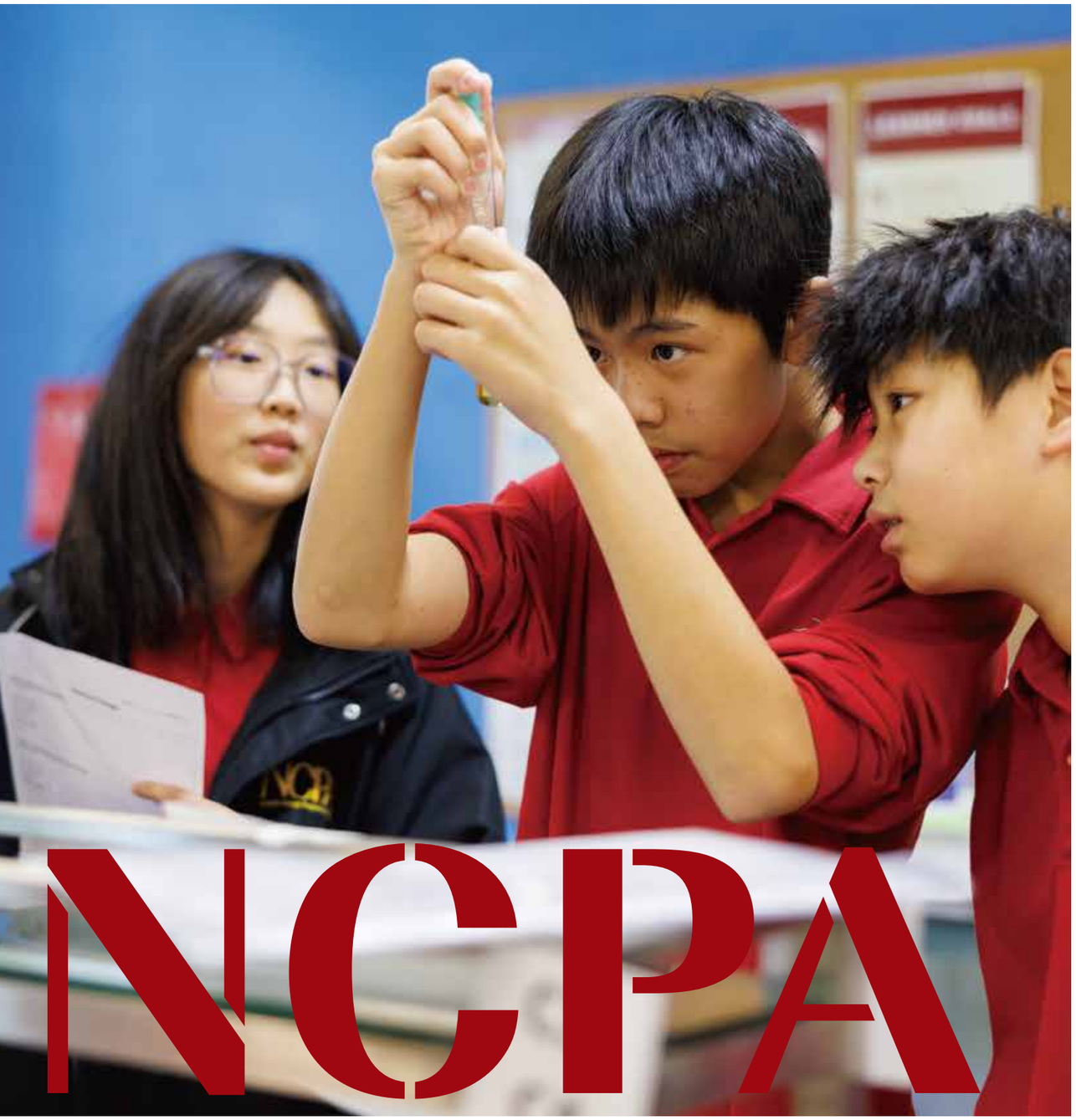

Nansha College Preparatory Academy

High School Course Catalog

2024-2025

2024-2025 学年高中课程目录

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Nansha College Preparatory Academy

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About NCPA

Nansha College Preparatory Academy (NCPA) is a private, co-educational, American curriculum boarding school operated in partnership with ULink Education Group and the non-profit Princeton-based International Schools Services (ISS). Nearly all of our students are Chinese nationals and non-native English speakers.

NCPA Mission

Nansha College Preparatory Academy is a learning community that empowers students to achieve academic and social excellence. NCPA is an English-language immersion school that prepares students for success in higher learning. We educate students to become effective negotiators, collaborative learners, resourceful planners, and principled achievers.

A Research-Based English Language Immersion Model

NCPA is a school of innovation in China. We use Stanford University's Six Principles of English Language Learning as the foundational framework of our immersion model. Our English immersion program and emphasis on academic language acquisition are what distinguishes us from any other international-style schools serving Chinese nationals.

Academic Program and Curriculum

English is the instructional language for all classes except Chinese literature. Teachers across the disciplines use research-based approaches and embedded language learning strategies to enable students to access grade-level content while helping them to develop academic English proficiency. The school curriculum is based on U.S. standards including the Common Core State Standards.

Holistic Education

NCPA students are involved in activities that cultivate lifelong habits in physical health, personal and interpersonal skills, and connectedness to faculty and peers. Our holistic curriculum includes 73 courses offered across all departments. Our grade 9 students meet twice a week in small groups with their faculty advisors. Our grades 11 and 12 students are scheduled into semester-long seminar classes with their college counselors. Our after school activities program boasts over 200 activities including Model UN, Yearbook, Student Government, FBLA, National Honor Society, Tri-M Music Honor Society, plus 16 competitive team sports and intramurals.

Graduation Requirements

To earn an NCPA diploma, students must earn 32 credits and must successfully complete four AP®[1] courses. Successful completion of an AP® course requires earning a final grade of "A – Approaching" (or "P" or "E") for the course, taking the AP® exam, and generating an official AP® Exam score. Any score on the AP® Exam is acceptable for satisfying the credit requirement.

Students must complete at least one of their AP® course requirements in each of the following disciplines: Mathematics, Science, and Social Studies. The fourth AP® credit may be earned in English, Art, or by successfully completing a second course in one of the required disciplines. Students may take more than the four required AP® courses during their high school career as electives.

AP® -weighted GPA points will be assigned to all AP® courses that are fully, successfully completed, i.e. the student earns an "A" or better and generates an official, uncancelled score report from the College Board.

Subject Area	Graduation Requirements
English Language & Literature	4.0 (1 credit required each year)
Mathematics	4.0 (A minimum of 4 courses are required)
Social Studies	4.0 (A minimum of 4 courses are required)
Science	4.0 (A minimum of 4 courses are required)
Chinese Language & Literature	4.0 (1 credit required each year)
Visual Arts & Performing Arts	3.0 (1 credit required in grade 9)
Health and Physical Education	2.0 (Required in grades 9 & 10)
Junior & Senior Seminar	1.0 (.5 credits required in grades 11 & 12)
Electives	6.0 (can be in any discipline)
Total credits	32

1: AP® and Advanced Placement® are registered trademarks of the College Board. Used with permission.

Grade Weighting and Reporting

NCPA computes a weighted grade point average. The weighted average includes all courses completed at NCPA and counts year-end course grades based on their level, according to the system below. (NCPA does not rank students).

Weighting System

	College Prep	AP®
Exemplary (E)	4.50	5.00
Proficient (P)	3.50	4.00
Approaching (A)	2.50	3.00
Not Yet (N)	1.50	2.00
Incomplete (I)	0.00	0.00

Transcript

Student transcripts will only reflect the official AP® course name when the student:

a. Registers and pays for the exam by the deadline established by AP® China.
b. Takes the AP® exam in the school year they study the course.
c. Generates an official score.
d. Refrains from cancelling their AP® test score before graduating from NCPA.

For example, AP® English Language and Composition will be reflected on the transcript as English Language and Composition if the student does not take the exam, or the student takes the exam but cancels their score.

In addition, AP® weighted GPA points will only be assigned to students that have passed the AP® course, and take the corresponding exam, generating an official College Board, uncancelled score.

AP® weighted GPA points and the AP® designation will only be reflected in the student transcript, if the student passes the course and takes the AP® exam in the same school year. Taking the AP® exam for a completed course on the following year will not qualify for the student for AP® weighted GPA points or AP® designation in their transcript.

Finally, a student may not enroll in an AP® course more than once, even if their transcript reflects the course without the AP® designation or AP® weighted GPA points. For example, a student may not enroll in AP® Physics 1 if during a prior school year, he/she took the AP® Physics 1 course but not the test.

To ensure student transcripts for university application reflect appropriately rigorous coursework, students are not permitted to register for an AP® course in which they've already earned an AP® score of 4 or higher. For instance, if a student self-studies AP® Psychology and earns a "4," the student may not enroll in the AP® Psychology course the following year.

List of course titles without AP® weighted GPA and AP® designation.

AP® Course Title	AP® Course Title if student did not take the test
AP® English Language and Composition	English Language and Composition
AP® Seminar	English Seminar
AP® Pre-Calculus	Pre-Calculus
AP® Calculus AB	Calculus I
AP® Calculus BC	Calculus II
AP® Statistics	Statistics
AP® Computer Science A	Computer Science
AP® Computer Science Principles	Introduction to Computing
AP® Physics	Physics
AP® Biology	Honors Biology
AP® Chemistry	Honors Chemistry
AP® Environmental Science	Environmental Science
AP® Psychology	Honors Psychology
AP® Microeconomics	Microeconomics
AP® Macroeconomics	Macroeconomics
AP® Research	Research
AP® 2-D Art and Design	2-D Art and Design
AP® 3-D Art and Design	3-D Art and Design
AP® Drawing	Honors Drawing

NCPA wants students to be successful in their AP® courses. Therefore, starting in Grade 10, students are invited to begin enrolling into select AP® courses. In Grade 11/12, students can select from all AP® classes. The school recommends that students and parents decide which AP® course students should enroll into based upon feedback from both AP Potential and teacher recommendation.

Students all take the PSAT in Grade 10. From the PSAT, students can learn about their AP® Potential. AP® Potential is a research-based data system that identifies from their PSAT scores which AP® courses students could be successful in.

NCPA also uses teacher recommendations to help students and parents identify the right AP® course for them. Students should attend the Course Selection Fair to talk to teachers or meet with teachers during Office Hours to learn about what skills are required for each AP® course. After a student signs-up for AP® courses, teachers will review the list and will communicate with parents and students if they are concerned about the student's ability to be successful in their future AP® course. The school highly recommends that parents and students follow the recommendations from both AP Potential and teacher's recommendations when making choices for which AP® course a student should take next year.

Assessment

NCPA is a standards-based reporting school where teachers assess knowledge and skills through a set of benchmarks across the academic year. Official report card marks are given at the end of the year. At the end of Semester 1, teachers in year-long courses report only a student's progress to date in relation to that year's set of standards and benchmarks. Students are required to take eight credit courses per year. Students' yearly levels of achievement are reported on the following scale:

Exemplary (E)	The student demonstrates evidence of thorough understanding of the required knowledge and skills and the ability to apply them consistently in a wide variety of situations.
Proficient (P)	The student demonstrates consistent evidence of understanding and/or application of the required knowledge and skills of the standard.
Approaching (A)	The student demonstrates partial or inconsistent evidence of understanding and/or application of the required knowledge and skills of the standard.
Not Yet (N)	The student demonstrates minimal evidence of understanding and/or application of the required knowledge and skills of the standard.
Incomplete (I)	The student has submitted no evidence to allow the teacher to assess understanding or learning to the standard.

ENGLISH

NCPA | ENGLISH

Pre-AP® English 1

Credits: 1

Grade Level: 9 (required)

Texts take center stage in the Pre-AP® English 1 classroom, inspiring and preparing all students for close, critical reading and analytical writing. This course trains the reader to observe the small details in a text to arrive at a deeper understanding of the whole. It also trains the reader to appreciate authors' sometimes-subtle choices, developing an awareness of how words produce effects and how the conventions of the English language are used for both precision and style. As writers, students focus first on crafting complex sentences, building this foundational skill; they then move on to producing well-organized paragraphs and, as the year progresses, more sophisticated, longer-form analyses.

Pre-AP® English 2

Credits: 1

Grade Level: 10 (required)

Pre-AP® English 2 builds on the foundation of the Pre-AP® English 1 course, with an emphasis on the recursive moves that matter in preparing students for the challenges of college-level reading, writing, and discussion. While Pre-AP® English 1 introduces the fundamental routines of close observation, critical analysis, and appreciation of author's craft, Pre-AP® English 2 requires students to apply those same practices to a new host of nonfiction and literary texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. Each unit of Pre-AP® English 2 culminates in a writing task that reflects the rigor of similar tasks they will eventually encounter on standardized writing exams, in AP® English courses, and in college classes.

English Literature

Credits: 1

Grade Level: 11 or 12

English Literature is based on the Common Core Standards. In this course, students will read a variety of texts including non-fiction articles, short stories, novels (both fiction and historical fiction), and poetry. Students will determine, analyze and discuss how themes are developed in a text and make connections; synthesize these themes and ideas across multiple texts; write arguments to support claims in an analysis of substantive topics or texts, use valid reasoning and relevant and sufficient evidence; write informative/explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization, and analysis of content; initiate and participate effectively in a range of collaborative discussions on topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

AP® Seminar

Credits: 1

Grade Level: 10,11,12

Students are strongly encouraged to take this course if they show AP® Potential.

AP® Seminar is a course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles and research studies. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP® English Language and Composition

Credits: 1

Grade Level: 11,12

Students are strongly encouraged to take this course if they show AP® Potential.

The AP® English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. As with all AP® level courses, students will be required to complete a significant amount of work outside of class time; this may include group, individual, and/or lab work. This course prepares students for the AP® exam at the end of the school year.

Mythology: Stories of Gods and Heroes

Credits: 0.5

Grade Level: 10,11,12 (elective)

Mythology is based on the Common Core State Standards. In this class, students will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature; determine a theme or central idea of a text and analyze in detail its development over the course of the text; analyze how complex characters develop over the course of a text, interacting with other characters and advance the plot or develop the theme; write narratives to develop real or imagined experiences; conduct short as well as more sustained research projects to answer a question or solve a problem; and present information clearly, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Film as Literature

Credits: 0.5

Grade Level: 10,11,12 (elective)

Film as Literature is based on the Common Core State Standards. In this class, students will initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 10-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate; analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

MATHEMATICS

NCPA | MATHEMATICS

Integrated Math II

Credits: 1

Grade Level: 9 (required)

Integrated Mathematics II is the entry level course for incoming students at NCPA. The course is based on the Common Core State Standards. The main mathematical topics of study will focus on linear, exponential, and quadratic functions, geometry, trigonometry, and introductory probability. The course will also emphasize acquisition of English mathematical language, collaboration with peers, and development of good study habits.

Integrated Math III

Credits: 1

Grade Level: 10 (required)

Integrated Math III aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, and modeling periodic phenomena with trigonometry. On a daily basis, students in Core Connections Integrated III use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking.

Advanced Algebra with Trigonometry

Credits: 1

Grade Level: 11,12

Prerequisites: Must complete one year of Integrated Math III.

In the Advanced Algebra with Trigonometry course, students will extend their knowledge of polynomial, rational, exponential, logarithmic, and trigonometric functions. In addition, areas of mathematics that are critical for those students planning to study quantitative fields in college will be covered: matrices, vectors, and analytical trigonometry. This course is highly recommended for preparation to take College Algebra as a freshman in college.

AP® Pre-Calculus

Credits: 1

Grade Level: 11,12

Prerequisites: Must complete one year of Integrated Math III.

In the AP® Pre-Calculus course, students will extend their knowledge of polynomial, rational, exponential, logarithmic, and trigonometric functions as well as develop a preliminary understanding of the key ideas of calculus. In addition, areas of mathematics that are critical for those students planning to study quantitative fields in college will be covered: matrices, vectors, conics, parametric equations, polar equations, sequences and series, and analytical trigonometry. This course is preparation for taking AP® Calculus AB or AP® Calculus BC in the following year.

AP® Calculus AB

Credits: 1

Grade Level: 11,12

Prerequisites: Must complete one year of AP® Pre-Calculus.

The curriculum for AP® Calculus AB is equivalent to that of a first-semester college calculus course. AP® Calculus AB is structured around three big ideas: limits, derivatives, and integrals and the Fundamental Theorem of Calculus. The concept of limits is foundational; the understanding of this fundamental tool leads to the development of more advanced tools and concepts that prepare students to grasp the Fundamental Theorem of Calculus, a central idea of AP® Calculus. The Mathematical Practices for AP® Calculus (MPACs), presented in this curriculum framework, explicitly describe the practices students will apply to accomplish the learning objectives of the courses and build conceptual understanding. As students explore the subject matter of AP® Calculus, they learn to cultivate and apply the MPACs, thus developing the problem-solving skills required to engage deeply with mathematical concepts.

AP® Calculus BC

Credits: 1

Grade Level: 12

Prerequisites: Must complete one year of AP® Pre-Calculus or AP® Calculus AB.

AP® Calculus BC is equivalent to a first-semester college calculus course and the subsequent single-variable calculus course. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. AP® Calculus AB is structured around three big ideas: limits, derivatives, and integrals and the Fundamental Theorem of Calculus. AP® Calculus BC explores these ideas in additional contexts and adds the big idea of series. In both courses, the concept of limits is foundational; the understanding of this fundamental tool leads to the development of more advanced tools and concepts that prepare students to grasp the Fundamental Theorem of Calculus, a central idea of AP® Calculus. The Mathematical Practices for AP® Calculus (MPACs), presented in this curriculum framework, explicitly describe the practices students will apply to accomplish the learning objectives of the courses and build conceptual understanding. As students explore the subject matter of AP® Calculus, they learn to cultivate and apply the MPACs, thus developing the problem-solving skills required to engage deeply with mathematical concepts.

AP® Statistics

Credits: 1

Grade Level: 10,11,12

The AP® Statistics course is equivalent to a first-semester, college-level course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP® Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. As with all AP® level courses, students will be required to complete a significant amount of work outside of class time; this may include group, individual, and/or lab work. This course prepares students for the AP® exam (or portfolio submission) at the end of the school year.

AP® Computer Science A

Credits: 1

Grade Level: 10,11,12

The AP® Computer Science A course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP® Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. As with all AP® level courses, students will be required to complete a significant amount of work outside of class time; this may include group, individual, and/or lab work. This course prepares students for the AP® exam (or portfolio submission) at the end of the school year.

AP® Computer Science Principles

Credits: 1

Grade Level: 10,11,12

AP® Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing.

SCIENCE

NCPA | SCIENCE

Integrated Science

Credits: 1

Grade Level: 9 (required)

The aim of this course of study is for students to develop the laboratory and investigative skills and knowledge necessary to succeed in the wider science community and to see where science fits into the global community. Through the development of science and engineering practices, this course hopes to allow students to become informed decision makers about the future of their community and how it is affected by science. The focus on the 9th grade course will be to build analytical and foundational skills which can be transferred across all scientific subjects. This includes having students asking questions and defining problems, developing and using models, constructing explanations based on evidence, designing solutions, planning and carrying out investigations, analyzing and interpreting data, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

Chemistry

Credits: 1

Grade Level: 10,11,12

This course is based on the Next Generation Science Standards and is designed to engage students in the foundational concepts of chemistry that will prepare them for advanced study in science. The chemistry course is inquiry based through a combination of laboratory experiences and investigations, class discussions, scientific research, and problem-solving techniques that will guide students in discovering the relationships among matter and energy. Each unit incorporates real life applications of the following topics: atomic structure, periodic table and trends, chemical bonding and nomenclature, chemical reactions and stoichiometry, kinetic theory, acids and bases, and chemical equilibrium.

Biology

Credits: 1

Grade Level: 10,11,12

This course is based on the Next Generation Science Standards and will focus on the study of ecological systems, cellular networks, genetics and heredity, multicellular development, evolution, and human body systems. Students learn biological concepts through the scientific practices of modeling and inquiry. Laboratory experiences foster an advanced understanding of scientific processes and the development of scientific habits of mind. Students design and conduct investigations; record, analyze, and present data; account for errors; and formulate evidence-based conclusions.

AP® Physics 1

Credits: 1

Grade Level: 10,11,12

This course is based on the College Board Advanced Placement® Physics 1 Algebra-based Standards and enables students to develop critical thinking and reasoning skills, challenges them in computational and conceptual problem solving in the content areas of motion and force (classical Mechanics) as well as electricity and waves. As with all AP® level courses, students will be required to complete a significant amount of work outside of class time; this may include group, individual, and/or lab work. This course prepares students for the AP® exam (or portfolio submission) at the end of the school year.

AP® Biology

Credits: 1

Grade Level: 11,12

Prerequisites: Must complete one year of Biology or Chemistry, or show AP® Potential in one or more science classes according to the PSAT.

AP® Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes (energy and communication), genetics, information transfer, ecology, and interactions. As with all AP® level courses, students will be required to complete a significant amount of work outside of class time; this may include group, individual, and/or lab work. This course prepares students for the AP® exam (or portfolio submission) at the end of the school year.

AP® Chemistry

Credits: 1

Grade Level: 11,12

Prerequisites: Must complete one year of Chemistry, or show AP® Potential in one or more science classes according to the PSAT.

The AP® Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. As with all AP® level courses, students will be required to complete a significant amount of work outside of class time; this may include group, individual, and/or lab work. This course prepares students for the AP® exam (or portfolio submission) at the end of the school year.

AP® Environmental Science

Credits: 1

Grade Level: 11,12

Prerequisites: Must complete one year of Biology or AP® Biology, or show AP® Potential in one or more science classes according to the PSAT.

AP® Environmental Science is a course based on the College Board Advanced Placement® standards and The AP® Environmental Science course is designed to be an introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. As with all AP® level courses, students will be required to complete a significant amount of work outside of class time; this may include group, individual, and/or lab work. This course prepares students for the AP® exam (or portfolio submission) at the end of the school year.

Design Thinking I

Credits: 0.5

Grade Level: 10,11,12 (elective)

Design Thinking I is a semester long elective course that is based on Next Generation Science Standards practices. This course will address the application of knowledge in design thinking, provide cross curricular experiences, and develop social and academic excellence for students in the Science discipline. The focus on the design process will also allow for many opportunities for written and oral language production. The design challenge is the main summative assessment mechanism. Design challenges are when students are given an ambiguous or open-ended problem, based on real life, and must create a solution. Students use the design process to create that solution, they are expected to engage in multiple cycles of prototyping, feedback, and revision. Students will complete several design challenges during the course.

Design Thinking II

Credits: 0.5

Grade Level: 10,11,12 (elective)

Prerequisites: Must complete a semester of Design Thinking I.

Design Thinking II is an advanced project-based semester long course based on the Next Generation Science Standards that will build on the foundations of Design Thinking I. The course requires students to be disciplined and methodical in following the design process and complete in their research and the subsequent documentation. The Design Cycle is at the core of the course and it is expected that students will use this process in practical investigative work as well as in the theory. This course is intended for students with a strong understanding of the design process and will be able to implement a real-life problem solving, user centered design.

SOCIAL STUDIES

NCPA Nansha College Preparatory Academy | SOCIAL STUDIES

Social Studies I

Credits: 1

Grade Level: 9 (required)

Social Studies I is based on the AERO/Common Core Standards which enables all students to identify the importance of geography, the development of culture, analyzing the underlying causes and effects of the social events of history, and interpreting the continuity and change of people and their institutions. Students in this course will be challenged to critically evaluate early humans and their evolution, the agricultural revolution and how it helped spawn the creation of civilization, the empires of the ancient world, and how the various religions and regions of the world interacted and the conflict that ensued.

Social Studies II

Credits: 1

Grade Level: 10 (required)

Social Studies II is based on the AERO/Common Core Standards which enables all students to identify the important aspects of how the modern world developed and the big ideas that surround these changes in order to become an inquiry-based thinker. Students in this course will be challenged to critically evaluate and analyze the foundations of the early economic, social, and political aspects that helped evolve our world to what it is today. In addition, students will explore the art of the argument through both the spoken and written mediums to empower themselves in order to become engaged citizens.

Psychology

Credits: 1

Grade Level: 11,12

This course is based on the American Psychological Association Standards and will enable students to trace the development of psychology as a science and how to approach different questions that have to do with human behavior or the mental process from a variety of perspectives. Students will develop a foundation of understanding human behavior and the mental process that will bridge their understanding and analysis of the social sciences as well as trace the development of the human brain and biology. Students will apply the scientific method and various research methods in everyday life to explain human behavior.

AP® Psychology

Credits: 1

Grade Level: 11,12

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

AP® Microeconomics

Credits: 1

Grade Level: 10,11,12

AP® Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy. This course prepares students for the AP® exam (or portfolio submission) at the end of the school year.

AP® Macroeconomics

Credits: 1

Grade Level: 10,11,12

AP® Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. This course prepares students for the AP® exam (or portfolio submission) at the end of the school year.

AP® Research

Credits: 1

Grade Level: 11,12

Prerequisites: Must complete one year of AP® Seminar.

The course culminates in an academic paper of 4,000-5,000 words and a presentation, with an oral defense; during which the student will answer 3-4 questions from a panel of evaluators. AP® Research is the second course in the AP® Capstone™ program. AP® Seminar is a prerequisite for AP® Research. If a student earns a score of 3 or higher in AP® Seminar and AP® Research and on four additional AP® Exams of their choosing, the student will receive the AP® Capstone Diploma™. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if a student earns a score of 3 or higher in AP® Seminar and AP® Research only, the student will receive the AP® Seminar and Research Certificate™. Note: AP® Research will only available to students whose school is participating in the AP® Capstone program.

CHINESE

NCPA | CHINESE

Chinese I

Credits: 1

Grade Level: 9 (required)

Chinese I will focus on developing students' abilities of listening, speaking, reading, writing, and language skills. The main content includes Chinese language, culture and literature that related to the 4 classic literary forms: prose, poem, fiction and drama. The learning targets and content standards of this course includes understand, analyze and evaluate the content and structure of the materials, express personal views of the argument with sufficient evidence in writing and speaking, write and speak in a logical and organized way, master basic speech skills (PIPES) and debate skills and use standard modern Chinese and academic language according to contextual needs.

Chinese II

Credits: 1

Grade Level: 10 (required)

Chinese II will focus on developing students' listening, speaking, reading, writing and language skills. This course will focus on biography, fiction, social media, as well as script and essay writing. Students will learn to summarize audio and visual materials and provide feedback. Students will express the supporting evidence and develop their independent and critical thinking. Students will use appropriate writing formats and master various writing styles. Students will identify the main idea, as well as expressive techniques and language features, making connections to the theme and analyzing the effects of those techniques. Students will understand the impact of context and value of the literary work. Students will enhance their language expression and analytic skills through reading classical literary works and tasting the character figures and combining them with the mass media during this school year.

Chinese III

Credits: 1

Grade Level: 11 (required)

Chinese III will focus on developing students' listening, speaking, reading, writing and language skills, as well as cultivating the students' native language and help them develop an appreciation on Chinese culture. Students will deepen their understanding of ancient and modern Chinese literary texts, including poetry, prose, fiction and film. Students will improve their skills to read professional papers and write essays. Students will master the common literary knowledge and four basic stylistic features of literature. Students will identify the literary features of different periods. Students will master the relevant concepts and learn to appreciate Chinese literature. Students will demonstrate the expressions and writing techniques of various literary forms, appraising the values fostered within the literary works. Students will prepare speeches and debates, write papers with theme, structure, reasoning rationality and creative culture-transmission design and practice.

Chinese IV

Credits: 1

Grade Level: 12 (required)

Chinese IV will focus on cultivating students' generalization ability, in-depth comparative analysis ability and academic writing ability based on continuing to strengthen students' listening, speaking, reading and writing skills, and enriching Chinese cultural knowledge. Students will be able to use academic language to appreciate and compare texts. Student will be able to appreciate Chinese traditional art works to increase recognition of cultural identity. Students will be able to comment on literary works both in oral and written ways. Learners will also connect the study of literature to solve practical problems.

VISUAL ARTS

NCPA | VISUAL ARTS

Art Foundations

Credits: 1

Grade Level: 9 (required)

Art Foundations is based on the National Core Arts Standards and will enable students to discuss, analyze, and write about their own art and make a variety of artwork. This is an exploratory course which provides students with a wide variety of mediums while they learn the essential application of the elements and principles of design. Students will also be expected to analyze, discuss, and write about famous artists and art works. Once students complete Art Foundations, they will have the basic knowledge necessary to continue in future art courses.

Drawing and Painting

Credits: 1

Grade Level: 10,11,12

This course is based on the National Core Arts Standards and will enable students to further examine the methods and ideas introduced in Art Foundations. Through individualized projects, students will explore the use of art elements and principles in a variety of subject matters and materials. Drawing and painting media (such as pencil, oil pastel, watercolor, and acrylic) will be the primary focus. Students will also improve upon the art criticism skills introduced in the Art Foundations course in order for them to analyze and understand their work and that of others.

Mixed Media: 2D

Credits: 0.5

Grade Level: 10,11,12

This course is based on the National Core Arts Standards and will enable students to explore 2-D mixed media design and be introduced to contemporary artists. This course is intended for students who have intermediate knowledge in drawing and painting media and are ready to combine them in a diverse manner while exploring non-traditional art media. Appropriation, composition, visual metaphor, spatial concepts, and critical thinking skills will be emphasized extensively through collage, textiles, printmaking, and multiple mixed media techniques. The course also heavily focuses on planning and drafting of artwork as a process of artmaking. Students will also be expected to engage in class critiques using their art criticism skills.

Mixed Media: 3D

Credits: 1

Grade Level: 10,11,12

This course is based on the National Core Arts Standards and will enable students to explore 3-D mixed media design and be introduced to contemporary artists. This course is intended for students who have intermediate knowledge in drawing and are ready to learn about form and 3D concepts by combining traditional and non-traditional art media. Critical thinking skills will be emphasized extensively through assemblage, casting, relief, additive and subtractive sculpture, and multiple mixed media techniques. The course also heavily focuses on planning and drafting of artwork as a process of art making. Students will also be expected to engage in class critiques using their art criticism skills.

Graphic Design

Credits: 1

Grade Level: 10,11,12

This course is based on the National Core Arts Standards and will focus on design processes. This is an introduction to graphic design as a form of visual communication through the use of typography and image manipulation. Projects will help students think creatively, especially when having to adhere to specific rules or limitations. Students will learn about graphic design principles, creative and expressive typography, page layout, and digital image manipulation through the completion of both print and multimedia-based assignments. Projects may include, but are not limited to, the creation of original designs, logos, posters, ads, magazine spreads, information graphics, book covers.

Ceramics I

Credits: 0.5

Grade Level: 10,11,12

This course is based on the National Core Arts Standards and will emphasize hand-building techniques and art criticism skills. This course is intended as an introductory class with a focus on studio work and final exhibition at the end of the 0.5. In addition to skills and techniques for hand-building with clay, students will learn about the artistic and cultural history of ceramics throughout the world, culminating in an art critique at the end of the term. The main goal of this course is to develop an understanding of other cultures and periods of expression in the medium. Finally, students will work toward proficiency using various techniques to make ceramic objects themselves.

Ceramics II

Credits: 0.5

Grade Level: 10,11,12

Prerequisites: Must complete one semester of Ceramics I.

This course is based on the National Core Arts Standards and will emphasize advanced ceramic techniques and portfolio development. This course is intended for students with a strong background in ceramic processes with an interest in gaining more experience with clay construction and finishing. In addition to building composite and sculptural forms, students will gain knowledge and skills of wheel construction. The main goal of this course is to develop a coherent set of pieces inspired by independent research into the history and processes of pottery and ceramicware.

Pre-AP® Visual Arts

Credits: 1

Grade Level: 10, 11, 12

The foundational concepts, instructional principles, and artistic practices at the heart of Pre-AP® Visual Arts prepares students for participation in AP® Art and Design. Students build and refine technical skills while also developing an understanding of art making as a means of communicating and investigating topics or ideas of significance. Pre-AP® Visual Arts instruction equips students with the ability to think critically, creatively, and flexibly; to practice and persist in the development of artistic skills and the creation of new work; and to effectively communicate with other artists and with wider audiences about their processes of creating that work. Pre-AP® Visual Arts will not be available for students who have already completed AP® Studio Art.

AP® Studio Art

Credits: 1

Grade Level: 11,12

The AP® Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP® Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Proficient or exemplary performance in 3 or more high school art courses is recommended, though not required, prior to enrollment. Students submit portfolios for evaluation at the end of the school year. The AP® Studio Art Program consists of three portfolios — AP® 2D Art and Design, AP® 3D Art and Design and AP® Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP® Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. As with all AP® level courses, students will be required to complete a significant amount of work outside of class time; this may include group, individual, and/or lab work. This course prepares students for the AP® exam (or portfolio submission) at the end of the school year.

PERFORMING ARTS

Introduction to Music

Credits: 1

Grade Level: 9-12 (required Gr. 9)

This course is based on the National Core Arts Standards and will introduce students to Western classical music ideas and fundamentals. Through a variety of written, oral, movement, and performance-based activities, students will explore, analyze, and create using the many elements of music. These will be explored through both instrumental and vocal performing. The overall goal of the course is to build basic music skills, understandings, and attitudes that will enable students to enjoy a richer life through musical experiences and prepare them to study music at more advanced levels if they so choose. The first quarter of the course will start with a combined class taught by the band and choir teachers. Students will experience an introduction to both instrumental and vocal techniques as well as having the opportunity to play in ensembles. At the end of the first quarter, the music teachers will guide students in making a choice to pursue either band or choir for the remainder of intro to music. Once this choice is made, students will not be able to change disciplines until course selection. The standards are the same for both disciplines but are assessed in ways that reflect the unique qualities of either instrumental music or vocal music.

Cadet Band I and II

Credits: 1

Grade Level: 10,11,12

(Course can be repeated to suit the needs of the student.)

Cadet Band is an intermediate-level ensemble that is based on the National Core Arts Standards. The course will focus on playing and performing woodwind, brass and percussion music, while developing independent music skills that will prepare students to play in one of the NCPA advanced ensembles. In this course, students will demonstrate expressive intent by connecting with an audience through prepared performances; use their playing technique to demonstrate technical accuracy and expressive qualities in prepared performances of music representing diverse cultures, styles, and genres; use research and criteria to cite knowledge of music about individual and ensemble purpose and context.

Mixed Choir I and II

Credits: 1

Grade Level: 10-12

(Course can be repeated to suit the needs of the student.)

The Mixed Choir course is based on the National Core Arts Standards and will emphasize the fundamentals of choral singing in a gender-based setting. This choir is an intermediate level vocal ensemble that allows students to expand on healthy vocal technique alongside the development of sight reading and music theory skills. Students in this course will be expected to demonstrate technical accuracy and expressive qualities in prepared performances of a varied repertoire of music representing diverse cultures and styles. This course may be repeated for credit and will include different vocal music selections each school year. After completing this course, students should be prepared to enroll in the NCPA Concert Choir elective.

Concert Band I and II

Credits: 1

Grade Level: 10,11,12

(Course can be repeated to suit the needs of the student.)

Prerequisites: Teacher recommendation.

Concert Band I and II is an advanced instrumental ensemble that is based on the National Core Arts Standards. The course will focus on playing and performing instrumental music for woodwind, brass and percussion, while developing independent musician skills that will prepare students to play at more advanced levels. In this course, students will demonstrate expressive intent by connecting with an audience through prepared performances; use their playing technique to demonstrate technical accuracy and expressive qualities in prepared performances of music representing diverse cultures, styles, and genres; use research and criteria to cite knowledge of music about individual and ensemble purpose and context.

Concert Choir I and II

Credits: 1

Grade Level: 10,11,12

(Course can be repeated to suit the needs of the student.)

Prerequisites: Teacher recommendation.

Concert Choir I and II is an advanced mixed-gender vocal ensemble that is based on the National Core Arts Standards. The course will focus on singing and performing vocal music, while developing independent musician skills that will prepare students to sing in a college level choir. In this course, students will demonstrate expressive intent by connecting with an audience through prepared performances; use their singing technique to demonstrate technical accuracy and expressive qualities in prepared performances of music representing diverse cultures, styles, and genres; use research and criteria to cite knowledge of music about individual and ensemble purpose and context. This course may be repeated for credit and will include different vocal music selections each school year.

Wind Ensemble I, II, and III

Credits: 1

Grade Level: 10,11,12

(Course can be repeated to suit the needs of the student.)

Prerequisites: Teacher recommendation.

Wind Ensemble I, II and III is a college-level instrumental ensemble that is based on the National Core Arts Standards. The course will focus on playing and performing instrumental music for woodwind, brass and percussion, while developing independent musician skills that will prepare students to play in a college level ensemble. In this course, students will demonstrate expressive intent by connecting with an audience through prepared performances; use their playing technique to demonstrate technical accuracy and expressive qualities in prepared performances of music representing diverse cultures, styles, and genres; use research and criteria to cite knowledge of music about individual and ensemble purpose and context.

Chamber Singers I, II, and III

Credits: 1

Grade Level: 10,11,12

(Course can be repeated to suit the needs of the student.)

Prerequisites: Teacher recommendation.

The Chamber Singers I, II, and III is a college-level mixed-gender vocal ensemble that is based on the National Core Arts Standards. The course will focus on singing and performing vocal music, while developing independent music skills that will prepare students to sing in a college level choir. In this course, students will demonstrate expressive intent by connecting with an audience through prepared performances; use their singing technique to demonstrate technical accuracy and expressive qualities in prepared performances of music representing diverse cultures, styles, and genres; use research and criteria to cite knowledge of music about individual and ensemble purpose and context. This course may be repeated for credit and will include different vocal music selections each school year.

Jazz Band I and II

Credits: 0.5

Grade Level: 10,11,12

(Course can be repeated to suit the needs of the student.)

Prerequisites: Teacher recommendation.

Jazz Band I and II is a college-level performance class that creates an environment where students gain solid grounding in the style, performance, theory, and history of Jazz in the 20th century through authentic experiences. These goals will be accomplished through the applied performance of jazz music in the classroom and concerts. All students enrolled in Jazz Band will be able to learn and grow as musicians regardless of previous experiences playing jazz music. Throughout the course, students will be exposed to a variety of musical styles including, but not limited to Big Band, Bebop, Latin, Blues, Funk, Pop, and Rock. Students will also be given the opportunity to learn jazz improvisation, as well as techniques for playing jazz in a small group setting and participating in live jam sessions.

Music Technology I

Credits: 0.5

Grade Level: 10,11,12 (elective)

Music Technology I is based on the National Core Arts Standards and will emphasize the creative process of media technology which includes song creation, audio recording, and music editing. Students will be able to generate melodic, rhythmic, and harmonic ideas for compositions using digital tools; demonstrate attention to technical accuracy and expressive qualities in audio and video recording; select and critique contrasting musical works; defend opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works. This course requires students to record their speaking and singing voice into the computer. Students will use Apple technology for creating each project (MacBook Pros, Garageband, iMovie, iRig Keys, and iRig Mics).

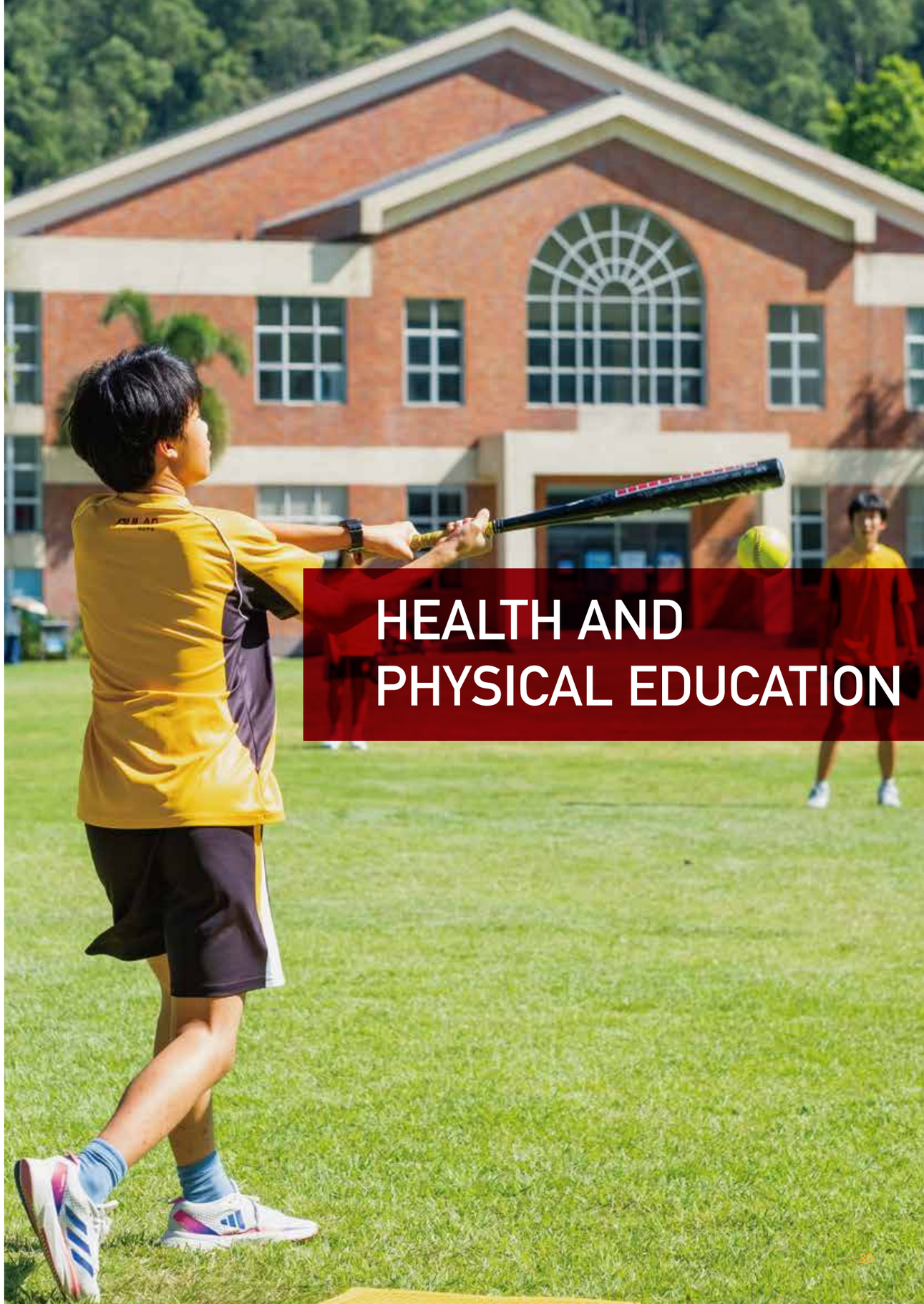
Music Technology II

Credits: 0.5

Grade Level: 10,11,12 (elective)

Prerequisites: Must complete a semester of Music Technology I.

Music Technology II is based on the National Core Arts Standards and will emphasize the creative process of modern music production including advanced recording, mixing, and music editing. Students will apply previous skills of Music Tech I to synthesize and relate knowledge and personal experiences to create art. This course offers access to a live studio lab where students will produce, critique and evaluate musical work based on established and personally-developed criteria, digital and analog features (Logic Pro software is encouraged but not required).



HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education I

Credits: 1

Grade Level: 9 (required)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to health topics and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

Health and Physical Education II

Credits: 1

Grade Level: 10 (required)

HPE II is offered to Grade 10 students as a continuation of its predecessor, HPE I. Students will continue to refine many of the skills and understanding of movement principles learned in G9, but with the emphasis of transferring and applying their prior knowledge towards a variety of new content. Additionally, students will be asked to access their previous knowledge of human reproduction and further apply it towards new content related to decision making and sexual health.

Leadership & Sports Management

Credits: 0.5

Grade Level: 11,12 (elective)

In addition to participating in a variety of enjoyable sports, this course focuses on the development and refinement of the leadership, decision-making, social, and interpersonal skills necessary to manage intermural sports leagues. Students will be encouraged to negotiate, collaborate, and plan both micro and macro aspects of a variety of different sport leagues which will be participated in by students outside of their class.

Team Strategy & Sports

Credits: 0.5

Grade Level: 11,12 (elective)

This course focuses on developing strategies through game models of invasion sports, striking and fielding games, as well as net and wall sports. Invasion game focus on the offense trying to “invade” the opposing team's space, while the other team defends to protect it. Net/wall games focus on trying to score over or into a net with the defensive side trying to prevent the score. Striking and fielding focuses on striking an object and trying to score before the fielding team gets a person “out”. Research shows that strategies, tactics and patterns of play have the potential to transfer between these types of games. This class offers you the opportunity to learn how to develop strategies as a team and individually in a variety of different games and scenarios which can transfer into decision making in life and academics.

COLLEGE READINESS

NCPA | COLLEGE READINESS

Seminar I

Credits: 0.5

Grade Level: 11 (required)

Seminar I is a course that prepares students in their post-secondary education planning through development in the areas of personal/social, academic, and career developments. Seminar I will develop vocabulary necessary for university admissions' process and application; build understanding of the college/university application process; guide students in writing the drafts of their personal statements, short answer responses and application essays; support students in requesting recommendations; develop understanding of one's individual personality; and include research on college majors and future careers.

Seminar II

Credits: 0.5

Grade Level: 12 (required)

In Seminar II, students continue the college planning and preparation begun in Seminar I. The focus of the class falls under four major categories: college/university applications, understanding cultural differences, preparing for transition, and interview skills.

NCPA | WORLD LANGUAGE

Introduction to Japanese

Credits: 0.5

Grade Level: 12 (elective)

This is an introductory course for students that are new to Japanese or only have basic working knowledge of the language. The course includes pronunciation, speaking skills, listening practice, reading, and writing. In this course, participants will learn and acquire Hiragana, Katakana, Kanji, basic vocabulary, and essential grammar through various activities. Upon completion of this course, students should be able to use Japanese to communicate in everyday situations such as being able to talk about themselves, introduce themselves to others, discussing the weather, and asking and answering basic questions. Students will also be able to use Japanese to read and write short sentences. This course also includes content and activities aimed at deepening the participants' understanding of Japanese society and culture.

中文部分

关于NCPA

NCPA是一所采用美式课程的私立男女共校的寄宿学校，由优联教育集团以及总部位于普林斯顿的非营利性机构美国国际学校管理服务机构(ISS)共同营运。几乎所有的学生都是中国国籍和英语非母语学习者。

NCPA 使命

NCPA为学生提供在学业和社会行为上达到卓越表现的学习环境。我校采用英语浸入式教学法，为学生成功完成高等教育做好准备。我们致力于将学生培养成具备高效协商、合作学习、灵活筹划能力及有气节操守的实践者。





基于研究的英语语言浸入式教学模式

NCPA是国内一所创新的学校。我们采用斯坦福大学为英语学习者(ELL)研发的六大原则教学法作为我们学校浸入式教学的基础。我校采用英语浸入式教学法，重视学术语言的获得过程。这是NCPA与其他面向中国籍学生提供国际教育学校的重要区别。

学术课程

除了中文文学课之外，英语是所有课程的教学语言。各科的老师使用基于研究的教学方式以及嵌入语言学习的策略，帮助学生能够在学习相应年级的学科内容的同时发展学术英语的水平。学校课程是以美国课程标准，包括美国共同核心标准为基础。

全人教育

NCPA的学生参与各种活动，培养在身体健康、个人和人际交往方面的终身习惯，与教职员和同伴建立联系。我们的整体课程包含了所有学科部门里的73门选修课程。每周两次，九年级的学生以小组形式与他们的班会课老师见面。十一年级和十二年级的学生被安排上为期一学期时长的、由学校升学导师教授的升学指导课。我们的课外活动项目拥有超过200个不同的活动社团，包括模拟联合国、学校年刊、学生会、美国未来商业领袖、美国国家高中荣誉生会和Tri-M音乐荣誉协会等，以及16个竞技体育校队。

毕业学分要求

NCPA要求每个学生在就读高中时取得32个学分并顺利完成4个AP®课程。顺利完成一个AP®课程需要在该科目内取得一个“A(接近达标)或P或E”的最后成绩，参加AP®考试和生成一个正式的AP®考试分数。AP®考试内取得的任何分数将被接受并满足获得学分的要求。

学生必须在以下学科内至少完成一门AP®课程：数学、科学、社会学。第四个课程的学分可以从英语、美术或在必修学科内顺利完成第二个AP®课程。在高中生涯，学生可以修读4门以上的必修AP®课程作为他/她的选修课。

AP®加权GPA绩点将指定到所有全部和顺利完成的AP®课程内。例如，学生取得一个接近达标 (A) 或更好的成绩，并取得一个正式的没有被取消的来自大学理事会的成绩报告。

学科	毕业学分要求
英语语言与文学	4.0 (每年修读1学分课程)
数学	4.0 (至少修读4门数学类课程)
社会学	4.0 (至少修读4门社会学课程)
科学	4.0 (至少修读4门科学类课程)
中国语言与文学	4.0 (每年修读1学分课程)
视觉美术与表演艺术	3.0 (在9年级要求修读1学分课程)
健康与体育教育	2.0 (在9和10年级修读)
11年级和12年级升学辅导课	1.0 (各在11和12年级修读0.5学分课程)
选修科目	6.0 (修读任何科目的选修课程)
总学分	32

成绩加权与报告

NCPA计算学生的加权平均积点(加权GPA)。加权GPA涵盖所有在NCPA完成的课程，根据以下计算系统，并基于学生的学习水平计算出学年终结时的课程成绩。(NCPA不对学生进行排名)。

加权评分系统

	大学预备课程	AP课程
模范 (E)	4.50	5.00
熟练掌握 (P)	3.50	4.00
接近达标 (A)	2.50	3.00
尚未达标 (N)	1.50	2.00
尚未完成 (I)	0.00	0.00

成绩单

当以下条件都满足时，学生的成绩单才会显示AP®课程名称：

a.根据 AP®中国的时间表注册AP考试及付款

b.于修读课程的同一学年完成 AP® 考试

c.获得官方的正式成绩

d.在NCPA毕业前没有取消 AP®考试成绩

例如，如果学生没有参加考试，或学生参加了考试但取消了成绩，学生的“AP® 英语语言与写作课程”将在成绩单上显示为“英语语言与写作”课程。

此外，AP®加权GPA绩点将仅仅给到那些符合以下条件的学生。学生需通过AP®课程，并参加相应的AP®考试，生成一个正式的大学理事会的成绩，并且成绩没有取消。

如果学生通过了课程，并在同一学年内参加了该课程的AP® 考试，AP® 加权GPA绩点和AP®课程名称才会反映在学生的成绩单上。在修读完成课程后的下一学年内参加AP®考试将不符合获取AP® 加权GPA绩点或在成绩单上显示AP®课程名称的资格。

最后，学生不能修读一个AP® 课程多过一次，即使他们的成绩单上显示的是没有AP® 课程的名称或没有AP®加权GPA绩点。例如，学生在过去的一年修读了AP®物理1课程但是没有参加考试，他/她在本年内不能再修读AP®物理1课程。

为了确保学生申请大学的成绩单反映适当严格的课程，学生不允许注册已经获得4分或更高成绩的AP®课程。例如，如果一名学生已经自学了AP®心理学课程并在AP®考试中获得“4”分，在接下来的学年，该学生将不被允许修读AP®心理学课程。

没有AP®加权GPA和AP®名称的对应课程名称列表。

AP®课程名称	如果学生没有参加考试的AP®课程对应名称
AP®英语语言与写作	英语语言与写作
AP®专题研究	英语专题研究
AP®预备微积分	预备微积分
AP®微积分AB	微积分1
AP®微积分BC	微积分2
AP®统计学	统计学
AP®计算机科学A	计算机科学
AP®计算机科学原理	计算机入门
AP®物理	物理
AP®生物	高级生物
AP®化学	高级化学
AP®环境科学	环境科学
AP®心理学	高级心理学
AP®微观经济学	微观经济学
AP®宏观经济学	宏观经济学
AP® 学术调研	学术调研
AP® 2D美术与设计	2D美术与设计
AP® 3D美术与设计	3D美术与设计
AP®绘画	高级绘画

NCPA希望学生在AP®课程中取得成功。因此，从10年级开始，学生开始被邀请选修指定的AP®课程。在11和12年级，学生可以从所有AP®课程中选择自己的选修课。学校建议学生和家长根据学生的AP潜力和老师推荐的反馈来决定学生应该选修哪门AP®课程。

学生都会在10年级参加PSAT考试。从PSAT，学生可以了解他们的AP潜力。AP潜力是一个基于研究的数据系统，可以从学生的PSAT成绩中反映学生可以在哪些AP®课程中获得成功。

NCPA还会利用老师推荐来帮助学生和家长确定适合他们的AP®课程。学生应参加选课展，在课后答疑时间与老师交谈或见面，了解每门AP®课程所需的技能。在学生选择AP®课程后，老师将会查看学生名单，如果他们担心学生在未来的AP®课程中取得成功的能力，将会与家长和学生沟通。学校强烈建议家长和学生在选择学生来年应参加的AP®课程时，遵循AP®潜力和老师推荐。

测评

NCPA是一所以学习目标为基准来汇报学习成果的学校，老师在整个学年内通过一系列的基准来评估学生学到的知识与技巧。正式成绩报告将在学年结束时发给学生。在第一学期末，课程时长为一年的学科老师将根据学年的标准，报告截至第一学期结束时学生的学习进程。我们要求学生每年修读8学分的课程。学生的年度学习成果将按照以下学习标准的范围汇报：

模范 (E)	学生展示了对所要求的知识与技能标准的透彻的理解，并且在不同的情况下均能应用这些知识与技能。
熟练掌握 (P)	学生展示了对所要求的知识与技能标准的掌握，对知识的理解和应用有持续稳定的学习表现。
接近达标 (A)	学生展示了对部分所要求的知识与技能标准的掌握，在对知识的理解和应用上未能有持续稳定的学习表现。
尚未达标 (N)	学生基本未能理解或仅能少量理解学习所要求的知识与技能。
未完成 (I)	学生未能提交足够的作业或任务，令老师无法评估学生对标准的理解和学习。

英语

预备AP®英语 1

学分: 1

适用年级: 9 (必修)

文本是预备AP®英语1的课堂核心，启发学生及为他们的细节、批判性阅读及分析性写作做好准备。这门课程训练读者观察文本中的小细节，从而对整体有更深的理解。它还训练读者欣赏作者有时微妙的选择，培养一种意识，单词如何产生效果，以及如何使用英语语言的惯例，以确保精确性和风格。作为写作者，学生首先关注的是制作复杂的句子，建立这一基本技能;然后，他们会写出组织良好的段落，随着时间的推移，会写出更复杂、更长形式的分析。

预备AP®英语 2

学分: 1

适用年级: 10 (必修)

预备AP®英语2课程建立在预备英语1课程的基础上，重点为学生迎接大学水平的阅读、写作和讨论的挑战做好准备。当预备AP®英语1引入了密切观察、批判性分析和欣赏作者作品的基本程序时，预备AP®英语2要求学生将这些相同的实践应用到新的非小说和文学文本中。作为读者，学生们会培养一种警觉的意识，了解诗人、剧作家、小说家和非小说类作家如何巧妙地运用语言来服务于他们独特的目的。作为写作者，学生们在撰写更细致入微的分析性文章的同时，也不忽视句子的精细化和凝聚力的重要性。预备AP®英语2的每个单元都有一个写作任务，反映出学生在标准化写作考试、AP®英语课程和大学课程中遇到的类似任务的难度。

英语文学

学分: 1

适用年级: 11, 12

英语文学是以美国共同核心州立课程标准为基础。在本课程中，学生们将阅读不同类型的文本，包括非小说类的文章、短篇故事、小说与历史小说、诗歌。学生将判定、分析与讨论主题在文本中的发展与联系；透过多种文本阅读综合不同主题和观点；另外，他们也将深入分析大量的课题或文本，使用有效的推理和充分的相关证据写出论据以支撑论点；书写信息类或说明类文本，通过有效的筛选、组织和内容分析，清晰而准确地检验和表达复杂的观点；积极主动且高效地参与到一系列的合作性主题、文本和问题讨论中，基于他人观点，清晰而具有说服力地表达自己的观点。

AP®专题研究

学分: 1

适用年级: 10, 11, 12

强烈推荐在PSAT测试中展示修读AP®专题研究潜力的学生修读该门课程。

AP®专题研究是一门通过跨学科的交谈，分析不同的观点，来探究学术和现实世界中问题的复杂性的课程。通过使用探索性的体系，学生练习阅读并分析文章，以此来进行研究性学习。学生学习从不同来源中综合信息，通过写作研究性论文来形成自己的观点。学生会以个人或者集体的形式设计并口头演示演讲内容。总而言之，本课程培养学生精确地分析、评估不同的信息的能力，使学生能够有理有据地去论述或者交流。

AP®英语语言与写作

学分: 1

适用年级: 11, 12

强烈推荐在PSAT测试中展示修读AP®英语语言与写作潜力的学生修读该门课程。

AP®英语语言与写作课程和大学水平的修辞学以及写作课程相对应，本课程要求学生根据证据进行分析和议论文写作，写作过程包括多个写作步骤或草稿。学生评价、综合材料与引用资料支持其辩证内容。整个课程中，学生通过恰当的语法选择，培养个人风格。另外，学生阅读与分析修辞元素以及在非小说类型文本的影响，包括源自于多种领域和历史时期的文本（涵括图片形式的文本）。正如所有大学先修课程（AP®）一样，学生需要在课外完成大量的功课，包括小组活动、个人任务以及实验任务等。这个课程为学生在学年末时参加AP®考试打下基础。

神话:神与英雄的故事

学分: 0.5

适用年级: 10, 11, 12 (选修)

神话学课程以美国共同核心州立标准为基础。本课程中，学生将会从美国以外的文学作品反映出来的特定文化经验进行分析。涉猎广泛的世界文学阅读作品；确立文本的主题或中心思想，具体分析文本的发展经过；分析复杂角色如何根据文本发展而变化，如何影响其他角色，推进情节和发展主题。书写记叙文加强真实经历和想象经历；进行精湛且更具持久性的研究项目，以回答问题或解决问题；清晰地展示信息，让听众能够跟随思路、组织、发展、主旨，与写作目的、听众和任务相符的风格。

电影文学

学分: 0.5

适用年级: 10, 11, 12 (选修)

电影文学课程是以美国共同核心州立课程标准为基础。在本课程中，学生将初步了解并有效地与不同的10至12年级的伙伴参与到一系列的合作讨论之中，包括讨论主题、各类文本和议题；学生能在他人观点的基础上，清楚而有说服力地表达自己的观点；引用有力全面的证据以支撑文本所分析的内容和文本推论的内容；进行文本推断；根据不同的情景和任务进行语言改编，展现能够使用英语正式用语的能力；分析复杂角色如何根据文本发展而变化，如何影响其他角色，推进情节和发展主题。

数学

NCPA | 数学

综合数学 II

学分: 1

适用年级: 9 (必修)

综合数学II课程是为NCPA新生开设的基础数学课程。本课程是基于美国共同核心国家标准开展的课程。课题研究内容主要集中在一次函数、指数函数、二次函数、几何、三角学、概率和基础统计。本课程同时注重数学学术英语表达、与同学的合作能力及良好学习习惯的培养。

综合数学 III

学分: 1

适用年级: 10 (必修)

综合数学III课程目的是为了让学生更深入地学习和运用以前所学的知识点。其中包括：函数不同表达形式间的联系和转换、各种函数的变换、多项式零点的运用(包括画图和解多项式方程)、三角函数周期性运用。在综合数学III课堂上，学生运用到的技巧包括：解题策略、提问、钻研、辩证分析、收集和形成证据、提供确切的论点去证明自己的想法或猜设。

高级代数与三角学

学分: 1

适用年级: 11, 12

加入条件: 必须完成一学年的综合数学III课程。

在高级代数与三角学课程中，学生将扩展他们对多项式、有理数、指数、对数和三角函数的知识。此外，对于那些计划在大学里学习定量领域的学生来说，数学领域也是至关重要的：矩阵、向量和分析三角学。本课程非常推荐给希望在大学一年级学习大学水平代数的学生。

AP® 预备微积分

学分: 1

适用年级: 11, 12

加入条件: 必须完成一学年的综合数学III课程。

预备微积分课程中，学生将扩展他们对多项式、有理数、指数、对数和三角函数的知识，并对微积分的关键思想有初步了解。此外，对于那些计划在大学里学习定量领域的学生来说，数学领域也是至关重要的：矩阵、向量、圆锥体、参数方程、极坐标方程、序列和数列，以及分析三角学。本课程是为下一年参加AP微积分AB或AP微积分BC做准备。

AP®微积分AB

学分: 1

适用年级: 11, 12

加入条件: 必须完成一学年的 AP ® 预备微积分课程。

AP®微积分AB课程相当于大学第一学期的微积分课程，本课程主要函括三大块：极限、微分、积分及积分定理。极限概念的学习是基础，使学生能掌握微积分的基本定理及核心内容。本课程框架提出的AP®微积分数学实践(MPACs)明确描述了学生需建立对概念的理解，完成该课程的学习目标。当学生探索AP®微积分学习时，将培养和运用AP®微积分的实践能力，进而发展解决更复杂数学问题的能力。

AP®微积分BC

学分: 1

适用年级: 12

加入条件: 必须完成一学年的 AP®预备微积分或 AP®微积分AB 课程。

AP®微积分BC课程相当于大学第一学期的微积分以及随后的单变量微积分课程。微积分BC是微积分AB的延伸，而不是它的强化课程；它们的共同课题需要一个类似深入的理解。微积分AB的内容有三大块：极限、微分、积分及积分定理。AP®微积分BC在额外环境的基础上探索这些内容。AP®微积分BC还将学习级数的内容。在两个课程中，极限的学习是基础，微分和积分学习是主要内容，以便学生能掌握微积分的基本定理及核心内容。本课程框架提出的AP®微积分数学实践(MPACs)明确描述了学生需建立对概念的理解，完成该课程的学习目标。当学生探索AP®微积分学习时，将培养和运用AP®微积分的实践能力，进而发展解决更复杂数学问题的能力。

AP®统计学

学分: 1

适用年级: 10, 11, 12

AP® 统计学课程相当于大学阶段的第一学期的统计学课程。本课程主要介绍统计学概念和工具，包括：收集数据、分析数据、从数据中得出结论。该课程分为四个主题：探索数据、取样和实验、模型预测、统计推断。学生通过运用技术和调查，解决相关问题和写作以构建对概念的理解。如同所有 AP® 课程一样，学生需要在课外完成大量的功课。这当中可能包括：小组合作、个人任务、以及做实验等。这门课程为学生在学年末参加 AP® 考试或提交作品集做好准备。

AP®计算机科学A

学分: 1

适用年级: 10, 11, 12

AP® 计算机科学 A 课程等同于大学阶段第一学期的计算机科学课程。该课程主要介绍计算机科学的基础知识，包括 解决问题、设计策略与方法学、数据构造（数据结构）、数据处理方法（算法）、潜在方案分析、计算机在伦理和社会中的应用。该课程强调面向对象和运用 Java 语言来设计和解决问题。这些技巧代表了久经考验的发展思路，即小的简单问题可以演变成为大的复杂问题。AP® 计算机科学 A 课程与大学里面的计算机科学 1 课程是一致的。如同所有 AP® 课程一样，学生需要在课外完成大量的功课。这当中可能包括：小组合作、个人任务，以及在实验室做实验等。这门课程为学生在学年末参加 AP® 考试或提交作品集做好准备。

AP®计算机原理

学分: 1

适用年级: 10, 11, 12

AP®计算机原理是大学入门级水平计算机信息处理技术课程。学生将通过对数据处理、合作解决问题和开发计算机程序来理解计算机科学；同时研究以下相关课题：创意开发、抽象研究、数据与信息、运算、程序编写、网络和计算机技术的全球影响。

科学

科学

综合科学

学分: 1

适用年级: 9 (必修)

本课程旨在增长学生的科学知识，锻炼学生的实验动手和探究调查能力，并启发其将科学与实际生活建立联系。通过科学的发展和实际操作，本课程期望让学生成为对未来社区发展以及科学如何影响社区的明智决策者。9年级课程的重点是增强学生的分析能力和所有科学科目运用的基础技能，当中包括鼓励学生勇于发现并提出问题，建立并运用模型，搜集论据以证明观点，构思解决方案，设计调查并实施，分析解释实验数据，获取、评估并分享资源信息，大胆参与讨论。

化学

学分: 1

适用年级: 10, 11, 12

本课程采用新一代科学教育标准(Next Generation Science Standards)，意在使学生融入化学基本概念的学习并为进一步的科学内容的学习作准备。化学学习是一种探究式学习，通过实验操作、研究调查、课堂讨论、科研学习及解决问题的技巧的结合，以指导学生探索物质和能量之间的关系。每个单元都涵括了对学习内容在现实生活中的应用：原子结构、元素周期表及其规律、化学键及化学命名、化学反应及化学计量学、分子运动理论、酸与碱、化学平衡。

生物

学分: 1

适用年级: 10, 11, 12

本课程采用新一代科学教育标准(Next Generation Science Standards)，教授的内容包括对生态系统的学习、细胞网络、遗传学及遗传性、多细胞发展、进化以及人体系统。学生通过科学建模与探究等实践过程学习生物学的概念。实验室里的实践经验可以培养学生对科学实验过程的前瞻认识以及自身科学思维习惯的发展。学生自主设计及执行科学调查，记录、分析以及展示从实验中获得的数据，为出现的错误予以解释，最后在收集到的证据的基础上对调查下结论。

AP®物理1

学分: 1

适用年级: 10, 11, 12

本课程以大学理事会的大学先修物理1代数计算标准为基础，发展学生批判性思维和逻辑推理能力。在运动和力、电磁波、经典力学这些学习内容上，要求学生使用数学技巧和物理概念解决问题。正如所有大学先修课程(AP®)一样，学生需要在课外完成大量的功课。这当中可能包括：小组合作、个人任务以及做实验等。这门课程为学生在学年末参加AP®考试或提交作品集做好准备。

AP®生物

学分: 1

适用年级: 11, 12

加入条件： 必须完成一整年的生物或化学课程，或能够在一个或者多个科学课程中，在PSAT测试中展示修读AP® 课程的潜力。

AP®生物是一门大学入门级的生物课程，学生通过探究式的调查方式来探索以下课题：进化论、细胞发展过程——细胞能量与交流、基因遗传、信息传递、细胞的社会生态及其细胞之间的相互作用，以培养他们对生物的理解。正如所有大学先修课程(AP®)一样，学生需要在课外完成大量的功课。这当中可能包括：小组合作、个人任务以及做实验等。这门课程为学生在学年末参加AP®考试或提交作品集做好准备。

AP®化学

学分: 1

适用年级: 11, 12

加入条件： 必须完成一年的化学课程，或能够在一个或者多个科学课程中，在PSAT测试中展示修读AP® 课程的潜力。

AP®化学课程是一门大学程度的基础课程，该课程为学生将来学习高级化学课程打下基础。学生通过探究性调研来学习原子结构、分子间作用力与化学键、化学反应、化学动力学、化学热力学及化学平衡，以培养他们对化学的理解。正如所有大学先修课程(AP®)一样，学生需要在课外完成大量的功课。这当中可能包括：小组合作、个人任务以及做实验等。这门课程为学生在学年末参加AP®考试或提交作品集做好准备。

AP®环境科学

学分: 1

适用年级: 11, 12

加入条件：必须完成一年的生物或AP® 生物课程，或能够在一个或者多个科学课程中，在PSAT测试中展示修读AP® 课程的潜力。

AP®环境科学是根据美国大学理事会标准来设定的大学先修课程，其相当于大学环境科学入门级的课程，学生将对理解自然世界所需的科学原理、概念、方法融会贯通。课程要求学生理解并分析自然环境问题与人为环境问题以及评估与其相对的危险因素，并试验更多的方法以解决或预防这些问题。环境科学是一门跨学科的课程，其包含了地质学、生物、环境研究、环境科学、化学及地理。正如所有大学先修课程（AP®）一样，学生需要在课外完成大量的功课。这当中可能包括：小组合作、个人任务以及做实验等。这门课程为学生在学年末参加AP®考试或提交作品集做好准备。

设计思维I

学分: 0.5

适用年级: 10, 11, 12 (选修)

设计思维I课程是一门以新一代科学教育标准(Next Generation Science Standards)实践为基础的课程，并且是一门以一学期为时长的选修课。本课程将探讨设计思维中知识的应用，提供跨课程的经验，并培养学生在科学学科的社会行为和学术成就。对设计过程的关注也为书面和口头语言的作品提供了许多机会。设计的挑战是主要的总结性评价机制。设计挑战是指学生面对一个基于现实生活的模糊的或开放式的问题，必须创建一个解决方案。学生使用设计过程来创建解决方案，期望他们参与原型、反馈和修改的多个周期。学生将在课程中完成多个设计挑战。

设计思维II

学分: 0.5

适用年级: 10, 11, 12 (选修)

加入条件：必须完成一个学期的设计思维I课程。

设计思维II是一门以新一代科学教育标准(Next Generation Science Standards)为基础的课程，课程时长为一学期。本课程是建立在设计思维I的基础上的一门高级课程。课程需要学生遵守纪律并在设计过程中有条理，以及完成他们的研究和随后的文档。设计周期是本课程的核心，要求学生在实际调查工作和理论研究中都能运用这一过程。本课程旨在使学生对设计过程有较强的理解，并能在实际生活中解决问题，以用户为中心进行设计。

社会学

NCPA | 社会学

社会学 I

学分: 1

适用年级: 9 (必修)

社会学 I是遵循美国共同核心标准使所有学生认知地理、文化发展，分析历史事件的深层的因果关系，解读人与机构的延续与变化。学生将学会审辩思维，独立思考人类的进化历程、农业革命，及其对文明产生的促进作用，古代帝国的建立，各种宗教的产生，世界各地区间的互动关系与矛盾。

社会学 II

学分: 1

适用年级: 10(必修)

社会学 II是遵循美国共同核心标准使所有学生认识到当今世界发展的重要方面，面对世界变迁的全球视角，以便成为探究型独立思考者。学生将学会审辩思维，分析促进社会发展过程中的经济、社会、政治因素。另外学生将会以口头和书面的方式增强争辩说服的能力，以成为有责任心的世界公民。

心理学

学分: 1

适用年级: 11, 12

本课程是基于美国心理学协会标准，将使学生了解心理学发展历史，及如何从不同角度探究人类行为或心理过程的问题。学生将会掌握人类行为与心理过程的关系，作为社会科学进行分析，以及了解人类大脑与生物学的发展。学习将应用科学方法和日常各种研究方法解释人类行为。

AP®心理学

学分: 1

适用年级: 11, 12

AP®心理学课程是一门向学生介绍人类行为和心理过程的科学研究。 学生将在这门课探索并应用心理学理论，关键概念以及行为的生物学基础。如感觉和知觉、学习与认知、动机、发展心理学、测试和个体差异、心理障碍的治疗方法和社会心理学。在整个课程中，学生会采用心理研究方法，包括道德考量和科学心理学研究方法去评估论据，并能高效地沟通和分享想法。本课程为学生在学年末准备AP®考试或作品集提交做好了准备。

AP®微观经济学

学分: 1

适用年级: 10,11, 12

AP®微观经济学是一门大学级微观经济学入门课程。 在探索稀缺性和市场，成本、收益和边际成本的分析，生产选择和行为，市场效率低下和公共政策等概念时，学生将使用原理和图形曲线模型来描述经济形势，图表和数据来预测和解释结果，从而培养学生对于经济情形的判断、分析和决策。这门课程为学生在学年末参加AP®考试或提交作品集做好准备。

AP®宏观经济学

学分: 1

适用年级: 10,11, 12

AP®宏观经济学是一门大学级的入门课程。 在探索经济计量、市场、宏观经济模型等概念时，学生可以使用原理和图形模型来描述经济形势，图表和数据来预测和解释结果，从而培养对整个经济系统原理和宏观经济政策的理解。这门课程为学生在学年末参加AP®考试或提交作品集做好准备。

AP® 学术调研

学分: 1

适用年级: 11, 12

加入条件: 必须完成一整年的AP®专题研究课程。

本课程是以一篇 4000 至 5000 字的学术论文和一个口头辩护演讲为课程的终结，在此期间，学生将要回答评估小组提出的 3 至 4 个问题。AP® 学术调研课程是 AP® Capstone™(AP® 顶石项目) 的第二门课程。修读 AP® 专题研究是 AP® 学术调研课程的前置条件。如果学生在 AP® 专题研究和 AP® 学术调研课程以及其余所选择的四门 AP® 考试中获得 3 分或更高的分数，学生将获得 AP® 顶石文凭 (AP® Capstone Diploma™)。这标志着杰出的学术成就和取得大学水平的学术和研究技能。如果学生仅在 AP® 专题研究和 AP® 学术调研课程中获得 3 分或更高的分数，学生将获得 AP® 专题研究和 AP® 学术调研的证书 (AP® Seminar and Research Certificate™)。请注意，AP® 学术调研仅适用于学校参加了 AP® 顶石课程项目的学生。

中文

NCPA | 中文

中文 I

学分: 1

适用年级: 9 (必修)

中文 I课程重点培养学生的听、说、读、写和语言使用五个方面的能力。课程的主要内容包括中国散文、诗歌、小说和戏剧相关的语言、文化和文学。课程的学习目标和标准包括：学生能够理解、分析与评价材料的内容和结构；学生能够用口语形式和书面形式表达有充分论据支撑的个人观点；学生能够用口语形式和书面形式进行有逻辑、有条理的表达；学生能够掌握演讲和辩论的基本技巧；学生能够根据语境需要运用标准现代汉语和学术语言。

中文 II

学分: 1

适用年级: 10 (必修)

中文 II课程重点培养学生的听、说、读、写和语言使用等方面的能力。课程主要内容包括人物传记、小说、大众传播、剧本和散文五个方面。课程的学习目标和标准包括：能够对视听材料进行概括和评价；能够表述支撑材料，同时形成批判性思考；能够掌握多种文体格式；能够理解文章的主题思想，结合主题分析表达技巧、艺术手法和文体特色；能够认识文章的背景与价值对文学作品的影响；能够在不同语境中使用准确的语言进行恰当地表达。本学年学生将通过阅读经典著作，品味其中的人物形象，并将融合大众媒体，综合提升他们的语言表达和著作分析能力。

中文 III

学分: 1

适用年级: 11 (必修)

中文 III课程强调培养学生听、说、读、写和语言使用等方面的能力，加强学生对包括诗歌、散文、小说和电影以及相关评论文在内的中国古代和现当代文学作品的深刻思考，培养学生母语使用的综合能力和对中国文化的客观态度，同时可以提高学生阅读专业论文、吸收外部信息和输出知识和思想、书写优秀文章等方面的应用技能。学生将会在本课程中做到如下几个方面：能够掌握文学常识及四大文体基本文学特征；能够掌握不同时期的文学作品的特征；能够掌握中国文学作品鉴赏的相关概念并会运用文学鉴赏的方法；能够展示各种文学形式的的表达方法和写作技巧评价文学作品中的价值；能够展示清晰有逻辑的批判性思考和阐述详细的分析；综合以上所学能够进行针对性强的演讲和辩论，能够完成主题明确、结构清晰、说理性强的论文，能够完成具备创新性的、传递文化的活动设计和实践。

中文 IV

学分: 1

适用年级: 12 (必修)

中文　IV课程将在继续加强学生听、说、读、写能力和丰富中国文化知识的基础上重点培养学生的整本书阅读能力、概括归纳能力，深入比较分析能力以及学术写作能力。学生能够熟练运用学术语言比较文本，学生能够欣赏中国古典艺术作品，增强文化认同感；学生既能用口头，也能用书面形式对文学作品进行评价；学生将获得文学学习与解决实际问题相结合的能力。

视觉艺术

艺术基础

学分: 1

适用年级: 9 (必修)

艺术基础课程基于美国艺术核心标准而开展，学生将创作、探讨、分析、写述各种各样的作品。本课程以探究为主，让学生在学习艺术元素和设计原理的基本应用方法时，体验不同艺术材料的运用。我们还会让学生分析、探讨与写述著名艺术家及其作品。修读完本艺术基础课程后学生将具有对艺术的基本认知，为往后的艺术课程学习做准备。

绘画与着色

学分: 1

适用年级: 10, 11, 12

本课程基于美国艺术核心标准而开展，进一步考察学生在艺术基础课程时所学习的创作方法和艺术理念。通过个人作品，学生将以多种主题和艺术媒介探究艺术元素和设计原理的运用。绘画与着色着重于铅笔、油画棒、水彩和丙烯颜料一类绘画材料的使用。同时，为了让学生学会分析、理解个人及他人作品，我们将进一步深入学习艺术基础课程所引入的艺术评论技巧。

综合绘画2D

学分: 0.5

适用年级: 10, 11, 12

本课程基于美国艺术核心标准而开展，让学生能够探索2D平面综合材料设计，并将认识了解当代艺术家。本课程为拥有中级绘画水平、准备好在探索非传统艺术媒介时结合绘画技巧与非传统形式的学生而设，通过拼贴、纺织、版画和多种综合材料技术，我们全面着重学习艺术挪用、艺术构成、视觉隐喻、空间概念与批判性思考技巧。本课程同时高度关注艺术创作过程中的计划与草创阶段。同时期望学生在班级集体评论过程中积极使用艺术评论技巧。

综合绘画3D

学分: 1

适用年级: 10, 11, 12

本课程基于美国艺术核心标准而开展，意在让学生探索3D立体综合材料设计，认识了解当代艺术家。本课程为拥有中级绘画水平、准备好通过结合传统与非传统材料学习立体概念的学生而设。通过雕塑作品的整合、铸造、浮雕、添加、除去及多种综合媒介技法，我们全面着重学习批判性思考技巧。本课程同时高度关注艺术创作过程中的计划与草创阶段。同时期望学生在班级集体评论过程中积极使用艺术评论技巧。

平面设计

学分: 1

适用年级: 10, 11, 12

本课程基于美国艺术核心标准而设开展，着重于学习设计流程。这是一门平面设计作为视觉传达的一种表现形式的入门课程，以字体设计和图像处理为主。设计作业将让学生体会创造性思考的重要性，而当必须遵守特定规则或限制时这种体会尤为突出。学生将通过以印刷和多媒体形式完成的作业，学习平面设计原理、创意与表现力兼具的字体设计、版面设计和图像处理。这些设计项目将包括但不限于原创设计、商标、海报、广告、杂志、信息图像、书本封面等。

陶艺I

学分: 0.5

适用年级: 10, 11, 12

本课程基于美国艺术核心标准而设，着重于手艺技法和艺术评论技的学习。作为入门课程，本课程专注于工作室水平的艺术作品创作，而这些作品将在学期末结束时展出。除了对陶艺技巧和技法的学习，对世界各地陶瓷艺术文化历史的学习将贯穿整门课程，并以艺术评论作为学期末总结。通过所表现的媒介，发展学生对其他时期文化的认知，是本课程的主要目标。最后，学生将熟练使用多种陶艺技法并进行独立创作。

陶艺II

学分: 0.5

适用年级: 10, 11, 12

加入条件: 必须完成一学期的陶艺I课程。

本课程基于美国艺术核心标准而设，着重于高阶陶艺技法和作品的发展。本课程为拥有扎实的陶瓷工艺知识并感兴趣于获取更多陶艺创作经验的学生而设。除了作品构建和雕塑，学生还会收获拉坯成型的知识与方法。本课程的主要目标在于通过对历史的深入研究和独立的陶艺制作，把碎片知识攒零合整。

预备AP®视觉艺术

学分: 1

适用年级: 10, 11, 12

预备AP® 视觉艺术课程的核心基础概念、教学原则和艺术实践为学生参与AP® 艺术和设计做好了准备。学生建立和完善技术， 培养对艺术创作的理解，将其作为一种交流和研究有意义的主题或想法的手段。预备AP®视觉艺术教学使学生具备批判性、创造性和灵活性的思考能力，实践并坚持发展艺术技能和创作新作品，并与其他艺术家和更广泛的观众有效地交流他们创作作品的过程。预备AP®视觉艺术课程将不适用于已完成 AP®工作室艺术的学生。

AP® 工作室艺术

学分: 1

适用年级: 11, 12

本 AP® 课程涵括了三个方向的工作室艺术课程和作品集创作：二维平面设计、三维设计与绘画创作。建议已经在 3 门或以上高中美术课程中取得 P 或者 E 的成绩同学选修，但不是必须条件。AP® 工作室艺术课程为对艺术实践带有浓厚兴趣的学生而设，学生将在学年末提交作品集进行评估。AP® 艺术课程由平面设计、3D 设计和绘画组成，与普遍大学的基础课程相对应。学生可选择提交绘画、平面设计和 3D 设计方向中的任意或全部作品。学生所创作的视觉作品将展示该学生修读本课程全年内的艺术技巧与创作理念的发展和提高。与所有大学先修课程（AP®）一样，学生都需要在课外完成大量的功课。这当中可能包括：小组合作、个人任务以及做实验等。这门课程为学生在学年末参加 AP® 考试或提交艺术作品集做好准备。

表演艺术

NCPA | 表演艺术

音乐入门

学分: 1

适用年级: 9-12 (9年级必修)

本课程是全国核心艺术标准（NCA）的基础上而设的，并将向学生介绍西方古典音乐概念和基础。通过各种写作、口头、动作和以表演为基础的活动，学生将探索、分析和使用多种音乐元素来创作。这些将通过乐器练习和声乐表演的形式来探索。课程的总目标是建立基础音乐技能、理解力和态度，使学生通过音乐体验和享受更丰富的生活，并且，如果他们选择学习高级的音乐课程，这将为他们的学习做好准备。本课程将在第一学季内由 9 年级乐器学习老师联同合唱老师一起教授课程。学生将同时体验到乐器学习以及声乐技巧，并有机会参与乐团演奏。在第一学季末，9 年级音乐老师将引导学生决定在余下的 9 年级学年内选择乐团或合唱学习。一旦学生作出决定，学生将不能更改课程，直到 10 年级选课。这两个课程的标准是相同的，但是以反映乐器学习或声乐独特品质的方式进行评估。

初级乐团 I 和 II

学分: 1

适用年级: 10,11, 12 (为了符合学生的需求, 课程是可以重复学习的。)

初级乐团课程是基于全国核心艺术标准 (NCA) 而设的基础合奏。该课程将注重吹奏和表演木管、金属铜敲击乐等器乐，从而发展独立的音乐技巧，以便学生能够进入 NCPA 更高级别的乐队合奏。在本课程中，学生在预演时向观众展现情感表达；在预演属于不同文化、风格和流派的音乐时，运用演奏技巧展示技术的准确性和情感表达的丰富性；运用调查和标准体系有针对性并具体地对个人和团体的音乐内容进行评价。

混声合唱团 I 和 II

学分: 1

适用年级: 10,11, 12 (为了符合学生的需求, 课程是可以重复学习的。)

混声合唱团课程是基于全国核心艺术标准（NCA）而设的注重依性别特质展开的合唱技巧的培养。该合唱属于声乐组合的中等水平，它让学生通过练习视唱和学习乐理发展健康的歌唱技巧。为了充分准备表演来自不同文化和风格的歌曲，这个课程里的学生需要展示准确的技巧和情感表达。该课程可以重复修读获取学分，上课的曲目内容每年更新。完成该课程之后，学生已为 NCPA 音乐会合唱的选修课程打好基础。

中级管乐团 I 和 II

学分: 1

适用年级: 10,11, 12 (为了符合学生的需求, 课程是可以重复学习的。)

加入条件: 需要有老师的推荐。

中级管乐团 I 和 II 是基于全国核心艺术标准（NCA）而设的进阶乐器合奏。该课程将注重吹奏和表演木管、金属管和敲击乐等器乐，从而发展独立的音乐技巧，以便学生能提高到更高的水平。在这个课里，学生在预演时向观众实现情感表达；在预演属于不同文化、风格和流派的音乐时，运用演奏技巧展示技术的准确性和情感表达的丰富性；运用调查和标准体系有针对性并具体地对个人和团体的音乐内容进行评价。

音乐会合唱团 I 和 II

学分: 1

适用年级: 10,11, 12 (为了符合学生的需求, 课程是可以重复学习的。)

加入条件: 需要有老师的推荐。

音乐会合唱团 I 和 II 是基于全国核心艺术标准（NCA）而设的进阶男女混声合唱。该课程将注重歌唱和表演声乐，发展独立的歌唱技巧以便学生能够适应大学的合唱水平。在这个课里，学生会在预演时向观众展现情感表达；在预演拥有不同文化、风格和性别特质的歌曲时，运用歌唱技巧展示技术的准确性和情感表达的丰富性；运用调查和标准体系有针对性并具体地对个人和团体的音乐内容进行评价。本课程可以重复修读，每学年将包含不同的声乐歌曲。

高级管乐团 I, II 和 III

学分: 1

适用年级: 10,11, 12 (为了符合学生的需求, 课程是可以重复学习的。)

加入条件: 需要有老师的推荐。

高级管乐团 I, II 和 III 是基于全国核心艺术标准（NCA）而设的大学水平乐器合奏课程。该课程将注重吹奏和表演木管、金属管和敲击乐等器乐，从而发展独立的音乐技巧，以便学生能够适应大学的合奏水平。在这个课里，学生在预演时向观众展现情感表达；在预演属于不同文化、风格和流派的音乐时，运用演奏技巧展示技术的准确性和情感表达的丰富性；运用调查和标准体系有针对性并具体地对个人和团体的音乐内容进行评价。

精英合唱团 I、II 和 III

学分: 1

适用年级: 10,11, 12 (为了符合学生的需求, 课程是可以重复学习的。)

加入条件: 需要有老师的推荐。

精英合唱团 I、II 和 III 是基于全国核心艺术标准（NCA）而设的大学水平男女混声合唱团。该课程将注重歌唱和表演声乐，发展独立的歌唱技巧以便学生能够适应大学的合唱水平。在课程里，学生通过向观众的表演展现情感的表达；在预演来自不同文化、风格和类型的歌曲时，运用歌唱技巧展示其准确性和情感表达的丰富性；运用调查和标准体系有针对性并具体地对个人和团体的音乐内容进行评价。本课程可以重复修读，每学年将包含不同的声乐歌曲。

爵士乐队 I 和 II

学分: 1

适用年级: 10,11, 12 (为了符合学生的需求, 课程是可以重复学习的。)

加入条件: 需要有老师的推荐。

爵士乐队 I 和 II 是通过亲身体验 20 世纪爵士乐的风格、演奏、理论和历史，为学生打下坚实基础的表演课程。这些目标将通过在教室和音乐会中应用爵士乐表演来实现。所有加入爵士乐队的学生 , 无论他们以前有没有演奏爵士乐的经验 , 都可以作为音乐家为目标去学习和成长。在本课程中，学生将接触到多种音乐风格，包括但不限于大乐队、比波普、拉丁、蓝调、放克、流行和摇滚。学生还将有机会学习爵士即兴演奏，以及在小组中演奏爵士和参加现场演奏的技巧。

音乐科技 I

学分: 0.5

适用年级: 10,11, 12 (选修)

音乐科技　I课程是基于全国核心艺术标准(NCA)而设的注重包括音乐制作、录音和剪切等内容的创造性媒体技术。学生将能够创造旋律、节奏和和弦，并用数字技术进行制作；在音频和视频录制中有目的地展示技巧精确性和情感表达的丰富性；坚持对于音乐元素、数字技术和电子等方面的操作态度以及作品的目的和背景。该课程要求学生用电脑录制他们讲话和歌唱的声音。学生将运用苹果软件技术 (MacBook Pros, Garageband, iMovie, iRig Keys和iRig Mics)制作每一次作业。

音乐科技 II

学分: 0.5

适用年级: 10,11, 12 (选修)

加入条件: 必须完成一个学期的音乐技术I课程。

音乐科技 II 课程是基于全国核心艺术标准（NCA）而设的课程，将注重学习现代音乐的创新制作过程包含高阶的录音、叠音及音乐编辑。孩子们将会运用音乐科技 I 课程学习到的技巧、相关知识以及个人的经验来进行创作。这个课程将提供一个录音实验室，孩子们可以根据固有及个人标准、软件及硬件设备来制作、评论及评估音乐作品。

健康与体育

健康与体育 | 健康与体育

健康与体育I

学分: 1

适用年级: 9 (必修)

本课程强调定期参加各种各样的愉快的体育活动，促进终身健康的生活。学生的学习将包括应用的运动原则，完善技能，参与各种活动从而提高个人的能力、身体素质和健康。考试相关的内容有：健康议题和明智决策的运用，冲突解决，社会交际能力和个人选择。

健康与体育II

学分: 1

适用年级: 10 (必修)

健康与体育II课程是学生学习健康与体育I的延续。学生们将继续完善九年级中学到的许多运动技能和对运动原理的理解，但重点是将他们先前的知识运用到各种新的内容中去。此外，还将要求学生获取他们以前关于人类生殖的知识，并将其进一步应用于与决策和性健康有关的新内容。

领导能力与体育管理

学分: 0.5

适用年级: 11, 12 (选修)

除了参加各种有趣的体育项目外，本课程的重点是培养和完善领导能力、决策能力、社交能力和人际交往能力，这是管理大学校际体育联盟所必需的技能。学生将被鼓励谈判，合作和从微观和宏观的角度计划不同的运动，这也将运用于学生参加课外的体育活动。

团队策略和运动

学分: 0.5

适用年级: 11, 12 (选修)

本课程着重于通过入侵运动、打击型运动与防守游戏、球网与壁面运动的游戏模式来发展策略。入侵游戏的重点在于进攻方“入侵 ”对方的空间，而防守方防止对方入侵得分。网/墙比赛侧重于试图通过过网得分或者入网得分的方式赢得比赛，防守方试图阻止进攻方得分。打击型运动和防守的重点是打击一个物体，在试图得分之前，将对方球员淘汰出局。课程将围绕战略、战术和游戏模式来进行。本课程为学生提供了一个学习如何在不同的游戏和场景中作为一个团队和个人来制定策略的机会，这些技能可以转化为生活上和学术上的决策。

大学准备

NCPA | 大学准备

升学辅导课 I

学分: 0.5

适用年级: 11 (必修)

升学辅导课 I 是一门通过培养学生个人与社交、学术与职业的发展来为他们的大学教育计划作准备的课程。本课程将为学生申请大学申请程序提供必要的词汇，建立对大学申请流程的理解，指导学生书写他们的个人陈述、短篇回复及申请文，支持学生要求推荐信，启发学生对个人性格的了解，以及对大学专业以及将来职业的调查研究。

升学辅导课 II

学分: 0.5

适用年级: 12 (必修)

在升学辅导课 II，学生继续进行之前在升学辅导课 I开始的大学升学计划与筹备。课程集中在以下4大类：大学申请、了解文化的差异、为过渡适应期和面试技巧作准备。

NCPA | 世界语言

基础日语

学分: 0.5

适用年级: 12 (选修)

日语课程面向初学者和有基础日语知识的学生。该课程内容包括日语发音、会话技巧、听力练习以及阅读和写作。在本课程中，学生将通过多种多样的教学活动，学习并掌握日语平假名、片假名、基本词汇及必要的日语语法。在完成本课程的学习后，学生能够运用日语在日常生活中进行交流，例如用日语谈论自己的兴趣爱好，向别人介绍自己，讨论天气，询问和回答基本的问题等。学生也能够运用日语阅读和写作短句。该课程同时涵盖帮助学生加深对日本社会及文化理解的内容和活动。