

# IMG ACADEMY

**CURRICULUM  
GUIDE**

**25  
26**



5650 BOLLETTIERI BLVD,  
BRADENTON, FL 34210





## CORE VALUES

OPEN MIND

PASSIONATE SOUL

ABSOLUTE INTEGRITY

CHAMPION'S SPIRIT

HELPFUL HEART

## MISSION:

To empower student-athletes to win their future, preparing them for college and for life.

## PHILOSOPHY:

The IMG Academy faculty and staff seek to meet the unique needs of the diverse student-athlete population we serve through an eclectic approach to learning. Emanating from a desire to challenge and engage actively, we strive to identify and develop each learner's inherent ability and capacity for intellectual growth. Passion drives our efforts to provide a quality learning environment for our student-athletes and the encouragement they need to succeed. We are committed to serving the whole learner and are devoted to creating a sense of belonging that transcends learning differences and builds an abiding esprit de corps. As Ascenders, we believe in always reaching, forever striving, and never being satisfied with the status quo.

## PROGRAM PURPOSE:

At IMG Academy, we provide a personalized, purpose-driven learning environment in which we challenge student-athletes to master a broad range of skills and competencies. We believe passion drives, drive focuses, and focus empowers rigor and quality performance; and it is that belief that defines our foundational approach to growth, both in the classroom and on the field. Equally important is our embedded emphasis on character development and social responsibility, which we adjudge to be a vital component in our quest to prepare student-athletes for the next step in their life's journey.



# A Message From Our Head of School

IMG Student-Athletes, this is important. Pay close attention to the pages in this guide. This is where you map out the year ahead and map out your future. Your course of study is a mix of required courses and choices you have. There are many interesting choices in the guide so give it your full attention. I believe a few ideas and a few questions should guide you:

- What are the graduation requirements?
- What are your interests?
- What are the colleges looking for?
- What is the most rigorous and challenging program available for you?

That last question is the one often asked by college admissions representatives. They want to know – Did you take school seriously? Did you push yourself? Did you engage in the learning?

The curriculum guide will provide you with the detailed information you need about requirements, course descriptions, and program options. Design your academic pathway together with your parents. The college counselors and teachers can also help you with the process. Choose your courses thoughtfully and remember that changes will only be permitted in the add/drop period.

We hope that you will be inspired as you plan out the year ahead, that you will love the learning and that you will set ambitious goals for your future. Good luck with your plan. And all the best for the school year ahead.



**Daniel McKee**  
**IMG Academy Head of School**





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# GENERAL INFORMATION

## Course Selection Guidelines

Welcome to the 2025-2026 Curriculum Guide! Use the steps below to ensure you enroll the academic courses that will best support your academic endeavors.

Review the curriculum guide with your parents and write down any questions to ask your counselor.

Courses will be selected in consultation with your Academic College Counselor.

When selecting courses keep in mind:

- Credit and graduation requirements
- Level of class ie. *Regular, Honors, AP*
- College entry requirements

**! The Academy reserves the right to make adjustments to a student's schedule at any time, particularly when new faculty are added or to maintain appropriate class sizes.**



### SCHEDULING INFORMATION AND RECOMMENDATIONS

**In-Person Requirement:** All student-athletes are required to take at least **five (5)** in-person seated **credit-bearing** courses per year.

**Balanced Schedule:** Consider the rigor of your course load combined with athletic commitments to maintain a balance.

STUDENTS WHO LEAVE THE SCHOOL BEFORE THE END OF A SEMESTER WILL BE CONSIDERED WITHDRAWN; COURSES IN PROGRESS WILL APPEAR AS W'S ON THE TRANSCRIPT.

### COURSE CHANGES

Students are expected to complete courses which they register for during the course selection process. Therefore, schedule change requests will only be considered during the published drop/add window for the following reasons:

- Already earned credit for the course
- Schedule conflict
- Clerical error
- Too few/many courses within schedule
- Does not meet the prerequisite for the course

\*\*\*After the drop/add period, students are required to remain in their scheduled courses, unless exceptions are approved by the Administration.

## ACADEMIC SCHEDULE

PERIOD 1	7:40 AM – 8:50 AM	AM SCHOOL
PERIOD 2	8:55 AM – 10:05 AM	
PERIOD 3	10:10 AM – 11:20 AM	
OFFICE HOURS/ ADVISORY*	11:20 AM – 12:00 PM	
LUNCH	12:00 PM – 1:00 PM	PM SCHOOL
OFFICE HOURS/ ADVISORY*	1:00 PM – 1:40 PM	
PERIOD 4	1:40 PM – 2:50 PM	
PERIOD 5	2:55 PM – 4:05 PM	
PERIOD 6	4:10 PM – 5:20 PM	

\*OFFICE HOURS ON MONDAY, TUESDAY, AND THURSDAY ARE OPTIONAL TUTORIAL TIMES TO MEET WITH TEACHERS FOR QUESTIONS OR EXTRA HELP. SELECT DAYS WILL HAVE A SPECIAL SCHEDULE FOR ADVISORY.



# IMGA ASSESSMENT DAY



## RATIONALE

### College Readiness Skill Development

School-wide Assessment Day ensures all students in grades 6–12 receive valuable insights into their academic progress, helping to identify strengths and areas for growth while guiding personalized instruction and college readiness planning.

All student-athletes in grades 6th -11th are expected to participate in the Fall and Spring Assessment Days.

Senior participation is optional and should be done in consultation with the Academic College Counselor.

## IMPORTANT INFORMATION

### SCORE USAGE

Teachers across all grade levels use test scores to identify student strengths and areas for improvement, guiding tailored instruction to support individual learning. Test scores are strictly used for internal purposes and are not shared externally.

High scores on the PSAT/NMSQT can qualify 11th-grade students for the National Merit Scholarship Program, offering recognition and potential scholarship opportunities.

## TECHNOLOGY NEEDS

### Approved Devices Only

Personal Chromebooks cannot be used for testing for grades 8-12.

Students are required to download and install the latest version of Bluebook on their devices before the test dates.

Download  
Bluebook



## Assessments by grade

● 6th - 7th  
NWEA

● 8th - 9th  
PSAT 8/9

● 10th  
PSAT 10

● 11th  
Fall - PSAT-NMSQT  
Spring - SAT

● 12th  
SAT



# EDUCATIONAL SUPPORT SERVICES

## Office Hours

Teachers offer academic support during regularly scheduled office hours from 11:20 AM-12:00 PM and 1:00 PM-1:40 PM on the following days:

- Monday
- Tuesday
- Thursday

No appointment is required and this is an excellent time to meet with teachers regarding academic matters.

## Tutoring Opportunities

**Achievement Center:** Complimentary walk-in tutoring is available for all student-athletes. Support is provided in a wide range of content areas within 1:1 and/or small groups. Availability is on a first-come, first serve basis.

- Monday - Friday
- Hours: AM and PM school hours

Private Tutoring  
Request



**Private Tutoring:** Available upon request - costs vary

## Testing Center

Students may utilize the Testing Center to take missed assessments due to an excused absence.

- Hours: Monday - Friday AM and PM school hours
  - Select evenings

Assessment make-ups are pre-arranged between the teacher and the student.

## SAT/ACT Prep

SAT/ACT group prep classes are available on select evenings. Prep classes model the College Board curriculum and are structured similarly to a seated class, whereas timeliness is critical, and a computer is necessary. Sign-ups are not required.

Hours: Monday & Wednesday 6:30 PM to 8:00 PM

## Learning Resource Center

Learning Resources  
Center



The Learning Resource Center (LRC) supports student-athletes with documented diagnosed learning differences or those needing extra academic planning. Offered as a scheduled **non-credit bearing class**, it provides tailored support for success.

- Supplementary: Enhances skills but doesn't replace private tutoring.
- Structure: Students work individually or in small groups.
- Assigned IMG Academy Learning Specialist: Coordinates plans, provides support, and updates parents and staff.



# NCAA ELIGIBILITY

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY

### NCAA Divisions

The NCAA governs intercollegiate sports, setting rules on eligibility, recruiting, and financial aid for colleges in three divisions (I, II, III), based on school size and athletic program scope.

### Division I or II


Must register with the NCAA Eligibility Center to ensure they meet amateurism standards and are academically prepared for college coursework.

### International College Bound

If planning to enroll at a Division III school, an amateurism-only certification must be obtained from the NCAA Eligibility Center.

**DO NOT ASSUME EVERY COURSE IS NCAA APPROVED. COURSES NOT NCAA APPROVED ARE IDENTIFIED IN THE COURSE DESCRIPTION.**

## NCAA ACADEMIC REQUIREMENTS

SUBJECT AREAS	DIVISION I 2.3 GPA	DIVISION II 2.2 GPA	DIVISION III GPA VARIES
ENGLISH	4 Years	3 Years	In Division III, athletes must meet the admissions standards set by the school.
MATH	3 Years (Algebra I or higher)	2 Years (Algebra I or higher)	
SCIENCE	2 Years (Including one year of lab, if offered)	2 Years (Including one year of lab, if offered)	
SOCIAL SCIENCE	2 Years	2 Years	
ADDITIONAL	1 Year (English, Math or Science)	3 Years (English, Math or Science)	
ADDITIONAL COURSES	4 Years (Any core subject, world language or nondoctrinal religion/philosophy)	4 Years (Any core subject, world language or nondoctrinal religion/philosophy)	NCAA Eligibility Center Website 

### FLORIDA HIGH SCHOOL ATHLETIC ASSOCIATION (FHSA) ELIGIBILITY

FHSA Sports 

- You must maintain a cumulative 2.0-grade point average (unweighted) to be eligible to play on any IMG Academy sports team.
- Grade point averages are reviewed after each semester, and coaches are notified of ineligible players.
- You are permitted to play on an IMG Academy sports team for four (4) years following the completion of eighth grade.
- According to FHSA bylaws: "9.4.1 A middle/junior high student must have 2.0 GPA, or the equivalent of a 2.0 GPA based on a 4.0 scale, after each semester. A high school student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale or equivalent after each semester to be academically eligible during the next semester." 1006.15(3)(a)1, Florida Statutes.
- "The grades from all courses that a student takes, including those high school level courses taken by the student before he/she begins high school, must be included in the calculation of the student's cumulative GPA after each semester." 2022-2023 FHSA Handbook

## TRANSFER CREDITS



- Credits issued from other institutions are counted toward graduation requirements but **may** not count towards NCAA eligibility.
- Official final transcripts** must be sent from the previous school and reviewed by the Registrar before attendance to confirm eligibility, credits, and graduation progress. Transcripts must include final grades for all completed courses; in-progress or partial grades will not be accepted.
- A transcript is considered official if it includes the school's official seal, the registrar's signature, or another form of certified authentication from the high school.
- If your school's instruction wasn't in English, a certified line-by-line English translation is **required** for the NCAA Eligibility Center.
- Transcripts from previous institutions will be kept on file as part of the student's full transcript.
- Cumulative GPAs include **both** transferred credits and those earned at IMG Academy.










**TRANSCRIPT QUESTIONS?**  
Email: Registrar@img.education



# Graduation Requirements & Grading Scale

## 22 - credit program

To graduate, students must meet the academic requirements in the chart below. GPAs are calculated each semester, and graduation requirements align with NCAA core course standards. Students should consult their Academic College Counselor to maintain NCAA eligibility ([see page 4 for details](#)).

SUBJECT AREA	22 - CREDIT PROGRAM		GRADUATION RECOGNITIONS
English/Language Arts	4	Must take 1 course <u>each</u> semester	<p><b>High Honors</b>  </p> <ul style="list-style-type: none"> <li>4.0 cumulative unweighted GPA</li> </ul> <p><b>Honors</b> </p> <ul style="list-style-type: none"> <li>3.33 + cumulative unweighted GPA</li> </ul> <p>.....</p> <p><b>Bi-Literacy Seal</b></p> <p> <b>Gold Seal</b> - Completion of AP level World Language course with an 83% or higher</p> <p> <b>Silver Seal</b> - Completion of an Honors level 4 World Language course with an 83% or higher</p> <p>.....</p> <p><b>Ascender Scholar</b> </p> <ul style="list-style-type: none"> <li>Attended IMG Academy 9th - 12th grade</li> </ul> <p><b>National Honor Society</b> </p> <ul style="list-style-type: none"> <li>Inducted by Spring semester of senior year</li> <li>Grades 10th - 12th</li> </ul> <p>.....</p> <p><b>Valedictorian and Salutatorian</b></p> <ul style="list-style-type: none"> <li>Based on the highest and second-highest weighted cumulative GPAs at the end of Semester 1 of senior year.</li> <li>Must be enrolled a minimum of <u>5</u> consecutive semesters at IMGA</li> </ul>
Mathematics	4	Required courses (or equivalent) in the following courses: <ul style="list-style-type: none"> <li>1 credit of Algebra I</li> <li>1 credit of Geometry</li> <li>1 credit of Algebra II</li> </ul> Must take 1 course <u>each</u> semester	
Science	3	Required courses (or equivalent) in the following courses: <ul style="list-style-type: none"> <li>1 credit of Biology</li> <li>1 credit of Chemistry</li> </ul>	
Social Studies	3	1 credit of U.S. History	
World Languages	2	Highly recommended to be sequential in the same language	
Academic Electives	3	High school credit-bearing courses only	
Fine Art	1	High school credit-bearing courses only	
Electives	2	Can include 2 sport credits	

GRADING SCALE									HONORS	ADVANCED PLACEMENT	DUAL ENROLLMENT
A+ 4.33	97-100	B+ 3.33	87-89	C+ 2.33	77-79	D+ 1.33	67-69	F 0.00 0-59	Additional weight of .50	Additional weight of 1.00	Additional weight of 1.00
A 4.00	93-96	B 3.00	83-86	C 2.00	73-76	D 1.00	63-66				
A- 3.67	90-92	B- 2.67	80-82	C- 1.67	70-72	D- 0.67	60-62				



# SPECIALIZED PROGRAMS

We offer a variety of Dual Enrollment, AP and Honors-level courses designed to challenge and inspire motivated students. These courses provide rigorous academic experiences, encourage critical thinking, and prepare students for college-level studies.

[Barry University Dual Enrollment](#)

## Dual Enrollment

- More than three **(3)** Dual Enrollment courses in one semester requires Academic College Counselor approval.
- All courses are one (1) semester.
- Participation requires submission of a separate application to Barry University each semester by a published deadline.

- All college courses taken become part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA.

### ➤ **ELIGIBILITY REQUIREMENTS:**

- 11th or 12th grade
- **3.0** unweighted core GPA
- Minimum standardized college placement or readiness score *\*see below for test score requirements*

**EARNED DUAL ENROLLMENT CREDITS ARE GUARANTEED AT FLORIDA PUBLIC INSTITUTIONS; TRANSFERABILITY TO OUT-OF-STATE COLLEGES MAY VARY.**

INSTITUTION	DEADLINE	G.P.A	PERT MATH	PERT READING	PERT WRITING	PSAT/ SAT MATH	PSAT/ SAT READING & WRITING	ACT MATH	ACT READING	ACT WRITING
Barry University	published date each semester	3.0	114	106	103	480	490	19	19	17

DE and AP courses, being college-level courses, require *approximately 5-10 study hours* more out of class work than lower level courses. AP students might also be expected to attend study sessions which must sometimes occur *outside* of class time.

Barry University

AP

CollegeBoard

## Advanced Placement (AP )

[AP Summer Assignments Link](#)

- More than two **(2)** AP courses in one year requires Academic College Counselor approval.
- Students are expected to sit for the exam. Enrolled students who do not sit for the exam will receive an Honors GPA weight.

- Enrollees are required to complete summer assignments due before the first day of class.

### ➤ **ELIGIBILITY REQUIREMENTS:**

- Earned a **B+** or higher in the previous subject area course (or the equivalent)
- **3.0** unweighted core GPA

[AP Credit Policy Search](#)

## Honors

- These courses are rigorous, requiring active participation, critical thinking, research, and proficiency in creativity, collaboration, analysis, and leadership.
- Not all courses are offered at the Honors level.

- The distinction between Honors and regular level courses is the pacing and depth at which the content is covered.

### ➤ **ELIGIBILITY REQUIREMENTS:**

- Earned a **B-** or higher in the previous subject area course (or the equivalent)
- **3.0** unweighted core GPA

*Students who do not meet eligibility requirements may still be considered for AP or Honors-level courses with administrative approval; please consult your Academic College Counselor for more information.*



# ADVISORY 6th-12th

**REQUIRED COURSES**  = .25 *per semester*

## VARIETY OF TOPICS



Through hands-on activities, and interactive discussions, students gain essential skills for success in high school, college, and beyond.

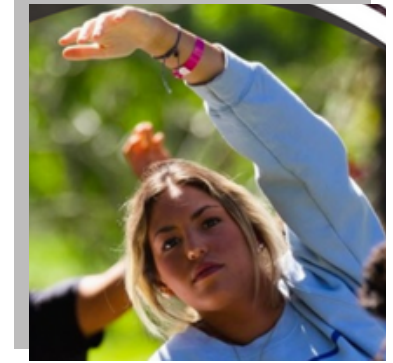
## BUILT IN SCHEDULES



Advisory sessions will meet on a regular basis and attendance will be taken.

Meeting dates vary by grade level.

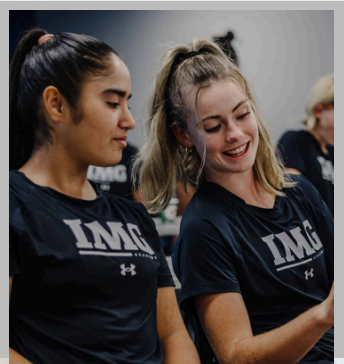
## INTERSESSION



Advisory grades are also based off of participation in campus-wide events including the annual Intercession activities, and the HER/Brotherhood retreats.

## Athletic and Personal Development

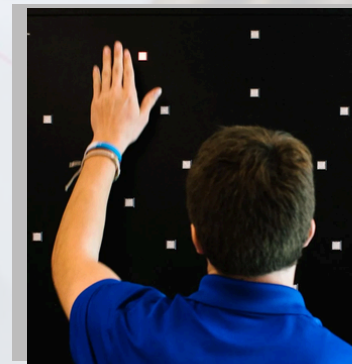
### HOLISTIC ATHLETIC AND PERSONAL GROWTH



**Description:** This course is designed to empower students with the knowledge and skills necessary for holistic athletic and personal growth. "Athletic & Personal Development" is an interdisciplinary course that combines elements of leadership and character development, mental performance, performance nutrition, and strength and conditioning.

6th-12th

### LIFE SKILLS, NUTRITION, AND MORE



Students will explore a variety of topics to enhance their athletic performance, personal well-being, and leadership abilities both on and off the field. By the end of this course, students will have a comprehensive understanding of the multifaceted components of athletic performance and personal development. They will be equipped with the tools and strategies needed to excel in their athletic pursuits and personal lives.



# COURSE DESCRIPTIONS



1

## COURSE TYPES AND PREREQUISITES

All courses are offered for one (1) full year except where noted. Credit is awarded at the end of each semester. Prerequisite grades are based on the second semester of the prerequisite course, if based on a year-long course.



= Required course (or equivalent)



= 1 semester course



= Dual Enrollment course



= AP course



= Not an NCAA eligible course



2

## ONLINE COURSE OPPORTUNITIES

IMG Academy does not typically approve online courses to replace those offered at the school. Exceptions may be granted on a case-by-case basis. All online coursework **must** be pre-approved by the Academic College Counselor and Administration.

*IMG Academy reserves the right to exclude any unapproved courses taken without prior College Counselor approval within an IMG Academy transcript.*



3

## GRADE LEVELS

Grade levels listed for courses are for general guidelines. Each student-athlete's academic path may vary depending on courses previously taken and pre-requisite requirements. Academic College Counselors can provide guidance on necessary coursework.



4

## ACADEMIC COLLEGE COUNSELORS

Courses are categorized by department. Student-athletes are encouraged to review the descriptions and prerequisite information for courses they are interested in taking and discuss in detail with their Academic College Counselor.



# High School Course Offerings Overview

<b>ENGLISH</b> <i>4 credits</i>	<b>MATH</b> <i>4 credits</i>	<b>SOCIAL SCIENCE</b> <i>3 credits</i>
<ul style="list-style-type: none"> <li>American Literature</li> <li>Analysis of Film and Literature</li> <li>Contemporary Literature</li> <li>English Survey</li> <li>English I Through ESOL</li> <li>English II Through ESOL</li> <li>English III Through ESOL</li> <li>English IV Through ESOL</li> <li>Honors American Literature</li> <li>Honors British Literature</li> <li>Honors Composition</li> <li>Honors English Survey</li> <li>Honors World Literature</li> <li>Public Speaking</li> <li>Sports in Literature</li> <li>World Literature</li> </ul> <p><b>AP Subjects</b></p> <ul style="list-style-type: none"> <li>AP English Language and Composition</li> <li>AP English Literature and Composition</li> </ul> <p><b>Dual Enrollment</b></p> <ul style="list-style-type: none"> <li>ENC 1101 - 1st Year Composition and Rhetoric</li> <li>ENC 1102 - Writing About Literature</li> </ul>	<ul style="list-style-type: none"> <li>Algebra I</li> <li>Algebra II</li> <li>Discrete Math</li> <li>Geometry</li> <li>Honors Algebra I</li> <li>Honors Algebra II</li> <li>Honors Calculus</li> <li>Honors Geometry</li> <li>Honors Pre-Calculus</li> <li>Honors Statistics</li> <li>Pre-Calculus</li> <li>Statistics</li> </ul> <p><b>AP Subjects</b></p> <ul style="list-style-type: none"> <li>AP Calculus AB</li> <li>AP Calculus BC</li> <li>AP Computer Science Principles</li> <li>AP Pre-Calculus</li> <li>AP Statistics</li> </ul>	<ul style="list-style-type: none"> <li>American Government</li> <li>American History</li> <li>Economics w/Financial Literacy</li> <li>Honors American History</li> <li>Honors Law in Society</li> <li>Honors World Geography</li> <li>Honors World History</li> <li>Law in Society</li> <li>Politics &amp; International Relations</li> <li>Psychology</li> <li>World Geography</li> <li>World History</li> </ul> <p><b>AP Subjects</b></p> <ul style="list-style-type: none"> <li>AP European History</li> <li>AP Human Geography</li> <li>AP Macroeconomics</li> <li>AP Microeconomics</li> <li>AP United States History</li> <li>AP World History</li> </ul> <p><b>Dual Enrollment</b></p> <ul style="list-style-type: none"> <li>ECO 2021 - Principles of Macroeconomics</li> <li>ECO 2023 - Principles of Microeconomics</li> <li>PSY 2012 - Introduction to Psychology</li> </ul>
<b>SCIENCE</b> <i>3 credits</i>	<b>WORLD LANGUAGES</b> <i>2 consecutive years</i>	<b>FINE ARTS</b> <i>1 credit</i>
<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Environmental Science</li> <li>Forensic Science</li> <li>Honors Anatomy and Physiology</li> <li>Honors Biology</li> <li>Honors Chemistry</li> <li>Honors Physics</li> <li>Marine Science</li> <li>Robotics I</li> <li>Robotics II <i>*availability may vary</i></li> </ul> <p><b>AP Subjects</b></p> <ul style="list-style-type: none"> <li>AP Biology</li> <li>AP Environmental Science</li> <li>AP Chemistry</li> <li>AP Physics C: Mechanics</li> <li>AP Psychology</li> </ul>	<ul style="list-style-type: none"> <li>French I</li> <li>French II</li> <li>French III</li> <li>Honors French III</li> <li>Honors French IV</li> <li>Spanish I</li> <li>Spanish II</li> <li>Honors Spanish II</li> <li>Spanish III</li> <li>Honors Spanish III</li> <li>Spanish IV</li> <li>Honors Spanish IV</li> <li>Honors Spanish IV for Native Speakers</li> </ul> <p><b>AP Subjects</b></p> <ul style="list-style-type: none"> <li>AP Spanish Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>2D Art Foundations I</li> <li>2D Art Foundations II</li> <li>3D Design</li> <li>Ceramics I</li> <li>Ceramics II</li> <li>Honors Interdisciplinary Art</li> <li>Performing Arts</li> <li>Photography and Graphic Design</li> </ul> <p><b>AP Subjects</b></p> <ul style="list-style-type: none"> <li>AP 2D Design</li> </ul>
<b>ADVISORY and APD</b> <i>Required for all student-athletes every semester</i>	<b>LEARNING RESOURCE</b> <i>0- non-credit bearing</i>	<b>ELECTIVES</b> <i># of required credits vary by student-athlete</i>
<ul style="list-style-type: none"> <li>Grades 9 - 12</li> </ul>	<ul style="list-style-type: none"> <li>Fee based support course</li> </ul>	
		<p><b>AP Subjects</b></p> <ul style="list-style-type: none"> <li>AP Research</li> <li>AP Seminar</li> </ul> <p><b>Dual Enrollment</b></p> <ul style="list-style-type: none"> <li>GEB 1011 - Introduction to Business</li> <li>MAN 3240 - Organizational Behavior and Management</li> <li>SLS 1204 - Becoming Your Personal Best: Life Lessons from Olympians and Paralympians</li> <li>SLS 1301 - Career Readiness</li> <li>SPB 2001 - Recreation and Sport Management</li> </ul>



# Middle School Course Offerings Overview

## HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

- **Course Limit:** Eligible and qualified middle school students may take up to two (2) high school courses per year only in Math and/or World Language. This includes any reclassified 8th grade students. See “*Reclassification*” section below for more details.
- **GPA Impact:** All grades earned, including transferred credits, will count toward the high school GPA and appear on the permanent high school transcript.
- **Future Opportunities:** High school courses taken in middle school represent an accelerated academic program to support preparation for advanced options like AP or Dual Enrollment in the future.

\*(HS) = High School Course

ENGLISH	MATH	SOCIAL SCIENCE
<ul style="list-style-type: none"> <li>English 6</li> <li>English 7</li> <li>English 8</li> <li>Honors English 8</li> </ul>	<ul style="list-style-type: none"> <li>Algebra I - (HS)</li> <li>Geometry - (HS)</li> <li>Honors Algebra I - (HS)</li> <li>Honors Geometry - (HS)</li> <li>Math 6</li> <li>Math 7</li> <li>Math 8</li> </ul>	<ul style="list-style-type: none"> <li>Civics</li> <li>United States History</li> <li>United States History Honors</li> <li>World Geography &amp; Cultures</li> </ul>
ENGLISH LANGUAGE DEVELOPMENT		
<ul style="list-style-type: none"> <li>Fee based support service for English Language Learners \$</li> </ul>		
SCIENCE	WORLD LANGUAGES	FINE ARTS
<ul style="list-style-type: none"> <li>Earth Space Science</li> <li>General Science</li> <li>Honors Physical Science</li> <li>Life Science</li> <li>Physical Science</li> </ul>	<ul style="list-style-type: none"> <li>French I - (HS)</li> <li>Middle School French</li> <li>Middle School Spanish</li> <li>Spanish I - (HS)</li> </ul>	<ul style="list-style-type: none"> <li>Art Foundations</li> </ul>
ADVISORY and APD	LEARNING RESOURCE	ELECTIVES
<i>Required for all student-athletes</i>	<i>Ø- non-credit bearing</i>	
<ul style="list-style-type: none"> <li>Grades 6 - 8 📌</li> </ul>	<ul style="list-style-type: none"> <li>Fee Based Support Course \$</li> </ul>	<ul style="list-style-type: none"> <li>Middle School Intro to Personal Financial Literacy 💧</li> <li>Middle School Photography 💧</li> <li>Middle School Robotics</li> </ul>

## Reclassification Guidelines

### Reclassification

After consulting with both the sports and academic administration, if approved, reclassification is available only in the 8th grade and is limited to one time. Student-athletes in grades 9th - 12th are not eligible to reclassify, however, families are encouraged to consult with sport regarding the post-graduate program.

- Student athletes wishing to reclass must obtain approval prior to the course registration process for the upcoming school year to ensure proper planning and alignment with their academic and athletic goals.

*Please consult with your Academic College Counselor for more information.*



# Sample Curriculum Outline

## Middle School

Subject	GRADE 6	GRADE 7	GRADE 8
ENGLISH	ENGLISH 6	ENGLISH 7	ENGLISH 8
MATH	MATH 6	MATH 7	MATH 8
SCIENCE	GENERAL SCIENCE	LIFE SCIENCE	PHYSICAL SCIENCE
SOCIAL SCIENCE	WORLD GEOGRAPHY & CULTURES	CIVICS	UNITED STATES HISTORY
ELECTIVES	1 CREDIT	1 CREDIT	1 CREDIT



*Middle school students may only enroll in high school courses for Math or World Language, with a maximum of two (2) per year.*

## High School

*\*A minimum of 18 of the required 22 credits must be taken during grades 9-12*



Subject	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH <i>*An English course must be taken each year in grades 9-12</i>	ENGLISH SURVEY	WORLD LITERATURE	AMERICAN LITERATURE	1 CREDIT
MATH <i>*A Math course must be taken each year in grades 9-12</i>	ALGEBRA I	GEOMETRY	ALGEBRA II	1 CREDIT
SCIENCE	BIOLOGY	CHEMISTRY	1 CREDIT	1 CREDIT (if needed)
SOCIAL SCIENCE	WORLD GEOGRAPHY	WORLD HISTORY	AMERICAN HISTORY	1 CREDIT (if needed)
WORLD LANGUAGES	2 CREDITS (sequential in the same language)			
FINE ART	1 CREDIT			
ACADEMIC ELECTIVES	3 CREDITS			

## Early Graduation Application

### Early Graduation

Eligible student-athletes interested in graduating at the end of Semester I of their senior year must submit the Early Graduation application no later than **October 1st**. Consult with your Academic College Counselor for more information.





# ENGLISH LANGUAGE ARTS

**PROGRESSION:**

**ENGLISH REQUIREMENTS: 4**

COURSE OPTIONS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
	ENGLISH SURVEY  HONORS ENGLISH SURVEY	WORLD LITERATURE  HONORS WORLD LITERATURE  PUBLIC SPEAKING .50	AMERICAN LITERATURE  HONORS AMERICAN LITERATURE  AP ENGLISH LANGUAGE AND COMPOSITION  PUBLIC SPEAKING .50	ANALYSIS OF FILM & LITERATURE .50  AP ENGLISH LITERATURE AND COMPOSITION  CONTEMPORARY LITERATURE .50  HONORS BRITISH LITERATURE .50  HONORS COMPOSITION .50  PUBLIC SPEAKING .50  SPORTS IN LITERATURE
REQUIRED CREDITS	1	1	1	1



## COLLEGE CREDIT OPPORTUNITIES

ENC 1101 1st Year Composition & Rhetoric

ENC 1102 Writing About Literature

Successfully pass AP Exam(s).

25  
26



ENGLISH SURVEY

Credit: 1.0  
Grade Level(s): 9th

**Prerequisites:**

- Must have successfully completed English 8 (or the equivalent)

**Description:** The English Survey course introduces literature as an intellectual and cultural experience. Although a variety of texts will be studied in this course, the major novel units will focus on Lois Duncan’s Don’t Look Behind You, George Orwell’s Animal Farm, and John Steinbeck’s Of Mice and Men. In addition to these texts, students will be exposed to a variety of literary genres, including short stories, poetry, and drama, with a focus on Shakespeare’s Romeo and Juliet. Throughout the year, students will deliver various presentations of their original work. Writing assignments are designed to help students develop analytical skills across personal, academic, and creative writing, with a distinct focus on vocabulary. Grammar and usage rules are integrated into the context of all written assignments. Additionally, students will learn the formal structure of MLA formatting, preparing them for academic writing in future coursework.

HONORS ENGLISH SURVEY

Credit: 1.0  
Grade Level(s): 9th

**Prerequisites:**

- “B-” or higher in English 8 (or the equivalent)
- 3.00 or higher unweighted core G.P.A

**Description:** The Honors English Survey course offers a more intensive and comprehensive learning experience on an accelerated timeline. Like the standard English Survey course, the primary units will focus on Lois Duncan’s Don’t Look Behind You, George Orwell’s Animal Farm, John Steinbeck’s Of Mice and Men, and Shakespeare’s Romeo and Juliet. However, the Honors curriculum also incorporates Shaun Tan’s The Arrival to enhance students’ understanding of graphic novels and wordless storytelling. While diving into these works, students will engage in rigorous assessments, with a heavy emphasis on analytical writing and vocabulary in context. Active participation is essential, as students will engage in discussions with classmates to gain deeper insights and explore diverse perspectives. The Honors student is expected to communicate, reach out, and seek understanding as a self-governed behavior.

WORLD LITERATURE

Credit: 1.0  
Grade Level(s): 10th

**Prerequisites:** None
**Description:** World Literature offers students an opportunity to explore literary works from a diverse range of global cultures, time periods, and genres. The major texts studied in this course include Paulo Coelho’s The Alchemist, Marjane Satrapi’s Persepolis, and Trevor Noah’s Born a Crime. While exploring these works, students will engage in various assessments, with a heavy emphasis on analytical writing and Socratic-style discussions. Students will examine universal themes such as identity, conflict, resilience, and the human experience, while considering the cultural, historical, and social contexts in which these works were created. This course builds critical thinking and analytical skills, preparing students for advanced English courses in the future.

HONORS WORLD LITERATURE

Credit: 1.0  
Grade Level(s): 10th

**Prerequisites:**

- “B-” or higher in English 8 (or the equivalent)
- 3.00 or higher unweighted core G.P.A

**Description:** This honors-level course is designed for the highly motivated learner with a talent for critical thinking. Although it covers the same concepts and skills as those identified in the World Literature description, this course offers greater depth and complexity and moves at an accelerated pace. This is an interdisciplinary course that works in tandem with AP World History. It uses representative works from eras studied in AP World History and enables students to view time periods through an interdisciplinary lens. The course is research-oriented and integrates literature, archaeology, history, and philosophy, as it introduces learners to the effect literature has had on the history of ideas.

PUBLIC SPEAKING

Credit: .50  
Grade Level(s): 10th - 12th

**Prerequisites:** None
**\*\*\*Meets high school graduation requirements; may not be recognized by all colleges for admissions or degree credit**
**Description:** This course explores realistic approaches to developing skills needed to succeed in communicating with others. It is a project-based course that includes examining the psychology of performance, how to organize different types of speaking engagements, the technology and platforms needed to communicate to the public, rhetorical devices to empower ideas, how to give successful interviews and press conferences, and the physiological components of speech. The foundations of public speaking are paired with the components and formats of modern media to create projects for publication that reach a wide-ranging audience. We use organizational skills, rules of grammar and usage, and elements of language consistent with a senior-level English course.



AMERICAN LITERATURE

Credit: 1.0  
Grade Level(s): 11th

Prerequisites: None

**Description:** American Literature offers students the opportunity to explore the rich diversity of American voices, literary movements, and historical periods that define American culture. Through the study of major American authors and texts, including short stories, poetry, drama, and novels, students will engage in deep analysis of how literature reflects and shapes the social, political, and cultural landscape of the United States. Throughout the course, students will examine themes such as identity, freedom, social justice, and the American experience, while considering the cultural, historical, and social contexts that have influenced these works. Students will engage in a variety of assessments, with a strong emphasis on analytical writing and Socratic-style discussions. This course fosters critical thinking and writing skills, preparing students for future advanced English courses.

HONORS AMERICAN LITERATURE

Credit: 1.0  
Grade Level(s): 11th

Prerequisites:

- “B-” or higher in previous subject area course (or the equivalent)
- 3.00 or higher unweighted core G.P.A

**Description:** This challenging survey course pushes students to explore the rich diversity of American voices, literary movements, and historical periods that define American culture. Students read, analyze, and discuss a variety of texts, including short stories, novels, nonfiction, poetry, and plays, to examine how literature reflects and shapes the social, political, and cultural landscape of the United States. Themes such as identity, freedom, social justice, and the American experience are studied within their historical and cultural contexts. Learners engage in rigorous assignments, including formal literary analyses, creative writing, and Socratic-style discussions, emphasizing critical thinking, abstract reasoning, and elevated vocabulary. With most assessments centered on analytical writing, this course fosters intellectual curiosity and prepares students for advanced English studies beyond high school.

AP ENGLISH LANGUAGE AND COMPOSITION



Credit: 1.0  
Grade Level(s): 11th

Prerequisites:

- “B+” or higher in previous subject area course (or the equivalent); Highly Recommended - Successful completion of Honors World Literature
- 3.00 or higher unweighted core G.P.A
- Completion of all summer assignments prior to first in class session

**Description:** This college-level course challenges student-athletes to develop advanced skills in reading, writing, and critical thinking. Students analyze complex non-fiction texts, essays, and media to understand how authors use language, rhetorical strategies, and evidence to construct effective arguments. The course emphasizes substantial reading, frequent writing, and the development of argumentation and synthesis skills. Students write multi-draft essays, engage in in-class writing, and participate in discussions to explore diverse perspectives. With a rigorous workload, this course prepares students for the demands of college-level communication and expression as well as the College Board’s AP Exam in May.

\*\*\*STUDENTS CAN EXPECT APPROXIMATELY FIVE (5) HOURS PER WEEK OF WORK OUTSIDE OF CLASS. \*\*\*

AP RESEARCH



Credit: .50  
Grade Level(s): 11th

Prerequisites:

- “B+” or higher in AP Seminar
- 3.00 or higher unweighted core G.P.A
- Completion of all summer assignments prior to first in class session

**Description:** AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include introductory research or general elective courses. Students will build on what they learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students will design, plan, and conduct a year-long research-based investigation to address a research question.

\*\*\*THIS COURSE DOES NOT FULFILL AN ENGLISH GRADUATION REQUIREMENT.\*\*\*

ANALYSIS OF FILM AND LITERATURE



Credit: .50  
Grade Level(s): 12th

Prerequisites: None

**Description:** This course focuses on the introduction of film terminology, structure, genre study, literary analysis, and film as a literature form. Student-athletes will examine the influence of film on culture and representation within the medium, and psychological analysis of characters and film structure, as the course emphasizes how film reflects society. The course provides students with the analytical techniques to evaluate various genres of film through a critical lens, while exploring the limits and excesses of adapting from a screenplay and directing film, as we emphasize close reading skills to “read” film in the same manner in which we interpret literature. This is a discussion-heavy course in which students regularly engage in Socratic Seminar, small group collaboration, guided film conversations, and presentations. Students will also engage in analytical writing as it relates to film analysis.



### CONTEMPORARY LITERATURE

Credit: .50  
Grade Level(s): 12th

**Prerequisites:** None

**Description:** This course explores multiple genres of Contemporary Literature written from 1940-present day through a variety of literary lenses. Student-athletes read, discuss, and write about drama, poetry, novels, graphic novels, creative nonfiction, and short stories. Within these genres, they examine specific elements associated with structure and style, where the writing assignments range from creative response assignments to research, literary analysis, and rhetorical writing. Emphasis is placed on research, critical analysis, and thinking skills necessary for success in college.

### HONORS BRITISH LITERATURE

Credit: .50  
Grade Level(s): 12th

**Prerequisites:**

- "B-" or higher in previous subject area course (or the equivalent); Highly Recommended: Completion of Honors American Literature or AP Lang
- 3.00 or higher unweighted core G.P.A

**Description:** This course focuses on British literature, literary movements, and historical periods. It requires reading, discussing and writing about various forms and genres with specific regard to the novel and the short story. Time is spent understanding elements of structure and style within these genres. Students will analyze literary works with consideration towards their historical context, but the course will focus heavily on exploring how these works resonate within our currency society. This is a discussion-heavy course in which students regularly engage in Socratic Seminar, small group collaboration, and graded class discussion. Writing assignments range from creative responses to literary analysis and rhetorical writing.

**\*\*\*THIS COURSE PAIRS WITH HONORS COMPOSITION IN THE OPPOSITE SEMESTER.**

### HONORS COMPOSITION

Credit: .50  
Grade Level(s): 12th

**Prerequisites:**

- "B-" or higher in previous subject area course (or the equivalent)
- 3.00 or higher unweighted core G.P.A

**Description:** This course introduces students to the principles of composition, focusing on effective writing for academic, professional, and personal purposes. Students will develop critical inquiry skills, explore diverse writing modes, and build information literacy to evaluate and integrate credible sources. Through scaffolded units, they will write across genres such as personal narratives, research based essays, and multimodal projects. Highlights include crafting a college essay, conducting academic research, and analyzing visual and material rhetoric. Engaging discussions, workshops, and reflective exercises will enhance their writing and revision processes.

**\*\*\*THIS COURSE PAIRS WITH HONORS BRITISH LITERATURE IN THE OPPOSITE SEMESTER.**

### SPORTS IN LITERATURE

Credit: 1.0  
Grade Level(s): 12th

**Prerequisites:** None

**Description:** Sports in Literature is a senior-level course that explores how society's perception of sports influences literature while examining contemporary sports issues. Students will analyze various literary forms, including nonfiction, fiction, poetry, prose, memoir, and essays, to uncover the intricate relationship between sports and storytelling. Through lectures, discussions, graded Socratic seminars, and written assignments, students will explore themes such as social issues and change, ambition and sacrifice, athlete narratives, identity and belonging, and the ethical dilemmas within sports. This course will encourage students to critically evaluate the intersection of sports and literature, analyzing rhetorical strategies, narrative techniques, and universal themes that extend beyond the playing field.

### AP ENGLISH LITERATURE AND COMPOSITION

Credit: 1.0  
Grade Level(s): 12th

**Prerequisites:**

- "B+" or higher in AP English Language and Composition
- 3.00 or higher unweighted core G.P.A
- Completion of all summer assignments prior to first in class session

**Description:** AP English Literature is a college-level literature course. It requires careful reading and critical analysis of imaginative literature. Learners deepen their understanding of the ways authors use language to provide both meaning and pleasure for their readers. Class members are expected to explain (through writing assignments and essays) clearly, cogently, and elegantly, their analysis and interpretation of selected literary works. Daily participation (discussion of the readings) is mandatory and assessed with a class rubric.

**\*\*\*STUDENTS CAN EXPECT APPROXIMATELY FIVE (5) HOURS PER WEEK OF WORK OUTSIDE OF CLASS. \*\*\***



### ENGLISH I-IV THROUGH ESOL Credit: 1.0 Grade Level(s): 9th -12th

**Prerequisites:**

- Enrollment in the ELL Program required

**Description:** The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness. This course defines what students should understand and be able to do by the end of the enrolled grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

**\*\*\*THESE COURSES WILL MEET GRADUATION REQUIREMENTS FOR ENGLISH 1 THROUGH 4. \*\*\***

### ENGLISH LANGUAGE DEVELOPMENT Credit: 1.0 Grade Level(s): 9th -12th

**Prerequisites:**

- Enrollment in the ELL Program required

**Description:** The purpose of this course is to provide instruction to native speakers of a language other than English in developmental language arts skills, including reading, writing, listening, and speaking. The main goal of the course is the acquisition of more integrated English communication skills and support students succeed in other content area coursework.

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## Dual Enrollment .....

**\*\*Please see your Academic College Counselor for NCAA eligibility for Dual Enrollment Courses\*\***

### DE: ENC 1101 - 1ST YEAR COMPOSITION & RHETORIC Credit: 1.0 H.S. | 3.0 College Credit Hours Grade Level(s): 11th, 12th, PG

**Prerequisites:**

- 3.0 unweighted GPA
- Minimum standardized college placement or readiness score. (See pg. 6 for qualifying score chart)

**Description:** This course provides a comprehensive introduction to college-level writing, equipping students with essential rhetorical concepts and foundational research skills. Through a series of assignments, students will analyze and compose a variety of texts tailored to different audiences and purposes, fostering their ability to communicate effectively in academic and professional contexts. This course is required for all undergraduate students, with a minimum grade of C necessary to earn credit and satisfy graduation requirements. Completion of this course fulfills the Gordon Rule writing requirement, ensuring students are prepared for the advanced writing tasks they will encounter throughout their academic careers.

**\*\*\*STUDENTS CAN EXPECT APPROXIMATELY FIVE (5) HOURS PER WEEK OF WORK OUTSIDE OF CLASS. \*\*\***

### DE: ENC 1102 - WRITING ABOUT LITERATURE Credit: 1.0 H.S. | 3.0 College Credit Hours Grade Level(s): 11th, 12th, PG

**Prerequisites:**

- 3.0 unweighted GPA
- Minimum standardized college placement or readiness score. (See pg. 6 for qualifying score chart)
- Successfully obtain a "C" or higher in AP English Language & Composition AND pass the corresponding AP English Language & Composition exam with a three (3) or higher

OR

- Must have earned a grade of "C" or higher in ENC 1101, as evidenced by an official transcript from an accredited institution.

**Description:** This course offers an introduction to academic discourse through advanced research and writing about literature. It has been designed to enhance your critical analysis and research skills– your capacity to critically evaluate and contribute to academic discourse. Through reading, analysis, discussion, and research, you will improve your ability to craft an argument and support it with persuasive evidence based on research as well as your own ideas. This work prepares you for other educational and professional fields while enhancing your cultural literacy and sensitivity.

**\*\*\*STUDENTS CAN EXPECT APPROXIMATELY FIVE (5) HOURS PER WEEK OF WORK OUTSIDE OF CLASS. \*\*\***

END OF ENGLISH COURSES






# MATHEMATICS

## PROGRESSION: MATHEMATICS REQUIREMENTS: 4

COURSE OPTIONS	YEAR 1 GRADES 8 OR 9	YEAR 2 GRADES 9 OR 10	YEAR 3 GRADES 10 OR 11	YEAR 4 GRADES 10, 11, OR 12
	ALGEBRA I  HONORS ALGEBRA I	GEOMETRY  HONORS GEOMETRY	ALGEBRA II  HONORS ALGEBRA II	DISCRETE MATH  PRE-CALCULUS  STATISTICS  HONORS STATISTICS  HONORS PRE-CALCULUS  HONORS CALCULUS  AP PRE-CALCULUS  AP STATISTICS  AP CALCULUS AB AP CALCULUS BC  AP COMPUTER SCIENCE PRINCIPLES
REQUIRED CREDITS	1	1	1	1

This is the typical pathway for math; however a student's math pathway could look slightly different.  
Students must take and earn one (1) full credit in Algebra I, Geometry and Algebra II.



**COLLEGE CREDIT OPPORTUNITIES**

Successfully pass AP Exam(s).

25  
26



ALGEBRA I
Credit: 1.0  
Grade Level(s): 8th - 9th

**Prerequisites:** None

**Description:** Algebra I provides a formal development of the algebraic skills and concepts necessary for success in advanced courses. In particular, this course requires the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics includes: operations with real numbers, linear equations and inequalities, relations and functions polynomials, algebraic fractions, and nonlinear equations. Real-world applications are presented within the course.

HONORS ALGEBRA I
Credit: 1.0  
Grade Level(s): 8th - 9th

**Prerequisites:**

- Must have earned a “B-” or higher in previous subject area course (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** Honors Algebra I provides a formal development of the algebraic skills and concepts necessary for success in advanced courses. In particular, this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of functions is emphasized throughout the course. Topics includes linear equations, systems, and inequalities, relations and functions, polynomials, rational expressions, nonlinear equations, and quadratic equations. The course offers pedagogically rich, conceptually rigorous, and visually engaging instruction and digs deeply into these concepts to require the use of abstract thinking skills.

GEOMETRY
Credit: 1.0  
Grade Level(s): 9th - 10th

**Prerequisites:**

- Recommended completion of Algebra I (or the equivalent)

**Description:** This course is a foundational course focused on the geometry of shapes, planes, and space. Emphasis is placed on understanding, applying, justifying, and developing geometric properties in two and three dimensions. Students will engage in an in-depth study of geometric reasoning, coordinate geometry, parallel and perpendicular lines, triangle congruence, properties of polygons and circles, similarity, right triangle trigonometry, area, and volume. Students will apply this learning to solve real-world mathematical problems.

HONORS GEOMETRY
Credit: 1.0  
Grade Level(s): 9th - 10th

**Prerequisites:**

- Must have earned a “B-” or higher in Algebra I (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** This course is a foundational course focused on the geometry of shapes, planes, and space. Emphasis is placed on understanding, applying, justifying, and developing geometric properties in two and three dimensions. Students will engage in an in-depth study of geometric reasoning, coordinate geometry, parallel and perpendicular lines, triangle congruence, properties of polygons and circles, similarity, right triangle trigonometry, area, and volume. Students will apply this learning to solve real-world mathematical problems.

ALGEBRA II
Credit: 1.0  
Grade Level(s): 10th - 11th

**Prerequisites:**

- Must have successfully completed Algebra I (or the equivalent)

**Description:** The purpose of Algebra II is to provide a foundation for all advanced algebraic courses. It is a continuation of topics covered in Algebra I, with an emphasis on complexity and applications. Topics covered include linear equations, systems, inequalities, quadratic functions, factoring and solving equations and applications, polynomials, rational expressions, and rational equations.

HONORS ALGEBRA II
Credit: 1.0  
Grade Level(s): 10th - 11th

**Prerequisites:**

- Must have earned a “B-” or higher in Algebra I (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** This course blends the concepts and skills that require mastery prior to enrollment in Pre-Calculus Honors. It parallels the curriculum offered in Algebra II, covering some topics at a deeper level of understanding, and incorporating additional topics. Additionally, the course proceeds at an accelerated rate compared to the Algebra II course. Higher-order thinking is the focus of assignments and assessments. Additional areas of study in Honors Algebra II include solving systems of equations involving three variables, quadratic systems, linear programming, applications of linear modeling, quadratic modeling, and previewing applications to Chemistry and Physics.





### DISCRETE MATH Credit: 1.0 Grade Level(s): 10th - 12th

**Prerequisites:**

- Must have successfully completed Algebra I and Geometry (or the equivalent)

**Description:** Discrete mathematics is the study of mathematical structures that are discrete, separated, or distinct; in contrast to calculus which deals with continuous change. It is an important area of pure and applied mathematics, as well as providing the mathematical basis for the understanding of computers and modern computation. Discrete Mathematics is important in the sciences, where it has increasing application in many areas, an exemplar of which is the understanding of DNA sequences in molecular biology. The Discrete Mathematics course introduces first-year students to the basic concepts of discrete mathematics, covering topics such as sets, logic, enumeration methods, probability, recurrence relations, induction, and graph theory. The course provides important background for students pursuing a math degree. It covers much of the mathematics essential for students majoring in Computer Science or Software Engineering and is a compulsory course in those degree programs.

### PRE-CALCULUS Credit: 1.0 Grade Level(s): 10th - 12th

**Prerequisites:**

- Must have successfully completed Algebra II (or the equivalent)

**Description:** This course provides a solid foundation in Algebra and Trigonometry in preparation for other courses such as College Algebra, Finite Mathematics, Calculus, and/or AP Calculus. The first semester involves a fundamental review of algebraic concepts, equations/inequalities, functions and their graphs, polynomials, synthetic division, systems of equations and inequalities, and basic conic sections. The second semester begins with an emphasis on Trigonometry, covering the topics of angle measurement, solving right triangles using Trigonometry, trigonometric functions, and their graphs, formal Trigonometry proofs, applications of Trigonometry including - Laws of Sine, Cosine, and various other Trigonometry functions and their equations. The course concludes with the study of exponential and logarithmic functions and their applications. This course demonstrates the role Algebra and Trigonometry play in modeling and solving authentic real-world problems and provides opportunities to employ problem-solving skills and critical thinking.

### HONORS PRE-CALCULUS Credit: 1.0 Grade Level(s): 10th - 12th

**Prerequisites:**

- Must have earned a "B-" or higher in Algebra II (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** Honors Pre-Calculus is an extensive course that applies knowledge and skills gained in Algebra and Geometry. It parallels the curriculum offered in the corresponding general Pre-Calculus course, covers some topics at a deeper level of understanding, and incorporates additional topics. The Honors course progresses at an accelerated pace in comparison with the regular Pre-Calculus course. This course combines the trigonometric, geometric, and algebraic techniques needed for the study of Calculus, and strengthens conceptual understanding of problems and mathematical reasoning in problem-solving. Student-athletes are challenged to demonstrate their proficiency both with and without the use of a graphing calculator. Topics such as functions, families of graphs, logarithms, trigonometric functions, and identities, systems of equations and inequalities, analytic geometry, limits, and basic derivatives are studied in depth.

### AP PRE-CALCULUS Credit: 1.0 Grade Level(s): 10th - 12th

**Prerequisites:**

- Must have earned a "B+" or higher in Algebra II (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** AP Precalculus engages students in the exploration of everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions and examine scenarios through multiple representations. Students will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

### HONORS CALCULUS Credit: 1.0 Grade Level(s): 10th- 12th

**Prerequisites:**

- Must have earned a "B-" or higher in Pre-Calculus (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** Honors Calculus is an advanced mathematics course designed to challenge students and deepen their understanding of calculus concepts. The course covers limits, derivatives, integrals, and their applications, emphasizing analytical thinking and problem-solving. Students will explore real-world scenarios, use technology to analyze functions, and develop a strong foundation for higher-level math or STEM fields. This course is ideal for motivated learners who excel in mathematics and are ready for a rigorous and rewarding academic experience.



### STATISTICS

Credit: 1.0  
Grade Level(s): 10th - 12th

#### Prerequisites:

- Must have successfully completed Algebra II (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** This course is an introduction to descriptive and inferential statistics and presents topics such as 27 measures of central tendency, standard deviation, probability, normal distributions, hypothesis testing, correlation, and regression. Emphasis is placed on the application of statistical concepts.

### HONORS STATISTICS

Credit: 1.0  
Grade Level(s): 10th - 12th

#### Prerequisites:

- Must have earned a "B-" or higher in Algebra II (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** Statistics Honors is an advanced course focused on developing a comprehensive understanding of data analysis, probability, and statistical inference. Students will learn to collect, organize, and interpret data, apply probability models, and draw meaningful conclusions using real-world contexts. The course emphasizes critical thinking, problem-solving, and the use of technology to analyze data. Designed for motivated learners, Statistics Honors prepares students for advanced studies in mathematics, science, social sciences, and other data-driven fields.

### AP STATISTICS

Credit: 1.0  
Grade Level(s): 12th

#### Prerequisites:

- Must have earned a "B+" or higher in Algebra II (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** AP Statistics is equivalent to a college-level statistics class that equips student-athletes with skills and strategies that will allow them to be successful in honors and/or advanced placement upper school courses. The major topics are exploring data, planning a study, anticipating patterns, and statistical inference. The course draws connections from all aspects of the statistical process, including design, analysis, and drawing conclusions. Additionally, using the vocabulary of statistics, this course teaches how to communicate statistical methods, results, and interpretations. Graphing calculators are used and computer output is analyzed in an effort to enhance the development of statistical understanding.

### AP CALCULUS AB

Credit: 1.0  
Grade Level(s): 10th - 12th

#### Prerequisites:

- Must have earned a "B+" or higher in the previous subject area course (or the equivalent)
- Must have successfully completed AP Pre-Calculus, Pre-Calculus Honors (or the equivalent)
- 3.0 unweighted core G.P.A.
- Enrollees are required to complete a summer assignment prior to the first class meeting.

**Description:** AP Calculus AB is roughly equivalent to a first semester college calculus course and focuses on topics in differential and integral calculus. Emphasis is placed on understanding the concepts of calculus and providing experience with its methods and applications. The course uses a multi-representational approach to Calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. Technology is used to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. Because the course covers all of a college level calculus one course in one year of high school, be aware that the pace of this course is **extremely rigorous**. We will be covering as many as four separate objectives in one class period.

**\*\*\*SUCCESS IN THE CLASS WILL REQUIRE A SIGNIFICANT AMOUNT OF TIME OUTSIDE OF THE CLASSROOM.\*\*\***

### AP CALCULUS BC

Credit: 1.0  
Grade Level(s): 10th - 12th

#### Prerequisites:

- Must have earned a "B+" or higher in the previous subject area course (or the equivalent)
- Must have successfully completed AP Pre-Calculus, Pre-Calculus Honors, Calculus Honors, or AP Calculus AB (or the equivalent)
- 3.0 unweighted core G.P.A.
- Enrollees are required to complete a summer assignment prior to the first class meeting.

**Description:** AP Calculus BC is roughly equivalent to the first two semesters of college calculus and focuses on topics in differential and integral calculus. Emphasis is placed on understanding the concepts of calculus and providing experience with its methods and applications. The course uses a multi-representational approach to Calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. Technology is used to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. Because the course covers all of a college level calculus one course in one year of high school, be aware that the pace of this course is extremely rigorous. We will be covering as many as four separate objectives in one class period.

**\*\*\*SUCCESS IN THE CLASS WILL REQUIRE A SIGNIFICANT AMOUNT OF TIME OUTSIDE OF THE CLASSROOM.\*\*\***



AP COMPUTER SCIENCE PRINCIPLES



Credit: 1.0  
Grade Level(s): 10th - 12th

Prerequisites:

- Must have earned a “B+” or higher in Algebra I (or the equivalent)
- 3.0 unweighted core G.P.A.
- Enrollees are required to complete a summer assignment prior to the first class meeting.

**Description:** AP Computer Science Principles introduces students to the fundamentals of computer science, including problem-solving, algorithmic thinking, data organization, and the ethical impacts of computing. The course emphasizes both object-oriented and imperative programming, using multiple languages such as Java, JavaScript, and block-based coding with Microsoft MakeCode Arcade. While this is an approachable AP course, it requires students to think critically, work independently, and manage their workload effectively. Students will complete assessments modeled after the AP Exam, including multiple-choice and free-response questions, as well as a Create Performance Task, where they independently design and develop a program. This task is submitted to the College Board and assessed as part of the AP Exam in May. The course prepares students for future studies in computer science and related careers by developing essential computational thinking and problem-solving skills.

END OF MATH COURSES





# SCIENCE

## PROGRESSION:

### SCIENCE REQUIREMENTS: 3

COURSE OPTIONS	YEAR 1 GRADE 9	YEAR 2 GRADE 10	YEARS 3 & 4 GRADES 11 OR 12 <i>*A SCIENCE COURSE DURING YEAR 4 IS RECOMMENDED</i>
	BIOLOGY HONORS BIOLOGY	CHEMISTRY HONORS CHEMISTRY	ENVIRONMENTAL SCIENCE FORENSIC SCIENCE MARINE SCIENCE ROBOTICS ROBOTICS II HONORS PHYSICS HONORS ANATOMY & PHYSIOLOGY AP BIOLOGY AP CHEMISTRY AP PHYSICS C AP ENVIRONMENTAL SCIENCE AP PSYCHOLOGY
REQUIRED CREDITS	1	1	1

*\*Science courses include various lab completions*



#### COLLEGE CREDIT OPPORTUNITIES

Successfully pass AP exam(s).

25  
26



### BIOLOGY

Credit: 1.0

Grade Level(s): 9th-10th

**Prerequisites:** None

**Description:** Provides a comprehensive introduction to the study of life, from its molecular foundations to the vast diversity of organisms. Students will explore key biological concepts, including biochemistry, cellular structure and function, genetics, DNA, ecology, evolution, and classification systems. Interactive lab investigation and hands-on projects will bring topics like human heredity, ecosystems, and molecular biology to life. This course emphasizes vocabulary learning and critical thinking skills. Students will also develop skills in graph interpretation, scientific methods, and collaborative inquiry. Expect to dive into exciting labs, tackle thought-provoking questions, and gain a deeper understanding of the living world around us.

### HONORS BIOLOGY

Credit: 1.0

Grade Level(s): 9th - 10th

**Prerequisites:**

- Must have earned a "B-" or higher in previous subject area course (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** Honors Biology is a rigorous, fast-paced course designed to prepare student-athletes for success in AP Biology and future studies in scientific fields such as medicine, biotechnology, and other science-related careers. This course offers a deeper and more comprehensive exploration of biology, with an emphasis on applying theoretical concepts to real-world scenarios, fostering critical thinking, and honing problem-solving skills. In the first semester, students explore key topics such as biochemistry and cell biology, using real-life examples to understand how these concepts impact the natural world. The second semester covers genetics, natural selection, and ecology, with a focus on animal diversity, where students apply the principles of natural selection and genetic variation to better understand the diversity of life. Students regularly engage in hands-on activities and laboratory exercises, including a final semester 2 dissection, to explore course content.

### CHEMISTRY

Credit: 1.0

Grade Level(s): 10th

**Prerequisites:**

- Must have successfully completed Algebra I (or the equivalent)

**Description:** In this full-year, required science course, General Chemistry will provide students with a foundational introduction to the study of matter. We will be covering key concepts like atomic structure, chemical bonding, chemical reactions, states of matter, solutions, stoichiometry, acids and bases, and basic principles of thermodynamics. In this course, Students will use scientific inquiry and higher-order problem solving as they explore the composition, properties, and changes of matter and their applications. The scientific process is fully used and documented in lab investigations, giving students the skills they need to analyze data and make inferences about natural phenomena. Through experiential based learning, students will be able to demonstrate a vast understanding of the importance of chemistry in the world, enabling them to apply these principles to their everyday lives, experience with athletics, and our global society.

### HONORS CHEMISTRY

Credit: 1.0

Grade Level(s): 10th

**Prerequisites:**

- Must have earned a "B-" or higher in Honors Algebra I (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** The course is recommended for anyone wishing to pursue a career in science or engineering and will prepare students for AP level Science Classes. Semester one begins with the math of measurement, classification of matter, nomenclature, balancing equations, dimensional analysis and the math of the mole. Second semester focuses on stoichiometry, lights and quantum numbers, bonding, acids and bases and an introduction to thermochemistry.

### ENVIRONMENTAL SCIENCE

Credit: 1.0

Grade Level(s): 11th - 12th

**Prerequisites:**

- Must have successfully completed Biology and Chemistry (or the equivalent)

**Description:** This interdisciplinary course focuses on the relationship between human populations and the environment. Course topics include ecosystems, human population growth, biodiversity, pollution, global warming, food production, nonrenewable and renewable energy resources, sustainability, biological hazards, and human health. Students-athletes participate in labs and research projects 34 in which they apply their understanding of environmental concepts to identify and analyze solutions to pressing environmental concerns.

### FORENSIC SCIENCE

Credit: 1.0

Grade Level(s): 12th

**Prerequisites:**

- Must have successfully completed Biology and Chemistry (or the equivalent)

**Description:** : Forensic Science focuses on the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. This rigorous course applies important concepts in physics, chemistry, biology, and the nature of science itself. This is a laboratory-based course that identifies the avenues through which science applies to the law. Student-athletes learn to use the scientific method to solve legal problems. They are exposed to the techniques, skills, and innovation being used in the modern crime laboratory such as observation, classified comparison, proper units, conversions, dimensional analysis, critical thinking, data collection, process, analysis, interpretation, scientific method, and real crime scene scenarios. Additional course topics include crime scene evidence and lab analysis techniques such as chromatography, DNA analysis, fingerprinting, and fiber analysis. Lastly, mock crime scenes are investigated and real case studies are analyzed.



MARINE SCIENCE

Credit: 1.0  
Grade Level(s): 11th - 12th

- Prerequisites:
- Must have successfully completed *Biology and Chemistry (or the equivalent)*

**Description:** Explore the dynamic world of oceans and marine life in this engaging marine science course. Students will investigate the physical, chemical, geological, and biological processes that shape marine ecosystems, while also examining the impacts of human activity on the oceans. Through hands-on activities and real-world case studies, you'll gain a deeper understanding of oceanography, marine biology, and conservation efforts. Whether you're passionate about marine life or the environment, this class offers a comprehensive look at the critical role the oceans play in our planet's health.

ROBOTICS I

Credit: 1.0  
Grade Level(s): 10th - 12th

- Prerequisites: None
- Description:** In this course, students construct robots in teams and utilize tools for self-growth in technical skill development and engineering design thinking. Each semester of the course culminates in an event where students present what they've learned and use their robot to compete in a class minigame. Hands-on learning content in this course includes CAD modeling for laser cutting and 3D printing as well as introductory coding, mechanical and electronic systems, and light fabrication.

ROBOTICS II

Credit: 1.0  
Grade Level(s): 9th - 12th

- Prerequisites:
- Must have successfully completed *Robotics I*

**Description:** Robotics 2 is designed to deepen students understanding of the engineering design process and apply their knowledge of math, science, and engineering to real-world challenges. Through a combination of individual and team-based projects, students will develop innovative solutions to a variety of complex problems, building on skills introduced in Robotics 1. This course will emphasize in hands-on learning to enhance students creativity and problem-solving abilities. Students will explore, online CAD modeling, 3D printing, laser cutting, CNC machining, and machine learning.

HONORS PHYSICS

Credit: 1.0  
Grade Level(s): 11th -12th

- Prerequisites:
- Must have earned a "B-" or higher in the previous subject area course (or the equivalent)
  - Must have successfully completed *Biology, Chemistry, and Algebra II (or the equivalent)*
  - 3.0 unweighted core G.P.A.

**Description:** Physics provides a flat platform from which to develop high-order, critical thinking skills through problem-solving and physical analysis of common situations. Topics addressed in this course include kinematics, Newton's laws of motion, work, energy and power, momentum, and rotational and periodic motion. It makes connections between the concept of physics and a concrete world. Comparisons are often made to real-life examples, especially as they pertain to the world of athletics. The concepts introduced in Physics are reinforced with hands-on classroom activities and demonstrations, as well as formal labs. Integrated digital learning is used in the classroom in order to reinforce concepts. Together, these methods create a learning environment in which student-athletes develop valuable cognitive skills that enrich their understanding of the world around them

HONORS ANATOMY & PHYSIOLOGY

Credit: 1.0  
Grade Level(s): 11th - 12th

- Prerequisites:
- Must have successfully completed *Biology and Chemistry*
  - Must have earned a "B-" or higher in previous subject area course (or the equivalent)
  - 3.0 unweighted core G.P.A.

**Description:** Honors Anatomy and Physiology provides an in-depth exploration of the human body's structure and functions, offering students a comprehensive understanding of the intricate systems that sustain life. The Honors level is designed for motivated learners, the curriculum emphasizes critical thinking and analytical skills through hands-on activities, including detailed laboratory dissections and experiments. Students will study major body systems such as the skeletal, muscular, circulatory, nervous, and endocrine systems, examining their interdependence and physiological processes. The course integrates advanced concepts in biology and chemistry to explain cellular functions, tissue dynamics, homeostatic mechanisms, and the impact of diseases on body systems. This course is ideal for students considering careers in healthcare, biological sciences, or related fields, as it fosters a deeper appreciation for the complexity of human anatomy and physiology while cultivating scientific inquiry and problem-solving abilities.



AP BIOLOGY

Credit: 1.0  
Grade Level(s): 12th

**Prerequisites:**

- Must have earned a “B+” or higher in Biology and Chemistry (or the equivalent)
- 3.0 unweighted core G.P.A.
- Enrollees are required to complete a summer assignment prior to the first class meeting.

**Description:** The AP Biology course is designed to provide intensive preparation for the AP exam, with a primary focus on mastering the key concepts and skills necessary for success. The content begins with biochemistry, making a strong foundation in chemistry essential for understanding the biological processes that follow. Over the course of the year, students will explore eight units ranging from cell biology to genetics and natural selection, all aligned with the AP curriculum. The course emphasizes test-taking strategies, content review, and practice with AP-style questions to ensure students are thoroughly prepared for the exam. While laboratory experiences will supplement the theoretical content, the primary focus is on deepening understanding of the material through rigorous content review and exam practice. Strong analytical skills, problem-solving, and critical thinking are essential as students engage with challenging concepts and prepare for the AP test.
**\*\*\*SUCCESS IN THE CLASS WILL REQUIRE A SIGNIFICANT AMOUNT OF TIME OUTSIDE OF THE CLASSROOM.\*\*\***

AP CHEMISTRY

Credit: 1.0  
Grade Level(s): 12th

**Prerequisites:**

- Must have earned a “B+” or higher in Algebra II (or the equivalent)
- 3.0 unweighted core G.P.A.
- Enrollees are required to complete a summer assignment prior to the first class meeting.

**Description:** AP Chemistry is designed to be the equivalent of a general chemistry course taken within the first year of college. Student-athletes develop advanced inquiry and reasoning skills, apply mathematical routines, collect and analyze data, and connect concepts in and across multiple domains. Semester one begins with a short review of Chemistry I topics (matter, atoms, molecules, ions, and stoichiometry). Aqueous reactions and stoichiometry concepts are covered, along with periodicity, bonding, and molecular geometry concepts. Semester one concludes with intermolecular forces, gas laws, kinetics, and chemical and solubility equilibria concepts. Semester two begins with Acid-Base Equilibria and is followed by buffers and acid-base titrations, thermodynamics, and electrochemistry concepts.
**\*\*\*SUCCESS IN THE CLASS WILL REQUIRE A SIGNIFICANT AMOUNT OF TIME OUTSIDE OF THE CLASSROOM.\*\*\***

AP PHYSICS C: MECHANICS

Credit: 1.0  
Grade Level(s): 11th - 12th

**Prerequisites:**

- Must have earned a “B+” or higher in the previous Science and Math subject area courses (or the equivalent)
- Must have successfully completed Biology, Chemistry, and Pre-Calculus (or the equivalent)
- Required Co-requisite or successful completion of Calculus
- 3.0 unweighted core G.P.A.
- Enrollees are required to complete a summer assignment prior to the first class meeting.

**Description:** AP Physics C: Mechanics is a calculus-based, college-level physics course. As a result, students must be enrolled in Calculus or have taken it prior to this course. AP Physics covers kinematics; Newton’s laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. AP Physics C: Mechanics is a course designed to help students develop a deep understanding of the foundational principles that shape classical mechanics. By confronting complex physical situations or scenarios, students develop the ability to reason about physical phenomena using important science practices, such as creating and analyzing representations of physics scenarios, designing experiments, analyzing data, and using mathematics to model and solve problems. Unit assessments will model the AP exam that students are expected to take at the end of the year and consist of appropriately timed multiple choice and free response sections. This is a very challenging course due to the nature of the subject with a high level of academic rigor.
**\*\*\*THERE ARE REQUIRED OFFICE HOURS ATTENDANCE FOR THIS CLASS EACH SEMESTER—STUDENTS MUST ATTEND AT LEAST SIX (6) OFFICE HOURS SESSIONS PER SEVEN-WEEK PERIOD WITH THE INSTRUCTOR.\*\*\***

AP ENVIRONMENTAL SCIENCE

Credit: 1.0  
Grade Level(s): 11th - 12th

**Prerequisites:**

- Must have earned a “B+” or higher in the previous subject area course (or the equivalent)
- 3.0 unweighted core G.P.A.
- Enrollees are required to complete a summer assignment prior to the first class meeting.

**Description:** This course is the equivalent of a one-semester, introductory college course in environmental science. The goal of the AP Environmental Science course is to provide student-athletes with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving or preventing them.
**\*\*\*SUCCESS IN THE CLASS WILL REQUIRE A SIGNIFICANT AMOUNT OF TIME OUTSIDE OF THE CLASSROOM.\*\*\***



AP PSYCHOLOGY

Credit: 1.0  
Grade Level(s): 12th

- Prerequisites:**
- Must have earned a “B+” or higher in the previous subject area course (or the equivalent)
  - Must have successfully completed Biology (or the equivalent)
  - 3.0 unweighted core G.P.A.
  - Enrollees are required to complete a summer assignment prior to the first class meeting.

**Description:** Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You’ll examine the concepts of psychology through reading and discussion, and analyze data from psychological research studies. Concepts covered in this course include: Connecting psychological concepts and theories to real-life scenarios, understanding and interpreting data, and analyzing research studies in psychology. **\*\*\*SUCCESS IN THE CLASS WILL REQUIRE A SIGNIFICANT AMOUNT OF TIME OUTSIDE OF THE CLASSROOM.\*\*\***

END OF SCIENCE COURSES





# SOCIAL SCIENCE

## PROGRESSION:

### SOCIAL SCIENCE REQUIREMENTS: 3

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>COURSE OPTIONS</b>	WORLD GEOGRAPHY  HONORS WORLD GEOGRAPHY  AP HUMAN GEOGRAPHY	WORLD HISTORY  HONORS WORLD HISTORY  AP WORLD HISTORY	AMERICAN HISTORY  HONORS AMERICAN HISTORY  AP UNITED STATES HISTORY	ECONOMICS W/ FINANCIAL LITERACY .50  AMERICAN GOVERNMENT .50  LAW IN SOCIETY  HONORS LAW IN SOCIETY  POLITICS AND INTERNATIONAL RELATIONS  PSYCHOLOGY  AP EUROPEAN HISTORY  AP MACROECONOMICS .50  AP MICROECONOMICS .50
<b>REQUIRED CREDITS</b>	1	1	1	AS NEEDED



#### COLLEGE CREDIT OPPORTUNITIES

ECO 2021 Principles of Macroeconomics  
ECO 2023 Principles of Microeconomics  
PSY 2012 Introduction to Psychology  
Successfully pass AP Exam(s).

25  
26



WORLD GEOGRAPHY
Credit: 1.0  
Grade Level(s): 9th

**Prerequisites:**

- Must have successfully completed 8th grade subject area course (or the equivalent)

**Description:** This course addresses the utilization of physical and cultural perspectives to examine people, places, and environments at local, regional, national, and international levels. It examines the influence of geography on the events of the past and present with a focus on contemporary issues. Particular emphasis is placed on understanding and applying geographic concepts and skills to student-athletes’ daily lives.

HONORS WORLD GEOGRAPHY
Credit: 1.0  
Grade Level(s): 9th

**Prerequisites:**

- Must have earned a “B-” or higher in the previous subject area (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** Honors World Geography is a unit-based course that covers major political, social, cultural, economic, and technological themes of different regions in the world. It builds an understanding of physical and human geography, diverse cultures, and how people react to their environment, society, and lifestyle. This information is conveyed through critical thinking and problem-solving experiences, the use of map skills, and collaborative learning tasks. Real-world applications and connections are included and are based on units of study. This course focuses heavily on the synthesis of information in the form of DBQs, along with primary and secondary sources. Student-athletes are required to demonstrate higher-level thinking and advanced writing skills. The course is challenging and demanding; therefore, commitment is essential for success. It moves at a more accelerated pace; therefore, student-athletes must maintain a high level of performance and submit all assignments in a timely manner. **Reading:** Geography The Human and Physical World: McGraw Hill

AP HUMAN GEOGRAPHY
Credit: 1.0  
Grade Level(s): 9th

**Prerequisites:**

- Must have earned a “B+” or higher in previous subject area course (or the equivalent)
- 3.0 unweighted core G.P.A.
- Enrollees are required to complete a summer assignment prior to the first class meeting.

**Description:** The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. It employs spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. The methods and tools geographers use in their research and applications are employed, and the curriculum reflects the goals of the National Geography Standards (2022).

WORLD HISTORY
Credit: 1.0  
Grade Level(s): 10th

**Prerequisites:** None
**Description:** This survey course explores the key events and global historical developments that have shaped today’s world. It addresses all aspects of human experience: economics, science, religion, philosophy, politics & law, military conflict literature & the arts. Additionally, the course identifies patterns of behavior, documents historical trends and themes, explores historical movements and concepts, and tests theories. The primary and secondary source material is used to enhance the skills of reading for comprehension and critical analysis; summarizing, categorizing, comparing, and evaluating information; writing clearly and convincingly; expressing facts and opinions orally; and using technology appropriately to present information. Opportunities are provided for using graphs, charts and tables to analyze and interpret the global impact of historical events.

HONORS WORLD HISTORY
Credit: 1.0  
Grade Level(s): 10th

**Prerequisites:**

- Must have earned a “B-” or higher in the previous subject area course (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** Although it covers the same concepts and skills as those identified in the World History description, this course offers greater depth and complexity and moves at an accelerated pace. It demands the highest level of participation, effort, and quality. The rigorous curriculum stresses concept development and typically places emphasis on independent study, critical thinking, and student research. The effective use of creativity, collaboration, independent analysis, leadership, and highly developed intellectual skills is required.



AP WORLD HISTORY

Credit: 1.0  
Grade Level(s): 10th

- Prerequisites:**
- Must have earned a “B+” or higher in the previous subject area course (or the equivalent)
  - 3.0 unweighted core G.P.A.
  - Enrollees are required to complete a summer assignment prior to the first class meeting.

**Description:** AP World History takes a global approach to the voluminous history of the human world through five major themes: interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and conflict creation, expansion, and interaction of economic systems; and development and transformation of social structures. Expectations include the mastery of historical knowledge and critical thinking skills needed to evaluate historical evidence, the ability to compare development in different regions and time periods, and the development of a coherent worldview of our past. Learning involves the analysis of patterns of change and continuity over time
\*\*\*WORK OUTSIDE OF THE CLASSROOM IS EXPECTED\*\*\*

AMERICAN HISTORY

Credit: 1.0  
Grade Level(s): 11th

**Prerequisites:** None

**Description:** This course surveys United States history by themes, from its discovery to the present day, and focuses on the analysis of significant political, socioeconomic, and cultural developments in American History. Ideas and institutions are evaluated in relation to global history, including perspectives in the context of social, political, religious, and intellectual traditions. Writing assignments and collaborative peer interaction provide opportunities to demonstrate an understanding of how the past relates to the present and future.

HONORS AMERICAN HISTORY

Credit: 1.0  
Grade Level(s): 11th

- Prerequisites:**
- Must have earned a “B-” or higher in the previous subject area course (or the equivalent)
  - 3.0 unweighted core G.P.A.

**Description:** This honors-level course is designed for the highly motivated learner with demonstrated proficiency for social scientific thinking. It offers greater depth and complexity than the general level course and moves at an accelerated pace. It covers major political, social, cultural, economic and technological themes of periods in America's past.

AP UNITED STATES HISTORY

Credit: 1.0  
Grade Level(s): 11th

- Prerequisites:**
- Must have earned a “B+” or higher in the previous subject area course (or the equivalent)
  - 3.0 unweighted core G.P.A.
  - Enrollees are required to complete a summer assignment prior to the first class meeting.

**Description:** APUSH explores U.S. history from 1491 to the present, covering political, social, economic, and cultural developments. Students will analyze historical periods, complete writing assignments modeled after College Board prompts, and prepare for the AP exam in May, with opportunities to earn college credit for qualifying scores. The course emphasizes critical reading, annotation, and reflection, with unit exams, quizzes, and study guides to support comprehension and skill-building. By developing writing and analytical abilities, students gain valuable preparation for college and careers in fields such as law, journalism, research, and public policy.

\*\*\*SUCCESS IN THE CLASS WILL REQUIRE A SIGNIFICANT AMOUNT OF TIME OUTSIDE OF THE CLASSROOM.\*\*\*

ECONOMICS W/ FINANCIAL LITERACY

Credit: .50  
Grade Level(s): 12th

**Prerequisites:** None

**Description:** This engaging, immersion course introduces the manner in which individuals and nations make choices regarding the effective and ineffective use of scarce resources. It requires the application of basic principles and theories to practical simulations and relevant real-life case studies. Objectives focus on scarcity and opportunity cost, economic systems, the US free enterprise system, supply and demand (microeconomics), International Trade (macroeconomics), business structures, and personal finance. Additionally, it provides an introduction to the advanced study of microeconomics and macroeconomics. Students will also participate in Financial Literacy sessions hosted by Merrill Lynch staff.

AMERICAN GOVERNMENT

Credit: .50  
Grade Level(s): 12th

**Prerequisites:** None

**Description:** American Government introduces students to the origins, structure, and principles of the U.S. government, focusing on the Constitution as the blueprint for American policy. Students will explore topics such as federalism, the social contract, and the historical roots of democracy while critically analyzing how government and politics intersect to shape national policies. Assessments include research, writing, and projects on foundational government concepts, the Constitution, and the balance of federal and state powers. This course builds essential civic literacy, critical thinking, and communication skills, preparing students for future success in college, law, public policy, or government-related careers.



### LAW IN SOCIETY

Credit: 1.0  
Grade Level(s): 12th

**Prerequisites:** None

**Description:** This course provides practical information and problem-solving opportunities that build the knowledge and skills base necessary for success in our law-oriented society. We will cover the basics of the courses that first-year law school students learn, including but not limited to Law & Justice, Constitutional Law, Criminal Law, Tort Law, Contract Law, Property Law, Family Law, and Equal Protection. The actual list of topics will be outlined in the course syllabus and may vary based on instructional focus for a particular semester.

The course includes case studies, moot courts, role-plays, small group exercises, and visual analysis activities. Students are required to engage in rigorous and complex higher order thinking that is demonstrated through both traditional and alternative forms of assessment.

### HONORS LAW IN SOCIETY

Credit: 1.0  
Grade Level(s): 12th

**Prerequisites:**

- Must have earned a "B-" or higher in the previous subject area course (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** This course provides practical information and problem-solving opportunities that build the knowledge and skills base necessary for success in our law-oriented society. We will cover the basics of the courses that first-year law school students learn, including but not limited to Law & Justice, Constitutional Law, Criminal Law, Tort Law, Contract Law, Property Law, Family Law, and Equal Protection. The actual list of topics will be outlined in the course syllabus and may vary based on instructional focus for a particular semester. The course includes similar case studies, moot courts, role-plays, small group exercises, and visual analysis activities that are provided in the standard Law in Society course. Students will also be required to engage in an in-depth Mock Trial packet which will allow them to apply their skills at a greater level by having them prepare and deliver direct examination, cross-examination, opening and closing statements as if in a formal courtroom setting. Students are required to engage in rigorous and complex higher order thinking that is demonstrated through both traditional and alternative forms of assessment.

**Participation in a local high school Mock Trial Competition required.**

### POLITICS AND INTERNATIONAL RELATIONS

Credit: 1.0  
Grade Level(s): 12th

**Prerequisites:** None

**Description:** This course offers students an in-depth exploration of the U.S. government and its role in shaping the modern international order. Students will examine the structure and functions of the federal government, including the legislative, executive, and judicial branches, as well as the constitutional principles that underpin the American political system.

Building on this foundation, the course will investigate the U.S.'s role in international relations, with a focus on key modern conflicts and global challenges. Topics will include the rise of international organizations, U.S. foreign policy strategies, and the nation's involvement in conflicts such as the Cold War, the wars in Iraq and Afghanistan, and the ongoing challenges in the Middle East, Eastern Europe, and Asia.

### PSYCHOLOGY

Credit: 1.0  
Grade Level(s): 12th

**Prerequisites:** None

**Description:** Psychology is a course designed to introduce the basic principles upon which Psychology is built. Students will learn the science of psychology and consequently understand more about themselves and human behaviors. This course takes a holistic approach to fostering an understanding of human behavior and mental processes. Students will explore major fields of psychology including the history of psychology, psychological research methods, biological foundations of behavior, states of consciousness, cognitive psychology, learning, memory, social psychology, and abnormal psychology. The course illustrates substantial diversity within the field of psychology and society as a whole by presenting material that reflects the discipline's increasing concern with cultural, gender, racial, and ethical issues. Students will participate in experiments, work collaboratively, create projects, orally present their opinions, write essays, conduct research, and learn to apply psychology concepts in their daily lives.

### AP EUROPEAN HISTORY

Credit: 1.0  
Grade Level(s): 12th

**Prerequisites:**

- Must have earned a "B+" or higher in the previous subject area course (or the equivalent)
- 3.0 unweighted core G.P.A.
- Enrollees are required to complete a summer assignment prior to the first class meeting.

**Description:** The study of European history since 1450 introduces the cultural, economic, political, and social developments that played a fundamental role in shaping today's world. Without this knowledge, learners would have no context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.



### AP MACRO & MICRO ECONOMICS



Credit: .50 H.S. per course | 3.0 Credit Hours  
Grade Level(s): 11th, 12th, PG

#### Prerequisites:

- Must have earned a "B+" or higher in the previous subject area course (or the equivalent)
- Must have successfully completed Algebra II (or the equivalent)
- 3.0 unweighted core G.P.A.

Highly recommended that students have taken at least one AP course **prior** to taking AP Micro or AP Macro.

**Description:** AP Micro and Macro Economics are both college-level courses that introduces students to the principles that apply to an economic system as a whole. AP Macroeconomics places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to individual decision makers, both consumers and producers, within the economic system. The course emphasizes the analysis of product and factor markets, exploring how prices and quantities are determined in these markets. It also examines the role of government in promoting efficiency and equity through policies that address market failures and income distribution. Students learn to use graphs, charts, and data to analyze, describe, and explain key microeconomic concepts. Students will be expected to sit in good faith for the two (2) separate AP exams for each course. **AP MICRO AND AP MACRO ARE TWO 1-SEMESTER COURSES TAKEN CONSECUTIVELY FOR A 1-YEAR STUDY OF ECONOMICS AND 1 FULL HIGH SCHOOL CREDIT.**

### Dual Enrollment

**\*\*Please see your Academic College Counselor for NCAA eligibility for Dual Enrollment Courses\*\***

### DE: ECO 2021 - PRINCIPLES OF MACRO ECONOMICS



Credit: .50 H.S. | 3.0 Credit Hours  
Grade Level(s): 11th, 12th, PG

#### Prerequisites:



- 3.0 unweighted GPA
- Minimum standardized college placement or readiness score. (See pg.6 for qualifying score chart)

**Description:** This course introduces students to the core principles of macroeconomics, focusing on the structure and performance of the global economy, with special attention to the U.S. economy. Students will explore demand and supply analysis, key economic indicators such as GDP, inflation, and employment, and the factors driving economic growth and business cycle fluctuations.

Core topics include the key principles of economics, Opportunity cost, Scarcity, fiscal and monetary policy, and the economy at full employment. We will also be analyzing how these indicators impact both domestic and global economic performance. In addition to studying fundamental economic concepts, students will engage in class discussions and prepare briefings on current economic events, applying theoretical frameworks to real-world issues.

### DE: ECO 2023 - PRINCIPLES OF MICRO ECONOMICS



Credit: .50 H.S. | 3.0 Credit Hours  
Grade Level(s): 11th, 12th, PG

#### Prerequisites:



- 3.0 unweighted GPA
- Minimum standardized college placement or readiness score. (See pg. 6 for qualifying score chart)
- Must have earned a grade of "C" or higher in ECO 2021, as evidenced by an official transcript from an accredited institution

**OR**

Successfully obtain a "C" or higher in AP Macroeconomics **AND** pass the corresponding AP Macroeconomics exam with a three (3) or higher

**Description:** This course provides students with a foundational understanding of key economic principles, empowering them to analyze the behavior of individuals and organizations in various markets. Microeconomics examines how consumers and producers make decisions, the dynamics of supply and demand, and the functioning of markets for goods and services. Students will explore the roles of entrepreneurs, businesses, and government in shaping and regulating markets, as well as evaluate the effectiveness of markets and public policies in delivering goods and services.

Core topics include Elasticity, Market Efficiency, Consumer Choice, Perfect Competition, Monopoly and Oligopoly markets. By the end of the course, students will be equipped to apply economic principles to personal decisions, professional challenges, business strategies, and public policy analysis. In addition, students will engage in class discussions and prepare briefings on current economic events.

### DE: PSY 2012 - INTRODUCTION TO PSYCHOLOGY



Credit: .50 H.S. | 3.0 Credit Hours  
Grade Level(s): 11th, 12th, PG

#### Prerequisites:

- 3.0 unweighted GPA
- Minimum standardized college placement or readiness score. (See pg.6 for qualifying score chart)



**Description:** This course introduces the scientific study of human behavior and mental processes, exploring how individuals think, learn, and adapt to their environments. Topics include brain function and the nervous system, sensation and perception, learning and memory, motivation and emotion, personality, psychological disorders, and the impact of social and cultural influences.

Students will analyze psychological research, engage in critical discussions, and apply key concepts to real-world scenarios. This course fulfills both high school and college credit requirements and provides a strong foundation for further study in psychology and related fields.

END OF SOCIAL SCIENCE COURSES





# WORLD LANGUAGE

## PROGRESSION:

### WORLD LANGUAGE REQUIREMENTS: 2

	YEAR 1 GRADE 8 or 9	YEAR 2 GRADE 10	YEAR 3 GRADE 11	YEAR 4 GRADE 12
COURSE OPTIONS	SPANISH I FRENCH I	SPANISH II HONORS SPANISH II  FRENCH II HONORS FRENCH II  AP SPANISH LANGUAGE AND CULTURE	SPANISH III HONORS SPANISH III  FRENCH III HONORS FRENCH III  AP SPANISH LANGUAGE AND CULTURE	SPANISH IV  HONORS SPANISH IV  HONORS SPANISH IV FOR NATIVE SPEAKERS  HONORS FRENCH IV
REQUIRED CREDITS	2 CREDITS			

### FLORIDA SEAL OF BILITERACY OVERVIEW

The Seal of Biliteracy is awarded to students who earn a diploma with 4 years of HS English classes, four (4) of the same World Language course, a cumulative 3.0 GPA, and the following requirements:



#### GOLD SEAL:

AP EXAM RESULTS = 4+  
OR  
STAMPS TEST RESULTS = ADVANCE LOW +  
OR  
IB LANGUAGE EXAM = 5+



#### SILVER:

AP EXAM RESULTS = 3+  
OR  
STAMPS TEST RESULTS = INTERMEDIATE MID. +  
OR  
IB LANGUAGE EXAM = 4+

# 25 26



# WORLD LANGUAGE

## SPANISH

### SPANISH I

Credit: 1.0

Grade Level(s): 8th - 12th

**Pre-Requisite:** None

**Description:** Spanish I offers a comprehensive approach by integrating listening, reading, writing, and speaking skills. The course emphasizes active learning, fostering the development of both oral and written proficiency. Student-athletes engage in meaningful conversations, gradually building their ability to write clear and concise sentences to describe everyday situations and personal experiences. Through an array of diverse materials—including articles, documents, and videos—students are exposed not only to the Spanish language but also to the vibrant cultural traditions and history of the Hispanic world. This dynamic curriculum ensures a well-rounded foundation in language acquisition, while enriching students' global perspective.

### SPANISH II

Credit: 1.0

Grade Level(s): 8th - 12th

**Pre-Requisite:**

- Must have successfully completed Spanish I (or equivalent)

**Description:** Spanish 2 is for students who learned the foundations of language in Spanish 1. After a quick review of Spanish 1 concepts, Spanish 2 students learn how to communicate with their classmates and teacher in Spanish. The course is organized around the following themes: School, extra-curricular activities, daily routines, around town, shopping, childhood, and storytelling. Students learn vocabulary and grammar concepts that enable them to write, present, and read in Spanish. Projects, online resources, and notes are all essential components of this course. This course prepares students to take Spanish 3.

### HONORS SPANISH II

Credit: 1.0

Grade Level(s): 8th - 12th

**Pre-Requisite:**

- Must have earned an "B-" or higher in Spanish I (or the equivalent)
- 3.0 unweighted core G.P.A

**Description:** Spanish II Honors is an intermediate-level course that challenges student-athletes to communicate effectively regarding many aspects of daily life. After a quick review of content covered in Spanish I, learners apply Spanish I material in more elaborate contexts, describe past events, and talk about the future. The four skills: listening, speaking, reading, and writing, are reinforced as student-athletes increase their understanding of the culture of the Spanish-speaking world and advance proficiency. The seriousness of purpose, consistency, active class participation, correct pronunciation, and additional study outside of class are crucial components for success in this course. **\*\*\*This course is conducted 90% in Spanish.**

### SPANISH III

Credit: 1.0

Grade Level(s): 9th - 12th

**Pre-Requisite:**

- Must have successfully completed Spanish II (or the equivalent)

**Description:** Spanish III is a mildly advanced course designed to build on student-athletes' previous experience in Spanish. The curriculum focuses on reviewing essential concepts to enhance students' ability to communicate across a variety of topics, narrate experiences, and describe events in greater detail. Students will navigate moderately complex situations while improving their grammar and vocabulary accuracy. This course emphasizes vocabulary expansion, the introduction of more complex grammatical structures, and project-based learning activities that engage students in practical applications of the language. While conversational skills are a key focus, language proficiency is also evaluated through reading, writing, and listening exercises. **More than half of the course instruction is conducted in Spanish, immersing students in the language and fostering a deeper understanding.**

### HONORS SPANISH III

Credit: 1.0

Grade Level(s): 9th - 12th

**Pre-Requisite:**

- Must have earned an "B-" or higher in the previous subject area course (or the equivalent) and a 3.0 unweighted core G.P.A
- Must have successfully completed Spanish II (or the equivalent); **Strongly recommend successful completion of Spanish II Honors**

**Description:** Honors Spanish III is an honors-level course designed to build on student-athletes' previous experience in Spanish. The curriculum is designed to add depth and complexity to the foundational skills acquired in previous courses. The course focuses on expanding vocabulary, learning more complex grammatical structures, and deepening their cultural perspectives of Spanish-speaking cultures. While this class emphasizes conversational and presentational skills, language proficiency is also assessed through reading, writing, and listening. **This course is conducted 90% in Spanish.**



# WORLD LANGUAGE

## SPANISH

### SPANISH IV

Credit: 1.0

Grade Level(s): 9th - 12th

#### Pre-Requisite:

- Must have successfully completed Spanish III (or the equivalent)
- 3.0 unweighted core G.P.A

**Description:** Spanish IV will expand language communication skills and cultural understanding. The curriculum is designed to add depth and complexity to the foundational skills acquired in previous courses. Students will advance their listening, reading, speaking, and writing skills and delve into more complex topics. This course covers themes such as wellness, outdoor adventures, competitions and training, exercise and nutrition, personal relationships, and future endeavors. Each of the thematic units equips students to respond to actual situations that may occur in their daily lives. Culturally, students will explore historic events, holidays, traditions, famous landmarks, and current events in the Spanish-speaking world. Students will be assessed through a combination of traditional assessments and project-based learning. **This course is frequently conducted in Spanish.**

### HONORS SPANISH IV

Credit: 1.0

Grade Level(s): 9th - 12th

#### Pre-Requisite:

- Must have earned an "B-" or higher in Spanish III (or the equivalent); **Highly recommended successful completion of Honors Spanish III**
- 3.0 unweighted core G.P.A

**Description:** Honors Spanish 4 is intended for students who have attained Intermediate Mid proficiency (B1 DELE level) or have completed previous honors level coursework in Spanish. As we work towards Intermediate High proficiency (B2 DELE level), the course will build upon students' mastery of single clause expression and previous exposure to dual clause constructions. Students will learn how to express cause and effect, give advice, express their will, emotions and opinions as well as speculate about hypothetical situations with more complex communicative structures. In doing so, students will be able to communicate in all the major tenses, using multiple tenses simultaneously, and distinguish between formal and informal registers. At this level, students also transition to long form writing using advanced transitions for the purpose of making comparisons, explaining an argument, and offering opinion or advice. Grammar and vocabulary are taught within an authentic context to refine accuracy in preparation for AP Spanish Language & Culture.

Conversations about grammar will focus on the purpose of language structures and empower students to independently evaluate and make language choices that most precisely communicate their intent. These skills will be developed and assessed through three modes: interpretive, interpersonal, and presentational. Students will explore language through history, literature, art and varying cultural contexts of the Spanish speaking world. The expectation is that students are engaged and motivated learners with an excellent work ethic. **Students must possess the ability to work independently in and out of class in the target language.**

### HONORS SPANISH IV FOR NATIVE SPEAKERS

Credit: 1.0

Grade Level(s): 10th - 12th

**Pre-Requisite:** Must be a native Spanish speaker.

**Description:** This course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real life situations and is taught exclusively in Spanish. Students engage in the exploration of culture in both contemporary and historical contexts by developing awareness and appreciation of cultural products, practices, and perspectives. The course is structured around thematic units. The course prepares students for the Advanced Placement (AP) Spanish Language and Culture course. This course is designed for heritage/native-speaking students. This course content will prepare students to take the assessment for the Seal of Biliteracy endorsement which appears on their diploma and transcript upon graduation.

### AP SPANISH LANGUAGE AND CULTURE

Credit: 1.0

Grade Level(s): 10th - 12th

#### Prerequisites:

- Must have earned a "B+" or higher in Honors Spanish IV or Honors Spanish IV for Native Speakers (or the equivalent)
- 3.0 unweighted core G.P.A.
- Enrollees are required to complete a summer assignment prior to the first class meeting.

**Description:** AP Spanish Language and Culture is an immersion course for disciplined students who can debate, converse, present and read in Spanish. This is a college-level course that has daily homework, presentations, tests, and essays. Students must be able to interpret podcasts, movies, statistical data, and articles. They learn about the practices and perspectives of the Spanish-speaking world by reading and listening to sources that examine public and private identities, social media usage, beauty standards, scientific discoveries and contemporary issues. Students also prepare to take the AP Spanish and Culture Exam throughout this course. By the end of the course, they will be able write a timed formal email and an argumentative essay. They will also be able to have an impromptu conversation and make an evidence based cultural comparison.

**\*\*\*In order to cover the breadth of this course, students are required to attend three (3) evening review sessions held at the school.**



# WORLD LANGUAGE

## FRENCH

### FRENCH I

Credit: 1.0  
Grade Level(s): 8th - 12th

**Pre-Requisite:** None

**Description:** Description: Students learn the basics of French. Student-athletes will explore the sounds and diphthongs that will allow them to read, write and speak. Students will communicate in settings such as restaurants, meeting new people, weather, hobbies, daily life, and sports. Additionally, they learn French customs, traditions, and grammar which are essential components language learning.

### FRENCH II

Credit: 1.0  
Grade Level(s): 8th - 12th

**Pre-Requisite:**

- Must have successfully completed French I (or the equivalent)

**Description:** French II is an intermediate-level course that helps student-athletes communicate and express themselves effectively in many aspects of daily life. After reviewing the concepts of French I, the learners will be able to apply French level II material in more communicative contexts, describe past events, and talk about the future. The four skills: listening, speaking, reading, and writing, will be reinforced as student-athletes continue to build on their understanding of the cultures of the French-speaking world.

\*\*\*This course is frequently conducted in French.\*\*\*

### FRENCH III

Credit: 1.0  
Grade Level(s): 9th - 12th

**Pre-Requisite:**

- Must have successfully completed French II (or the equivalent)

**Description:** Description: This course is a level 3 study of French and Francophone cultures. In this course, students deepen their focus on four key skills in world language acquisition: listening comprehension, speaking, reading, and writing. Throughout the year, student-athletes will have lessons focused on speaking and developing fluency through reviewing and learning new grammar concepts through instructor lessons and online learning practices. Students-athletes continue learning new vocabulary with each lesson divided by themes. Interactive games, reading, listening, and speaking reinforce the lessons. A variety of resources are incorporated within lessons, such as videos, articles, and websites. \*\*\*This course is mainly conducted in French.\*\*\*

### HONORS FRENCH III

Credit: 1.0  
Grade Level(s): 9th - 12th

**Prerequisites:**

- Must have earned a "B-" or higher in French II (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** This course is an honors-level study of French and Francophone cultures. Student-athletes develop reading, writing, listening comprehension, and speaking through interpersonal, interpretive, and presentational activities. Throughout the year, student-athletes discover products, perspectives, and practices from the French-speaking world. The instructor uses critical thinking activities to help student-athletes recognize and experience culture and language. Group activities include dialogues, role-play, digital presentations, and ongoing questions/answers in French in order to improve fluency. A variety of resources are incorporated, such as literature excerpts, DVDs, news articles, and websites. \*\*\*This course is mainly conducted in French.\*\*\*

### HONORS FRENCH IV

Credit: 1.0  
Grade Level(s): 9th - 12th

**Prerequisites:**

- Must have earned a "B-" or higher in French III (or the equivalent)
- 3.0 unweighted core G.P.A.

**Description:** This course is an advanced honors study of French and Francophone cultures. Student-athletes refine language skills needed to advance to the next level of proficiency. They communicate in French during each class as they study a variety of units that explore different communicative topics. Throughout the year, the student-athletes discover important aspects of the French language and culture. Thematic chapters and grammatical concepts are reinforced with the three modes of communication: interpretive, interpersonal, and presentational. This course incorporates literature, extensive writing, and improvisational and presentational speaking. The course provides students the opportunity to advance their French language skills and improve their proficiency in both the language and in their cultural competency. Native French speakers may take as an elective if they have fulfilled their graduation requirements for world language. \*\*\*This is an immersion course conducted completely in French.\*\*\*

END OF WORLD LANGUAGE COURSES





# FINE ARTS

## PROGRESSION:

FINE ARTS REQUIREMENTS: 1

	YEAR 1 GRADE 9	YEAR 2 GRADE 10	YEARS 3 & 4 GRADES 11 OR 12
COURSE OPTIONS	2D ART FOUNDATIONS I - .50		
	2D ART FOUNDATIONS II - .50		
	PHOTOGRAPHY & GRAPHIC DESIGN - .50		
		CERAMICS I - .50	
		CERAMICS II - .50	
		PERFORMING ARTS	
		HONORS INTERDISCIPLINARY ART	
		AP 2D DESIGN	
3D DESIGN			
REQUIRED CREDITS	1 CREDIT		



### COLLEGE CREDIT OPPORTUNITIES

Successfully pass 2D Design AP Exam.

25  
26



# FINE ARTS

## 2D ART FOUNDATIONS I: DRAWING, PRINCIPLES OF DESIGN, AND PHOTOSHOP

Credit: .50  
Grade Level(s): 9th - 12th

**Prerequisites:** None

\*\*\*THIS COURSE DOES NOT FULFILL AN ACADEMIC ELECTIVE REQUIREMENT.\*\*\*

**Description:** 2D Art Foundations introduces students to key concepts and techniques relevant to critically engage within the art discipline. Through a series of guided investigations and a survey of pertinent art historical movements, students examine formal, creative, and conceptual aspects of art. Designed principally for students with little or no experience, students learn to create, interpret and evaluate works of art. Art Foundations is a studio course that provides students hands-on access to materials and methods necessary to visually communicate ideas relevant to creative processes and artistic thinking. This course will expose the student to a number of traditional skills and ideas that have occupied artists throughout history. The class involves drawing from direct observation with an emphasis on space, volume, linear and free hand perspective, and other basic techniques and concepts. Students work in graphite, ink and pastel on a variety of papers from still-life, landscape and self-portraiture. Students will continue by exploring how to use Adobe Photoshop for the creation, manipulation and critical interpretations of graphic and photographic art making. Includes input and output of digital work as it applies to art.

## 2D ART FOUNDATIONS II: PAINTING & PRINTMAKING

Credit: .50  
Grade Level(s): 9th - 12th

**Prerequisites:** None

\*\*\*THIS COURSE DOES NOT FULFILL AN ACADEMIC ELECTIVE REQUIREMENT.\*\*\*

**Description:** 2D Art Foundations 2 introduces students to key concepts and techniques relevant to critically engage within the art discipline. Through a series of guided investigations and a survey of pertinent art historical movements, students examine formal, creative, and conceptual aspects of art. Designed principally for students with little or no experience, students learn to create, interpret and evaluate works of art. Art Foundations is a studio course that provides students hands-on access to materials and methods necessary to visually communicate ideas relevant to creative processes and artistic thinking. This introductory course is designed for students who have minimal painting experience. Students will learn the basics of handling acrylic and watercolor paint, brushes and other means of medium transfers and will explore a variety of techniques and subject matter such as landscape, self-portraiture, and abstraction. The course will further introduce students to the application processes involved in the intaglio, dry point and monotype printmaking methods. Students will learn the basics of using oil-based inks, a printing press and oil paint to create one-of-a-kind monotypes.

## PHOTOGRAPHY & GRAPHIC DESIGN

Credit: .50  
Grade Level(s): 9th - 12th

**Prerequisites:** None

\*\*\*THIS COURSE DOES NOT FULFILL AN ACADEMIC ELECTIVE REQUIREMENT.\*\*\*

**Description:** This digital studio course blends art and technology to offer students hands-on experience using photography and design as creative processes in communication and critical thinking. Through a series of guided camera workshops and projects, students explore various methods to shoot, edit and combine their own photos with typography, symbols, and graphics for visual expression in digital and print media. Designed principally for learners with little or no experience, students are introduced to advanced digital camera and lens systems along with elements of Adobe Photoshop, Illustrator, and InDesign. No prior experience in art is required. Cameras and lenses will be provided.

## HONORS INTERDISCIPLINARY ART

Credit: 1.0  
Grade Level(s): 10th - 12th

**Prerequisites:**

- Highly recommended: Successful completion of at least one foundational visual arts course (e.g., Studio Art or Drawing & Painting) (or the equivalent) with a grade of "B" or higher
- 3.0 unweighted core G.P.A.

**Description:** Designed to inform and inspire innovative experimentation in the area of the Interdisciplinary Arts, this course provides the opportunity to develop expertise in areas spanning written, visual, performance, sound, video, digital, and technological arts while responding to the constantly evolving world of contemporary art practice. The course involves combining knowledge from multiple disciplines and other educational findings through research, critical thinking, participatory, collaborative, and team-teaching educational approaches that will result in experiencing new processes and modes of artistic and intellectual expression. This course provides a shared commitment to critical thinking, and participatory and collaborative education.



# FINE ARTS

## CERAMICS I

Credit: .50

Grade Level(s): 10th - 12th

**Prerequisites:** None

\*\*\*THIS COURSE DOES NOT FULFILL AN ACADEMIC ELECTIVE REQUIREMENT.\*\*\*

**Description:** Ceramics 1 is an introduction to the fundamentals of wheel-throwing. From centering on the wheel, to shaping objects, trimming and surface design, students will have an in-depth exploration of creating functional ceramic forms. At the end of the semester, students will be able to take home bowls, plates, vases and coffee mugs. No prior experience in art is required.

**Learning experiences:** This is a hands-on studio course. All work is created in class. The teacher will provide live demonstrations on a regular basis and expect students to participate in discussions. The class is limited to 12 students, working in pairs on the wheels.

**Assessments:** Sustained Portfolio Projects (6), Short In-class Assignments (2), Studio Practice (4), Vocabulary Quiz (1).

Successful students will be motivated to use in-class time to physically work, have good time management skills and not be afraid to get dirty. \*\*\*Students who travel will be required to utilize office hours to make up assignments.\*\*\*

## CERAMICS II

Credit: .50

Grade Level(s): 10th - 12th

**Prerequisites:**

- Must have successfully completed Ceramics I (or the equivalent)

\*\*\*THIS COURSE DOES NOT FULFILL AN ACADEMIC ELECTIVE REQUIREMENT.\*\*\*

**Description:** Ceramics 2 is an in-depth exploration into the art of wheel-throwing. Students will explore advanced techniques such as: mastering ceramic sets, pulling handles, lids and jars, teapots, surface carving and advanced glazing techniques. Emphasis on detailed execution, craftsmanship and mastery of form will be expected.

**Learning experiences:** This is a hands-on studio course. All work is created in class. The teacher will provide live demonstrations on a regular basis and expect students to participate in discussions. **Class is limited to 12 students**, working in pairs on the wheel.

**Assessments:** Sustained Portfolio Projects (6), Short In-class Assignments (2), Studio Practice (4), Vocabulary Quiz (1).

Successful students will be motivated to use in-class time to physically work, have good time management skills and not be afraid to get dirty. \*\*\*Students who travel will be required to utilize office hours to make up assignments.\*\*\*

## PERFORMING ARTS

Credit: 1.0

Grade Level(s): 10th - 12th

**Prerequisites:** None

\*\*\*THIS COURSE DOES NOT FULFILL AN ACADEMIC ELECTIVE REQUIREMENT.\*\*\*

**Description:** Performative Arts will focus on skills including understanding blocking, cues, curtain, and lighting as well as set design and creation through painting and modeling. Students will be incorporating technical aspects like video and audio recording and making music and visuals part of a performance in order to enhance students' individual and team performance abilities. Students will collaborate in an original written, directed, and produced performance of their choosing. Performative Arts will include inter-departmental and cross-disciplinary opportunities by working with the English department and utilizing the studio space for production and recording.

## 3D DESIGN

Credit: 1.0

Grade Level(s): 11th - 12th

**Prerequisites:** None

\*\*\*THIS COURSE DOES NOT FULFILL AN ACADEMIC ELECTIVE REQUIREMENT.\*\*\*

**Description:** This studio course introduces key concepts and techniques relevant to critically engaging within three-dimensional disciplines. Through a series of guided investigations and a survey of historical movements and new technologies, it examines technical, creative, and conceptual aspects of construction, carving, casting, and building with varied materials. Designed principally for learners with little or no experience, students learn to create, interpret and evaluate sculptural works of art and also get the chance to work with traditional processes in wood, plaster, and clay along with new tools such as CAD for 3D printing, laser cutting, and CNC routing.

## AP 2D DESIGN

Credit: 1.0

Grade Level(s): 11th - 12th

**Prerequisites:**

- Must have earned a "B+" or higher in a previous Art based course (or the equivalent) and a 3.0 unweighted core G.P.A.
- Highly recommended for student to possess strong technical skill and creative potential

**Description:** Designed to encourage serious artistic development, this course expands on skills gained in Art Foundations, or equivalent introductory art courses, while emphasizing the practical applications of artistic pursuits. It emphasizes independent work and learning how to generate ideas, documenting progress and completed work. Throughout the year, three portfolios are generated for AP College Board evaluation. The first portfolio consists of twelve works demonstrating mastery of formal comprehension and skills. The second consists of twelve similar works exploring a common theme or aesthetic. The third includes five original works taken from the two previously mentioned portfolios and seeks to demonstrate quality. This first portfolio of five is packaged and sent to the AP College Board for closer inspection. \*\*\*Sketchbooks are kept and require three to four hours a week outside of class in order to complete the necessary work.\*\*\*





# ELECTIVES

## PROGRESSION:

REQUIREMENTS: 3 ACADEMIC ELECTIVES + 2 ADDITIONAL COURSES

	YEAR 1 GRADE 9	YEAR 2 GRADE 10	YEAR 3 GRADE 11	YEAR 4 GRADE 12
COURSE OPTIONS	EXECUTIVE SHADOW I - .50			
	HEALTH AND WELLNESS - .50			
	INTRODUCTION TO MEDIA BROADCASTING			
		AP SEMINAR		
			AP RESEARCH	
REQUIRED CREDITS	MEDIA BROADCASTING II			
	2 CREDITS			

These courses are not NCAA core courses. See Academic College Counselor for additional details.



### COLLEGE CREDIT OPPORTUNITIES

GEB 1011 - Introduction to Business

MAN 3240 - Organizational Behavior and Management

SLS 1204 - Becoming Your Personal Best; Life Lessons from Olympians and Paralympians

SLS1301 - Career Readiness

SPB 2001 - Recreation and Sport Management

Successfully pass AP Exam(s).

25  
26



Please note: **!!** = Symbolizes the course does not meet NCAA eligibility requirements.

# ELECTIVES

## HEALTH AND WELLNESS **!!**

Credit: .50  
Grade Level(s): 9th - 12th

**Prerequisites:** None  **THIS COURSE COUNTS AS AN ACADEMIC ELECTIVE.**

**Description:** This course invites students to embark on an exciting journey that empowers them to transform their lifestyles and enhance their overall well-being! Designed to foster healthy behaviors that significantly impact choices and promote vibrant lives, the program focuses on physical, emotional, and mental health while exploring diverse topics relevant to high school students today. Students will learn practical strategies and techniques that provide a strong foundation for continuous improvement in all areas of wellness, with dedicated guidance from the instructor to help them set and achieve personal wellness goals tailored to their individual needs. Additionally, the course collaborates with dynamic campus initiatives such as Athletic Personal Development, Student Life, and Coaching, ensuring a well-rounded and enriching health and wellness education that positions students to become their best selves.

## INTRODUCTION TO MEDIA BROADCASTING **!!**

Credit: 1.00  
Grade Level(s): 9th - 12th

**Prerequisites:** None  **THIS COURSE COUNTS AS AN ACADEMIC ELECTIVE.**

**Description:** This course is designed to study and practice the elements of broadcast journalism and video production. The course will emphasize the development of journalistic writing and reporting. Student-athletes will explore media today and understand the responsibilities and ethical practices of journalists and media professionals in the industry. The course will emphasize newsgathering, writing, video recording, editing, and the study of mass media. Students will learn the essential elements of news value and vocabulary specific to broadcast writing. By the end of the course, student-athletes will also identify various news sources and use interview skills to create stories using video and editing software. This course will explore the world of digital video, television production, and movie shorts. Scholar-athletes will use our State-of-the-Art equipment in a modern digital TV studio. They will work in collaborative teams to produce projects using cameras while learning the basics of studio and field production, lighting, and sound. This course will prepare student-athletes to write, edit, and produce videos with Integrity, Authority, and Personality.

**\*\*A laptop is required for this course. Tablets and iPads with or without attached keyboards are not permitted due to compatibility issues with our software programs\*\***

## MEDIA BROADCASTING II **!!**

Credit: 1.00  
Grade Level(s): 11th - 12th

**Prerequisites:**

- Successful completion of Introduction to Media Broadcast I

 **THIS COURSE COUNTS AS AN ACADEMIC ELECTIVE.**

This course is designed to build on the knowledge, understanding, and practical experience of gathering, writing, and producing news for broadcast media learned in Introduction to Broadcast Media. Theory and hands-on skills to explore include camera videotaping techniques, teleprompting, script writing, and editing; videotape editing, and creating news packages. Student-athletes will be exposed to the operation of a broadcast newsroom, ethics in broadcast journalism, interviewing techniques, and media criticism. They will gain the necessary skills and information to continue their education in the field of broadcast media. Student-athletes will work in teams, participating in a series of projects, which showcases their reporting, editing, and production skills for broadcast media. The goal of this course is to create and produce regular news shows that are viewed by the entire student body and apply all the skills learned in the previous course. Student-athletes will also report on various campus events including sporting events, student activities, philanthropic events, and academics.

**\*A laptop is required for this course. Tablets and iPads with or without attached keyboards are not permitted due to compatibility issues with our software programs\***

## EXECUTIVE SHADOW I \*\*\*Fall Semester only **!!**

Credit: .50  
Grade Level(s): 10th - PG

**Prerequisites:**

- Final placement contingent upon submission of application and interview
- 3.0 unweighted core G.P.A.

Executive Shadow  
Application Link 

**Description:** The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community. The content will explore, but not be limited to the following: discussion of professional job requirements, building awareness and knowledge of career opportunities, building vocabulary appropriate to the area of professional interest, the development of decision-making skills, and the development of personal and educational job-related skills. Executive Shadow placement explores areas in one of the three following fields: STEM, Business, or Global Studies.

**Participants of the Executive Shadow program will be selected based on an application and interview process.** Strong candidates for the program will have exemplary attendance and discipline records, meet prerequisite requirements, and have a history of demonstrated leadership and professionalism. Class size is limited and final capstone presentation is required.



# ELECTIVES

## AP SEMINAR

Credit: 1.00

Grade Level(s): 10th - 12th

### Prerequisites:

- "B+" or higher in previous English course (or the equivalent);
  - 3.00 or higher unweighted core G.P.A
  - Completion of all summer assignments prior to first in class session
- \*\*\*THIS COURSE DOES NOT FULFILL A SOCIAL SCIENCE GRADUATION REQUIREMENT.\*\*\*

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Enrollers are required to complete a series of summer assignments prior to the first meeting of the class period. In the first semester, students will engage in a semester long intellectual exploration of argument and argumentation. Students will master research, debate, and public speaking. In the second semester, students will learn the process of mastering scholastic writing by completing three tasks required by the AP Board. Students will write and present two (2) research papers and sit for a two (2)-hour end of the course exam. Upon successful completion of this course and the accompanying exam, students can take AP Research and earn the AP Capstone certificate or work toward the AP Diploma. If a student has never had a chance to develop these skill sets, then AP Seminar is the place to start as they are critical for success in college!

## AP RESEARCH

Credit: 1.00

Grade Level(s): 11th - 12th

### Prerequisites:

- "B+" or higher in AP Seminar
  - 3.00 or higher unweighted core G.P.A
  - Completion of all summer assignments prior to first in class session
- \*\*\*THIS COURSE DOES NOT FULFILL AN ENGLISH GRADUATION REQUIREMENT.\*\*\*

**Description:** AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include introductory research or general elective courses. Students will build on what they learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students will design, plan, and conduct a year-long research-based investigation to address a research question.

## ENGLISH LANGUAGE DEVELOPMENT

Credit: 1.00

Grade Level(s): 9th - 12th

### Prerequisites:

- Must be enrolled in the ELL program.

**Description:** The purpose of this course is to enable high school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity. Texts used for instruction focus on a wide range of topics in Language Arts, Mathematics, Science, Social Studies and academic language in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities, as well as cite evidence when answering text-dependent questions orally and in writing. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text. Explicit support is decreased or removed progressively as the reading and writing abilities of the students improve over time. The course will also provide extensive opportunities for students to learn English by communicating and collaborating with their teachers and peers for social and acculturation purposes.



# ELECTIVES

## Dual Enrollment



**\*\*Please see your Academic College Counselor for NCAA eligibility for Dual Enrollment Courses\*\***

### GEB 1011: INTRODUCTION TO BUSINESS



Credit: .50 H.S. | 3.0 Credit Hours

Grade Level(s): 11th, 12th, PG

#### Prerequisites:

- 3.0 unweighted GPA
- Minimum standardized college placement or readiness score. (See pg.6 for qualifying score chart)

**Description:** This course is open to eligible students who want to understand what business is, what it does and its role in society. The purpose of this course is threefold: 1) to introduce students to the academic opportunities and activities offered by the Andreas School of Business as well as to its professors; 2) to help students to develop the cognitive skills they need to understand the principles and mechanics that regulate everyday business life; and 3) to prepare students to deal effectively with the challenges of contemporary life, including issues in the business-society relationship, its history, world events, economic issues and future expectation.

### MAN 3240: ORGANIZATIONAL BEHAVIOR AND MANAGEMENT



Credit: .50 H.S. | 3.0 Credit Hours

Grade Level(s): 11th, 12th, PG

#### Prerequisites:

- 3.0 unweighted GPA
- Minimum standardized college placement or readiness score. (See pg.6 for qualifying score chart)

**Description:** Organizational behavior as it relates to the management functions of planning, organizing, leading, and controlling is the focus of this course. Examination is made of the individual's role within the organization, of interpersonal influence and group behavior, and of organizational processes.

### SLS 1204: BECOMING YOUR PERSONAL BEST: LIFE LESSONS FROM OLYMPIANS AND PARALYMPIANS



Credit: .50 H.S. | 3.0 Credit Hours

Grade Level(s): 11th, 12th, PG

#### Prerequisites:

- 3.0 unweighted GPA
- Minimum standardized college placement or readiness score. (See pg.6 for qualifying score chart)

**Description:** This course is designed to help students develop life skills in resiliency, which are essential for becoming your best self. The course focuses on different areas of resiliency skills: self-identity, mindset, problem-solving, perseverance, relationships, and confidence through a video that features an Olympic or Paralympic athlete. Through these athletes' stories, students will see the skills modeled in real life before engaging in their exploration, reflection, and activities to develop their resiliency skills.

### SLS 1301: CAREER READINESS



Credit: .50 H.S. | 3.0 Credit Hours

Grade Level(s): 11th, 12th, PG

#### Prerequisites:

- 3.0 unweighted GPA
- Minimum standardized college placement or readiness score. (See pg.6 for qualifying score chart)

**Description:** "Career Readiness is a one-credit seminar style course. The goals of the course are to begin the adjustment process from the undergraduate academic life to graduate school or the workplace.

### SPB 2001: RECREATION AND SPORT MANAGEMENT



Credit: .50 H.S. | 3.0 Credit Hours

Grade Level(s): 11th, 12th, PG

#### Prerequisites:

- 3.0 unweighted GPA
- Minimum standardized college placement or readiness score. (See pg.6 for qualifying score chart)

**Description:** An introduction to the fields of sport and recreational management; overview of theories of management and administration to sports and recreation.

END OF ELECTIVE COURSES





# GRADES 6-8 MIDDLE SCHOOL

	GRADE 6	GRADE 7	GRADE 8
ENGLISH	ENGLISH 6	ENGLISH 7	ENGLISH 8 HONORS ENGLISH 8
MATH	MATH 6	MATH 7	MATH 8 ALGEBRA I (HS)
SOCIAL SCIENCE	WORLD GEOGRAPHY & CULTURES	CIVICS	UNITED STATES HISTORY HONORS UNITED STATES HISTORY
SCIENCE	GENERAL SCIENCE	LIFE SCIENCE	PHYSICAL SCIENCE EARTH/SPACE SCIENCE HONORS PHYSICAL SCIENCE
ELECTIVES	MS ROBOTICS MS SPANISH MS FRENCH ART FOUNDATIONS	MS ROBOTICS MS SPANISH MS FRENCH ART FOUNDATIONS MIDDLE SCHOOL PHOTOGRAPHY .50	MS ROBOTICS MS SPANISH SPANISH I - (HS) MS FRENCH FRENCH I - (HS) ART FOUNDATIONS MIDDLE SCHOOL PHOTOGRAPHY .50 MS INTRODUCTION TO PERSONAL FINANCIAL LITERACY .50



# MIDDLE SCHOOL

## ENGLISH

### ENGLISH 6

**Prerequisite:** Successful completion of 5th grade (or the equivalent)

**Description:** This course reinforces active reading of varied texts for what they say explicitly and the logical inferences that can be drawn. It includes analysis of literature and informational texts from various literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, and the influence of history, culture, and setting on language. The development and application of a formal writing style include writing for varied purposes, including developing and supporting argumentative claims, crafting coherent, supported informative/expository texts, responding to literature for personal and analytical purposes, writing narratives to create natural or imagined events, and writing to sources (short and longer research) using text-based claims and evidence. Additionally, class discussion, speeches, and collaborative work strengthen effective listening, speaking, and viewing strategies, emphasizing using evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions. Throughout the year, applying contextual and academic vocabulary and language conventions ensures accuracy in written expression.

### ENGLISH 7

**Prerequisite:** Successful completion of English 6 (or the equivalent)

**Description:** This course exposes students to various literary and informational texts and multimodal selections, including classic literature, essays, and speeches. Central ideas and supporting evidence are explored, as well as the author's purpose and the role of the narrator. The theme is defined, and textual evidence is synthesized to create meaningful theme statements. Building on an understanding of devices such as metaphor, simile, personification, symbolism, and imagery, learners explore personal voice and style through various modes of communication. Essay structure, creative writing, poetry, and prose are explicitly taught and modeled. In addition, multimedia presentations, class discussions, and collaborative work strengthen interpersonal and public speaking skills. Additionally, contextual vocabulary and language conventions that include parts of speech, punctuation, syntax, and usage are applied to improve accuracy in written expression.

### ENGLISH 8

**Prerequisite:** Successful completion of English 7 (or the equivalent)

**Description:** In this course, students examine narrative structure, point of view, and language choices in various literary and informational texts, analyzing the role of style, audience, and purpose. Building on their understanding of the theme by synthesizing and elaborating on textual evidence, learners define concrete connections between texts and their lives. Devices such as metaphor, simile, personification, symbolism, and imagery continue to be mastered as class members use a variety of modes of communication to express their understanding of texts and ideas studied in class. Literary analysis, creative writing, poetry, and prose are explicitly taught, modeled, and reviewed. Narrative, argumentative, and expository essays are introduced, focusing on one mode in each unit. Writing in this course also includes inquiry and research projects and the writing process. In addition, multimedia presentations, class discussions, and collaborative work strengthen student-athletes interpersonal and public speaking skills.

### HONORS ENGLISH 8

**Prerequisite:** Must have earned an "B-" or higher in the previous subject area course (or the equivalent)

**Description:** Students are expected to have the desire to read, analyze, interpret and respond to a variety of literature, including, but not limited to, works of fiction, nonfiction, and poetry. Students will learn and practice a variety of writing styles and techniques with a focus on text-dependent writing that includes evidence and elaboration. Students will also build their grammar, usage, spelling, and punctuation skills through various assignments. Students will be expected to show initiative and a desire to experiment with new forms of writing, speaking, and presenting. Students enrolled in Honors English have previously demonstrated strengths in literary comprehension and analysis as well as in written expression and techniques.

### MS ENGLISH THROUGH ESOL I-III

**Prerequisite:** Must be enrolled in the ELL program.

**Description:** The purpose of this course is to enable middle school students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

This course defines what students should understand and be able to do by the end of the enrolled grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.



# MIDDLE SCHOOL

## MATH

### MATH 6

**Prerequisite:** Successful completion of 5th grade (or the equivalent)

**Description:** Students acquire a concrete foundation in the number sense associated with positive numbers in this course. A conceptual understanding of the theory and logic behind basic mathematical skills, such as calculating with decimals and percentages, is covered. Additional areas of study include statistics and measures of central tendency. Collaborative problem-solving plays an integral role in the course, and mastery of calculations with fractions, decimals, and percentages is measured through exams, projects, and accountable team tasks.

### MATH 7

**Prerequisite:** Successful completion of 6th grade Math (or the equivalent)

This course broadens my understanding of integers and rational numbers. Problem-solving incorporates proportions, percentages, probability, coordinate geometry, one-step equations, and algebraic symbol manipulation. Learners develop and use strategies to estimate the results of rational number computations and judge the reasonableness of results. Mastery is shown through exams, projects, and accountable team tasks demonstrating the ability to solve real-world problems requiring multi-step solutions.

### MATH 8

**Prerequisite:** Successful completion of 7th grade Math (or the equivalent)

This course provides foundational mathematical knowledge and skills requisite for success in Algebra. It includes calculating with rational numbers, solving multi-step equations, computing linear equations, graphing linear equations and inequalities, slope in different formats, and using these concepts to study geometric shapes. Emphasis is placed on the “language” of mathematics and engaging learners in strategic problem-solving. Technology plays a critical role in enhancing learning, and real-world math application demonstrates the significance of the math/science connection. Learning expectations include the ability to justify solutions, recognize patterns, and draw generalizations.

## SCIENCE

### GENERAL SCIENCE - GRADE 6

**Prerequisite:** Successful completion of 5th grade Science (or the equivalent)

**Description:** General Science is the study of various scientific fields and disciplines, including astronomy, atoms, cells, energy, forces, matter, oceans, and the nature of science itself. Concepts are addressed through a variety of interactive assignments and projects. Emphasis is placed on the personal organization of both assignment schedules and coursework, in addition to independent learning activities. Classroom interactive discussion and participation in activities and assigned projects are essential. These elements are integrated into the course to provide a broad spectrum of learning opportunities.

### LIFE SCIENCE - GRADE 7

**Prerequisite:** Successful completion of 5th grade Science (or the equivalent)

**Description:** Life Science is a study of life and its characteristics, evolution, and environment to prepare a foundation for high school biology. This course stresses knowledge, comprehension, application, analysis, and synthesis of material. The course will include cells, heredity, evolution, animals and their behavior, plants, interactions between organisms, the human body, and the nature of Life Science itself. Concepts will be enforced with learning and application of knowledge through a variety of interactive assignments and projects. Students will develop and strengthen critical thinking skills through in-class discussions, labs, projects, and homework assignments. Students will complete labs in the classroom and in the science labs along with a field trip to an aquarium in the second semester. Specific labs, projects, and field trips are subject to change.

An additional emphasis will be placed on personal organization of both students' assignment schedules and coursework in addition to independent learning activities. Classroom interactive discussion is paramount as well as participation in activities and assigned projects. These elements are integrated into the course to provide a broad spectrum of learning opportunities.

### PHYSICAL SCIENCE - GRADE 8

**Prerequisite:** Successful completion of 7th grade Science (or the equivalent)

**Description:** The eighth-grade physical science course assists students in becoming life-long learners who grow in their understanding of the world. Physical Science is a study of the properties and composition of matter and forces, motion, and energy. Throughout this course we will utilize many skills such as comprehension, application, analysis, and synthesis of material. The course will include matter, atoms, the periodic table, chemical bonding, forces, motion, energy, magnetism, electricity, and the nature of science itself. Students will develop and strengthen critical thinking skills through in-class discussions, projects, and labs. An additional emphasis will be placed on personal organization of both students' assignment schedules and coursework in addition to independent learning activities. Classroom interactive discussion as well as participation in activities and assigned projects are paramount. These elements integrate into the course providing a broad spectrum of learning opportunities.



# MIDDLE SCHOOL

## SCIENCE

### PHYSICAL SCIENCE HONORS - GRADE 8

**Prerequisite:** Must have earned an “B-” or higher in the previous subject area course (or the equivalent)

**Description:** The eighth-grade honors science course assists students in becoming life-long learners who grow in their understanding of the world. Physical Science is a study of the properties and composition of matter and forces, motion, and energy. Throughout this course we will utilize many skills such as comprehension, application, analysis, and synthesis of material. The course will include matter, atoms, the periodic table, chemical bonding, forces, motion, energy, magnetism, electricity, and the nature of science itself. Students will develop and strengthen critical thinking skills through in-class discussions, projects, and labs. An additional emphasis will be placed on personal organization of both students' assignment schedules and coursework in addition to independent learning activities. Due to the fact that this is an honors course, students will be expected to go above and beyond simple processing and recalling. Classroom interactive discussion as well as participation in activities and assigned projects are paramount. These elements integrate into the course providing a broad spectrum of learning opportunities. Although we will cover many different facets of science, the most important elements of what we focus on will be skill-building in anticipation for high school.

### EARTH/SPACE SCIENCE - GRADE 8

**Prerequisite:** Successful completion of 7th grade Science (or the equivalent)

**Description:** This course studies the processes that shape the Earth and explain the universe. It explores the four main branches of Earth Science: geology, oceanography, meteorology, and astronomy. Topics of study include the Earth's interior and the theory of plate tectonics, the Earth's systems and interactions, and current approaches that describe the formation of the Earth, our Solar System, and the universe. Technology plays a significant role in instructional delivery, and students participate in collaborative projects that hold them accountable for both group and individual performance.

## SOCIAL SCIENCE

### WORLD GEOGRAPHY AND CULTURES - GRADE 6

**Prerequisite:** Must have earned an “B-” or higher in the previous subject area course (or the equivalent)

**Description:** This year-long course explores the diverse landscapes, cultures, and global challenges shaping our world, from immigration and trade to energy resources and indigenous rights. Students will develop critical thinking and real-world skills through hands-on projects like creating a stock portfolio, analyzing regional economies, and managing a student-run café as part of an entrepreneurial study. With engaging resources such as maps, timelines, and primary sources, and support like guided notes and graphic organizers, students build a strong foundation in physical and human geography. Aligned with National Geography and Florida standards, this course prepares students for advanced studies and careers in geography, international relations, and economics, fostering leadership, analytical, and entrepreneurial abilities for success as informed global citizens.

### CIVICS - GRADE 7

**Prerequisite:** Successful completion of 6th grade Social Science course (or the equivalent)

**Description:** Dive into an exciting year-long exploration of Civics and Economics, where students examine the principles shaping our government, laws, and economy while developing leadership and critical thinking skills. In the fall semester, students will focus on Civics by studying the Constitution, Bill of Rights, and the roles of the legislative, executive, and judicial branches. Through hands-on experiences like drafting bills, debating contemporary issues, and simulating Supreme Court cases, students gain a deeper understanding of civic responsibilities. The spring semester shifts to Economics, emphasizing personal finance, business, and the global economy. Creative, real-world projects include building a stock portfolio, analyzing investment strategies, and launching a student-run café as part of an entrepreneurial leadership study. This course equips students with the tools to excel in future academic and career pursuits, providing a strong foundation for advanced studies in government, law, economics, and business.

### UNITED STATES HISTORY - GRADE 8

**Prerequisite:** Successful completion of 7th grade Social Science course (or the equivalent)

**Description:** Embark on a journey through American history, starting with the exploration of the Americas and concluding with the Civil War and Reconstruction. This course provides a comprehensive exploration of the events, ideas, and transformations that shaped the United States. Students will examine life in Colonial America, the causes and consequences of the American Revolution, and the founding principles of the U.S. Constitution. They will explore the challenges faced by the early republic, including domestic and foreign policy, before tracing the nation's westward expansion, industrialization, and the development of distinct regional identities in the North, South, and West. The course culminates with an in-depth study of the Civil War, its causes and outcomes, and the policies of Reconstruction, offering students a deeper understanding of the historical foundations that continue to influence the United States today.



# MIDDLE SCHOOL

## SOCIAL SCIENCE

### UNITED STATES HISTORY HONORS - GRADE 8

**Prerequisite:** Must have earned a “B-” or higher in the previous subject area course (or the equivalent)

**Description:** Embark on a journey through American history, starting with the exploration of the Americas and concluding with the Civil War and Reconstruction. Students will explore key events, people, and ideas, such as the causes of the American Revolution and the principles of the U.S. Constitution. They will understand the significance of major historical developments, such as westward expansion, industrialization, and the emergence of regional differences. Through the analysis of primary and secondary sources, students will apply their knowledge to examine historical perspectives, analyze connections between events like the Civil War and Reconstruction, and evaluate the successes and challenges of shaping a nation. Finally, students will create projects and arguments that demonstrate their understanding of the early history of the United States. Assessments at the Honors level may include sections of short-answer questions, document-based questions, and/or extended response questions. In addition, two (2) writing projects will be assigned each semester. Whether through research, inquiry, or creative expression, this course invites students to engage with U.S. history in meaningful and memorable ways.

## WORLD LANGUAGES

### MS FRENCH

**Prerequisite:** None

**Description:** This course introduces students to the language and cultures of the French-speaking world. It is divided into thematic units ranging from greetings to hobbies, school, leisure activities, food, eating at a restaurant, and other appropriate topics. It requires participation in simple conversations, reading, writing, and listening. The course incorporates basic vocabulary and grammar patterns. Listening and reading comprehension, quizzes, tests, and projects assess proficiency.

### MS SPANISH

**Prerequisite:** None

**Description:** This course introduces students to the language and cultures of the Spanish-speaking world. It is divided into thematic units ranging from greetings to hobbies, school, leisure activities, food, eating at a restaurant, and other appropriate topics. It requires participation in simple conversations, reading, writing, and listening. The course incorporates basic vocabulary and grammar patterns. Listening and reading comprehension, quizzes, tests, and projects assess proficiency.

## ELECTIVES

### ART FOUNDATIONS GRADES 6-8

**Prerequisite:** None

**Description:** This course introduces drawing, painting, printmaking, and three-dimensional art. It emphasizes the creation of art through project-based curriculum and choice-based learning and provides opportunities to explore and experiment with creative art-making processes. Connecting, collaborating, and communicating play a major role. Relevant context and understanding are explored through discussions of art in society

### MS ROBOTICS I - GRADES 6-8

**Prerequisite:** None

**Description:** This discovery opportunity provides a robotics introduction to Middle School learners with no programming background using LEGO Mindstorms EV3 kits as part of the FIRST Lego League Challenge program. Students work in teams to design, build, and test their robotic prototypes. Hands-on topics include motor control, gear ratios, torque, friction, sensors, block coding, 17, and CAD for 3D printing. Participants learn to construct, control, and program robots through investigation and exploratory challenges.

### MIDDLE SCHOOL PHOTOGRAPHY - GRADES 7-8

**Prerequisite:** None

**Description:** Students will be introduced to photography techniques for creating images, the evolution of the art form, and its utility in historical documentation. They will learn trade-specific vocabulary such as shutter speed and depth-of-field. As students learn vocabulary, they will be tasked with applying it to various assignments. They will learn to manually adjust focus and lighting, basic studio and portrait techniques, and use camera angles and composition to deliver different perspectives. Students will also have exposure to the digital manipulation of images and practice constructive critiques of both fellow and professional photographers.



# MIDDLE SCHOOL ELECTIVES

## MS ENGLISH LANGUAGE DEVELOPMENT - GRADES 6-8

**Prerequisite:** Must be enrolled in the ELL program.

**Description:** The purpose of this course is to enable middle school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend middle school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity. Texts used for instruction focus on a wide range of topics in Language Arts, Mathematics, Science, Social Studies and academic language in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities, as well as cite evidence when answering text-dependent questions orally and in writing. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text. Explicit support is decreased or removed progressively as the reading and writing abilities of the students improve over time. The course will also provide extensive opportunities for students to learn English by communicating and collaborating with their teachers and peers for social and acculturation purposes.

## MS INTRODUCTION TO PERSONAL FINANCIAL LITERACY - GRADE 8 💧

**Prerequisite:** None

**Description:** This interactive one-semester course introduces middle school students to the fundamentals of personal finance, empowering them to make informed financial decisions now and in the future. Students will explore essential topics such as budgeting, saving, investing, credit, and money management through real-life scenarios, group discussions, and engaging activities. They will learn the importance of setting financial goals, distinguishing between needs and wants, and utilizing tools like bank accounts, digital payments, and expense tracking. The course includes a semester-long stock market project where students analyze the market and practice investing using a stock simulator. Guest speakers from local businesses will enrich the learning experience by sharing insights on entrepreneurship. Assessments, including tests and projects, will measure student understanding at the end of each unit. Aligned with Florida state standards and using platforms like Everfi, NCFG, and MarketWatch, this course equips students with confidence in navigating their finances while sparking interest in potential careers.

END OF MIDDLE SCHOOL COURSES

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# POST-GRADUATE PROGRAM

## BARRY UNIVERSITY

IMG Academy's post-graduate program, sometimes referenced as a gap year after high school, offers student-athletes a unique opportunity to enhance their academic, athletic, and personal standing with top college coaches and programs.

Our post-graduate program provides a rigorous academic schedule that prepares every student-athlete for the challenges that await them in college. We understand that every student-athletes objectives and goals are different.

IMG Academy post-graduate options include High School Year, and University Year.

### HIGH SCHOOL YEAR

The IMG Academy High School Year Post-Graduate program is specifically designed for student-athletes looking to improve their academic profile while continuing athletic development before college enrollment. Students will participate in an academically challenging course schedule, including advanced placement. This option is preferred for student-athletes seeking a prestigious academic university.

### UNIVERSITY YEAR

You can make your overall academic profile and athletic ability without hindering your NCAA eligibility through our University Year Post-Graduate program. IMG Academy enables student-athletes to receive college credit by enrolling in courses through our partnership with Barry University. All courses offered are will transfer to all public Florida universities. Transferability to institutions outside of Florida will vary.





# POST GRADUATE COURSE OFFERINGS

## ENGLISH

- AP English Literature
- AP English Language and Composition
- ENC 1101 First Year Composition
- ENC 1102 Writing About Literature

## MATH

- AP Calculus AB
- AP Statistics

## SCIENCE

- AP Biology
- AP Chemistry
- AP Physics
- AP Environmental Science

## SOCIAL SCIENCE

- AP European History
- ECO 2021 Principles of Microeconomics
- ECO 2022 Principles of Macroeconomics
- PSY 2012 Intro to Psychology

## WORLD LANGUAGE

- AP Spanish

## ELECTIVES

- MAN 3240 Organizational Behavior & Management
- GEB 1101 Introduction to Business
- SLS 1204 Becoming Your Personal Best: Life Lessons from Olympians & Paralympians
- SLS 1301 Career Readiness
- SPB 2001 Recreation and Sport Management

PLEASE CONSULT WITH THE PG COORDINATOR FOR ADDITIONAL COURSE OFFERINGS  
THAT MAY NOT BE LISTED.



# FREQUENTLY ASKED QUESTIONS

## GENERAL CURRICULUM AND PROGRAMMING

### **Q: What curriculum does the school follow?**

*A: We offer a college-preparatory curriculum aligned with state standards and designed to meet both high school graduation and NCAA requirements.*

### **Q: How do you ensure academic rigor across grade levels?**

*A: Our curriculum is vertically aligned to build skills progressively each year. Instructors use research-based instructional practices, assessments, and differentiated strategies to challenge and support all learners.*

### **Q: How is course placement determined for core subjects?**

*A: Course placement is done in consultation with the Academic College Counselor, who works closely with student-athletes to ensure their schedules align with NCAA eligibility requirements and support their long-term collegiate athletic and academic goals.*

## SCHEDULE & WITHDRAWAL

### **Q: What happens if we need to leave the school mid-semester?**

*A: Students who withdraw from the school before the end of a semester will receive W's on their transcript for any in-progress courses. If a student withdraws from a dual enrollment course after the university's official withdrawal deadline, a W will also appear on their college transcript, which may impact future college enrollment or eligibility. Consult with your Academic College Counselor for more information.*

### **Q: Can my student finish in-progress courses virtually?**

*A: No. Students are expected to complete all in-progress courses in person. Our program is designed to provide direct, on-campus instruction and support, which cannot be replicated in a virtual setting. Exceptions are not made for students who withdraw or relocate mid-semester.*

### **Q. Can students enroll after the start of the semester?**

*A: Students may begin Semester 1 or 2 at the midterm point, pending administrative approval. They will be integrated into their courses with additional instructional support as needed to ensure full curriculum coverage, maintaining the rigor of our academic program.*

### **Q: If my child is planning to transfer or leave the Academy, can we choose courses based on their future school's requirements instead of the Academy's graduation requirements?**

*A: While we understand future plans may include transferring, students must be advised and scheduled according to the Academy's graduation requirements. This ensures they remain on track while enrolled. We're happy to support any future transitions, but current course selections must align with our standards.*

### **Q: Can my student request a schedule change once the semester begins?**

*A: Schedule changes are only considered during the designated add/drop period at the beginning of each semester. After that, changes are only made for the reasons outlined on [page 1](#), and require approval from academic leadership.*

## ACADEMIC SUPPORT & RESOURCES

### **Q: What support is available if my student is struggling in a class?**

*A: We offer a range of academic support including weekly teacher office hours, Achievement Center tutoring, and coordinated intervention plans supported by the Academic Affairs Managers. [See page 3 for more details.](#)*

*Students should reach out to their teacher or Academic Affairs manager for help as soon as challenges arise.*

### **Q: Are accommodations available for students with learning differences?**

*A: Yes. Families should contact the Learning Resource Center for more information about available academic supports and the documentation required to establish a formal accommodation plan. While we offer a variety of resources to support student learning, plans are developed based on individual needs and within the scope of what the school can provide.*

### **Q: Can my student retake a class to earn a higher grade, even if they didn't fail?**

*A: No. Students may only retake a course if they did not earn a passing grade. Our academic policy does not permit grade replacement for courses already passed, as credit has already been awarded and transcribed.*



# FREQUENTLY ASKED QUESTIONS

## COLLEGE PLANNING AND PLACEMENT

### **Q: When should students consult with their Academic College Counselors?**

*A: The most individualized support begins in second semester of a student's junior and continues throughout their senior year. Counselors prioritize these upperclassmen to ensure they receive the guidance needed during this pivotal time. Freshmen and sophomores begin working with their counselor through structured programming and check-ins focused on academic planning and goal setting.*

*Middle school students are introduced to the counseling team but do not require individual meetings unless there is a specific and urgent academic concern. Early planning is important, but ongoing meetings are best reserved for high school years when decisions carry more long-term impact. All students will meet with their Academic College Counselor during the spring semester to select appropriate courses for the upcoming school year, beginning with re-enrolled juniors and proceeding by grade level.*

### **Q: Who helps my student get recruited by colleges?**

*A: The college recruitment process is a collaborative effort between two key teams: the Head of College Recruitment (sport-specific recruiters) and the Academic College Counselors—each with a distinct focus.*

- **The Head of College Recruitment** team members lead the athletic recruitment process. They work directly with college coaches, help build recruitment plans, facilitate exposure opportunities, and guide families through the athletic side of college admissions.
- **The Academic College Counselor** supports the student throughout the entire college application process. This includes academic course selection, helping students identify colleges that are the best fit for their goals and interests, guiding essay development, coordinating teacher recommendations, and ensuring students stay on track with deadlines and requirements—including NCAA eligibility.

*While both teams work in close collaboration, their roles are intentionally designed to provide comprehensive, specialized support—ensuring students are prepared both athletically and academically for life after high school.*

### **Q: What are my student's responsibilities in the college application process?**

*A: Students are expected to take ownership of their college application process. This includes regularly checking their email, responding to messages from counselors, and meeting all deadlines. Colleges communicate directly with students—often about time-sensitive issues like missing documents—so staying on top of communication is essential. We encourage families to support students in building strong habits of independence and responsiveness, which are essential for success both during the application process and in college itself.*

### **Q: How do parents and students communicate with the Academic College Counselor?**

*A: Parents and student-athletes are welcome to reach out to their student's Academic College Counselor via email to schedule meetings or ask questions. We also host virtual informational webinar sessions and workshops at key points throughout the year. Sport Oblt*

### **Q: What's the difference between the Academic Affairs Manager and the Academic College Counselor?**

*A: While both roles support students academically, their focus areas are distinct. The chart below outlines the key differences between the Academic Affairs Manager and the Academic College Counselor.*

#### **Academic Affairs Manager**

- Helps students manage academic responsibilities through campus resources
- Monitors attendance and academic progress
- Supports students navigating academic consequences related to disciplinary matters
- Works closely with faculty, student life, and athletics ensure academic accountability

#### **Academic College Counselor**

- Supports long-term academic planning and college preparation
- Guides course selection to align with college and NCAA goals
- Assists with college applications, essays, and deadlines for college admissions
- Coordinates teacher recommendations and transcript submissions





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