts are presented, and students work to create their own interpretations and means of expression for their projects. **Prerequisite:** Ceramics and/or departmental permission. *Offered: Full Year*

Fused + Stained Glass

In this introductory course, students learn the processes of both fused and stained glass, including glass cutting, grinding, kiln fusing and slumping, copper foiling, and soldering. Project choices range from building stained glass suncatchers and hinged-covered boxes, to fused glass pendants, ornaments, dishes, and bowls. As students' skills develop, they are encouraged to explore a variety of techniques and create their own unique designs. *Offered: Fall and Spring Semesters*

Metalsmithing

In this one-semester course, students develop the skills necessary for working with metals. Students will learn techniques for cutting, shaping, soldering, and finishing their artwork as they create jewelry pieces in copper and silver. Stone setting, wire working, texturing, and various other topics are explored. As their skill base becomes refined, students move to more self-directed projects with an eye toward developing creativity and promoting independent problem-solving. This class may be taken multiple times for credit. *Offered: Fall and Spring Semesters*

Advanced Metalsmithing

This yearlong course explores metal and jewelry-making methods in significant depth. Advanced techniques are introduced, and students explore these techniques with an eye toward excellence in craftsmanship and refinement. There is a strong focus on developing individual design styles. Experimentation, limit testing, and risk-taking are encouraged. Students are expected to be able to work with substantial independence. This class may be taken multiple times for credit. **Prerequisites:** Metalsmithing and/or departmental permission.

Offered: Full Year





Painting + Drawing

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

Advanced Painting + Drawing

This yearlong course is for those students who are serious about advancing the technical, creative, and expressive qualities of their painting and drawing artwork. Students continue to develop those skills learned in Painting + Drawing while also exploring specific techniques and mediums in greater detail. This class may be taken multiple times for credit. **Prerequisite:** Painting + Drawing and/or departmental permission. *Offered: Full Year*

Photography

In this one-semester, introductory course, students learn how to operate a Digital Single Lens Reflex (DSLR) camera with the goal of understanding how to achieve a desired look using the appropriate camera settings. Students also learn how to enhance their images using Adobe Lightroom and Photoshop editing software. Students further learn more about the technical and aesthetic aspects of photography, how to manually control a 35mm digital camera, and how to take photos people will notice. Favorite images will be displayed around campus. *Once enrolled, students will receive access to digital cameras, lenses, inkjet printers, and paper. Each student will also receive a personal Adobe Lightroom/Photoshop account. Offered: Fall and Spring Semesters*

Advanced Photography

This yearlong class is for students who are passionate and serious about photography and would like to refine their technical and visual communication skills. Students have the opportunity to explore digital media as well as traditional black and white film photography, allowing them to expand on their skills both technically and creatively. Assignments in the Advanced class are intended to be thought-provoking and introspective and require creative problem-solving. Students will refine their Adobe Lightroom and Photoshop skills while also learning new and advanced techniques. Favorite images are displayed around

campus. *Once enrolled, students will receive access to school digital and film cameras, lenses, inkjet printers and paper, black and white film, and paper. Each student will also receive a personal Adobe Lightroom/Photoshop account. Prerequisite:* Photography and departmental permission. *Offered: Full Year*

Art History

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

Offered: Full Year

Advanced Art Portfolio

In this course, students develop a cohesive body of work that represents their artistic expression and their advanced creative voice. Students who are in the process of preparing a portfolio for college and other applications are eligible to take this course. Students must have a solid foundational skill base and an ability to work independently. Students will collaborate with the teacher for one-on-one tutorials, small group work, and critique. This class demands upper-level work and sophisticated conceptualization. Instruction in presentation (making slides of artwork, sequencing, and display of finished pieces) is offered. Students can choose one or a combination of the following: drawing, painting, ceramics, silversmithing, stained/fused glass, photography, and architectural drawing. This class may be taken multiple times for credit. **Prerequisite:** Departmental permission. *Offered: Full Year*

A group of students wearing white hard hats and bright yellow safety vests are gathered on a construction site. They are standing near a modern building with a large circular logo on its facade. The students are engaged in conversation, and some are looking towards the camera. The background shows a cityscape under a cloudy sky. The overall scene suggests a hands-on learning experience in a practical setting.

Afternoon Art Classes

In addition to art courses offered during the academic day, the Visual Arts department offers classes during afternoon activities. Art classes may have an additional fee.

Many of the afternoon art options are variations on term-long courses, like Darkroom Photography, Ceramics, Metalsmithing, and Stained + Fused Glass. Afternoon art courses also count towards your Visual + Performing Arts diploma requirements. **See pages 2-3.**



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