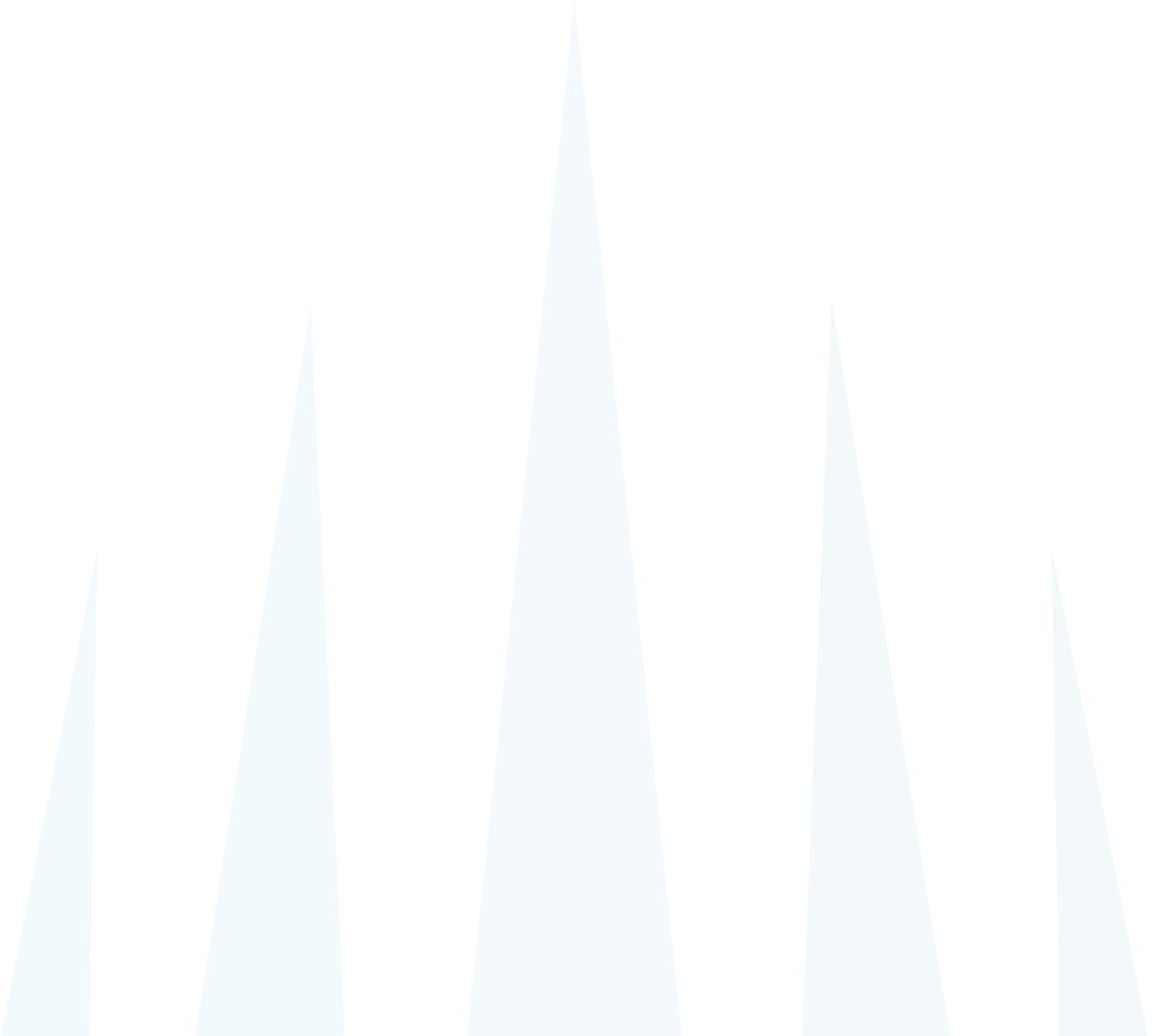




**IMG ACADEMY**

# **CURRICULUM GUIDE**

**2022-2023**





## CORE VALUES

OPEN MIND

PASSIONATE SOUL

ABSOLUTE INTEGRITY

CHAMPION'S SPIRIT

HELPFUL HEART

### MISSION:

To provide student-athletes with a premier training ground for their academic, athletic, and personal growth in a diverse community that cultivates an **open mind**, a **passionate soul**, **absolute integrity**, a **champion's spirit**, and a **helpful heart**.

### 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 actively challenge and engage, 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.

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# ACADEMIC SCHEDULE

Grades 6-12 + PG High School

	MON	TUES	WEDS	THURS	FRI
<b>PERIOD 1</b>	7:40 AM – 8:50 AM				
<b>PERIOD 2</b>	8:55 AM – 10:05 AM				
<b>PERIOD 3</b>	10:10 AM – 11:20 AM				
<b>OFFICE HOURS/ ADVISORY*</b>	11:20 AM – 12:00 PM				
<b>LUNCH</b>	12:00 – 1:00PM				
<b>OFFICE HOURS/ ADVISORY*</b>	1:00 PM – 1:40 PM				
<b>PERIOD 4</b>	1:40 PM – 2:50 PM				
<b>PERIOD 5</b>	2:55 PM – 4:05 PM				
<b>PERIOD 6</b>	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 WEDNESDAYS WILL HAVE A SPECIAL SCHEDULE FOR ADVISORY.

# INTRODUCTION

Welcome to the 2022-2023 Curriculum Guide! It has been specifically designed with you, the student-athlete, in mind and provides information that will be important to you in navigating IMG Academy's academic program. Use it as a tool to help you understand expectations and when you have questions regarding your specific program.

## GRADUATION REQUIREMENTS

IMG Academy offers two diploma options. The decision as to which diploma you pursue is determined in consultation with a college counselor and must be approved by an administrator no later than the beginning of your senior year. The College Preparatory Diploma is the standard diploma issued to graduating seniors.

## COLLEGE PREPARATORY DIPLOMA

All students, especially those seeking admission to an academically competitive institution, should consider taking honors-level and AP courses, complete at least 3 years of the same world language, complete 4 years of math (Pre-Calculus or Calculus recommended), and take a 4th year of science (including both Chemistry and Physics) and social studies. Credits are earned, and GPA is calculated after each semester.

	IMG ACADEMY	NCAA ELIGIBILITY REQUIREMENTS*	
	22 Credits required for graduation	16 of required 22 for graduation	
SUBJECT	CREDIT	DIVISION I	DIVISION II
English	4 Credits	4 Years	3 Years
Math	4 Credits (includes Algebra I, Geometry, Algebra II)	3 Years (includes Algebra I or higher)	2 Years (includes Algebra I or higher)
Social Studies	3 Credits (includes American History)	2 Years	2 Years
Science	3 Credits (includes Biology and Chemistry)	2 Years (includes 1 lab course)	2 Years (includes 1 lab course)
World Language	2 Credits	3 Years Recommended	-
Fine Arts	1 Credit	-	-
Academic Electives	3 Credits	4 years of additional courses from any area above AND 1 additional year of English, Math, or Science	4 years of additional courses from any area above AND 3 additional years of English, Math, or Science
Additional Courses	2 Credits (can include sport)	-	-

## GENERAL STUDIES DIPLOMA\*

The General Studies Diploma is designed for select student-athletes meeting specific criteria and requires approval from an Administrator, College Counselor, Sport Director, and Parent no later than the beginning of a student's senior year. It does not qualify for admission to many universities, including the State University System of Florida.

	IMG ACADEMY	NCAA ELIGIBILITY REQUIREMENTS*	
	20 Credits required for graduation	16 of required 20 for graduation	
SUBJECT	CREDIT	DIVISION I	DIVISION II
English	4 Credits	4 Years	3 Years
Math	3 Credits (includes Algebra I, Geometry, Algebra II)	3 Years (includes Algebra I or higher)	2 Years (includes Algebra I or higher)
Social Studies	2 Credits (includes American History)	2 Years	2 Years
Science	2 Credits (includes Biology)	2 Years (includes 1 lab course)	2 Years (includes 1 lab course)
Additional English, Math, or Science	1 Credit	-	-
Academic Electives	4 Credits (must be NCAA approved)	4 years of additional courses from any area above AND 1 additional year of English, Math, or Science	4 years of additional courses from any area above AND 3 additional years of English, Math, or Science
Additional Courses	4 Credits	-	-

\*A fourth year of mathematics and a minimum of two consecutive years of a world language is strongly recommended. Credits are earned and GPA is calculated after each semester.

## FLORIDA HIGH SCHOOL ATHLETIC ASSOCIATION (FHSA) ELIGIBILITY

You must maintain at least a cumulative 2.0 grade point average (unweighted) in order 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 years following the completion of eighth grade.

According to FHSA bylaws:

“9.4.1 2.0 GPA **Required for Academic Eligibility.** A high school student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester’s. 1006.15(3)(a)1, Florida Statutes). The grades from all courses required for graduation that a student takes, including those taken by the student before he/she begins high school, must be included in the calculation of the student’s cumulative GPA at the conclusion of the semester.” *2016-17 FHSA Handbook*

# NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY

In order to receive an athletic scholarship at an NCAA Division I or II institution, you must register with the NCAA Eligibility Center. You must also meet the NCAA core coursework and testing requirements identified above and satisfy the following conditions:

- Graduate from high school on time (eight consecutive semesters from the start of grade 9)
- Earn 10 of the 16 core courses BEFORE the 7th semester (senior year) of high school
- Earn seven of the 10 courses in English, Math, and Science
- Earn a minimum GPA of 2.3 in core courses on a 4.0 scale
- Retake any courses before the 7th semester. After the 7th semester, none of the first 10 core courses can be replaced.
- Earn a combined SAT score that corresponds with grade point average for Division I schools (see NCAA sliding scale) For more information about NCAA requirements, please visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

## UPPER SCHOOL

### Typical Four-Year Academic Plans

Below you will find typical four-year academic schedules for our College Preparatory, Honors, and Advanced Placement tracks. Keep in mind that your individual schedule is determined by your sport, the availability of courses, and your previous academic achievements. The courses and numbers of sections offered are based on student enrollment, and IMG Academy reserves the right to cancel any course for which there is insufficient enrollment. In coordination with the Registrars, College Advisors, and Administrators, you are responsible for making certain you meet academic and NCAA requirements for graduation.

### COLLEGE PREPARATORY TRACK

9th Grade	10th Grade	11th Grade	12th Grade
English Survey	World Literature	American Literature	Contemporary Literature
Algebra I	Geometry	Algebra II	Pre-Calculus
World Geography	World History	American History	American Government/ Economics
Biology	Chemistry	Physics	Forensic Science
French I	French II	French III	Art and Technology

### HONORS TRACK

9th Grade	10th Grade	11th Grade	12th Grade
Honors English Survey	Honors World Literature	Honors American Literature	Honors British Literature
Honors Geometry	Honors Algebra II	Honors Pre-Calculus	Calculus
World Geography	Honors World History	Honors American History	Honors Psychology
Honors Biology	Honors Chemistry	Honors Anatomy & Physiology	Honors Physics

## ADVANCED PLACEMENT TRACK

9th Grade	10th Grade	11th Grade	12th Grade
Honors English Survey	Honors World Literature	AP English Language	AP English Literature
Honors Geometry	Honors Algebra II	Honors Pre-Calculus	AP Calculus AP Statistics
World Geography	AP World History	AP American History	AP European History
Honors Biology	Honors Chemistry	Honors Physics AP Biology AP Chemistry AP Environmental Science	AP Physics AP Biology AP Chemistry AP Environmental Science

*Some courses have prerequisites (courses you must take before you can enroll in others). Honors and Advanced Placement courses are available in each subject area. Consult the Course Descriptions section that follows for additional information.*

## SCHEDULING INFORMATION AND RECOMMENDATIONS

Do not assume that every course you plan to take is NCAA approved. Each school has its own set of approved courses. IMG's NCAA approved courses are identified in the Course Description section of this document. Your counselor or the registrar can assist if you have any questions in this area.

Course/class schedule changes are permitted on a limited basis only, and requests for adding or dropping courses may be made during the first two weeks of the semester. Typically, they are approved due to a conflict with another required course or because a needed course is not offered. They are not approved because you prefer a particular teacher or class period or because you want to be with friends or teammates. If you decide you want to request a change, you must complete a "Schedule Change Form," and submit it to the Registrar for approval. Scheduled classes must be attended until the change has been approved and processed, and you are responsible for checking the status of any requests you make.

## TRANSFER CREDITS

Credits may be awarded to student-athletes transferring to IMG Academy from another academic institution. Official transcripts coming directly from the school previously attended must be received and reviewed by the Registrar prior to attendance at the Academy. This is necessary in order to determine eligibility, number of credits earned, and progress towards graduation. Cumulative grade point averages are calculated using BOTH credits transferred in and those earned at IMG Academy.

# MY COLLEGE READINESS CHART

USE THIS CHART TO RECORD COURSEWORK TAKEN AND TO PLAN FOR THE FUTURE.

Projected Graduation Date: \_\_\_\_\_

## GRADE 9

Course \_\_\_\_\_ Date Completed \_\_\_\_\_ Grade \_\_\_\_\_  
Credits Earned GPA\* \_\_\_\_\_

## GRADE 10

Course \_\_\_\_\_ Date Completed \_\_\_\_\_ Grade \_\_\_\_\_  
Credits Earned GPA\* \_\_\_\_\_

## GRADE 11

Course \_\_\_\_\_ Date Completed \_\_\_\_\_ Grade \_\_\_\_\_  
Credits Earned GPA\* \_\_\_\_\_

## GRADE 12

Course \_\_\_\_\_ Date Completed \_\_\_\_\_ Grade \_\_\_\_\_  
Credits Earned GPA\* \_\_\_\_\_

SAT Scores \_\_\_\_\_

ACT Scores \_\_\_\_\_

\*FHSAA Eligibility: GPA 2.0

NCAA Eligibility: 2.3 GPA in Core Courses

Reminder: Credits are earned, and GPA is calculated at the end of each semester.

# GRADING

## GRADE POINT AVERAGE

### Grade Points

A+ 4.33	C 2.00
A 4.00	C- 1.67
A- 3.67	D+ 1.33
B+ 3.33	D 1.00
B 3.00	D- 0.67
B- 2.67	F 0.00
C+ 2.33	

### GRADING SCALE

A+	C
A	C-
A-	D+
B+	D
B	D-
B-	F
C+	I = Incomplete

**Honors Level:** additional weight of .50

**Advanced Placement (AP):** additional weight of 1.00 (Note: Advanced Placement weight and transcript designation do not appear until completion of course AP exam.)

Grades of F receives no additional weight and will remain 0.00.

For additional information regarding GPA, contact your College Counselor.

## HONORS COURSES

In order to be eligible for honors-designated courses, you should have earned a B+ or higher (87% - 100%) in the previous subject area course and must receive approval from the course's teacher and an administrator. Honors courses provide highly motivated and academically talented student-athletes with a differentiated curriculum that includes a wider range and greater depth of subject matter than that of standard courses. These courses demand the highest level of participation, effort, and quality. They are rigorous, stress concept development, and typically place an emphasis on critical thinking and research. Additionally, they require you to demonstrate proficiency in the areas of creativity, collaboration, independent analysis, and leadership.

## ADVANCED PLACEMENT (AP)

IMG Academy participates in the College Board's Advanced Placement Program. AP courses are offered to student-athletes who are highly motivated and capable of succeeding in college level courses as indicated by earning A (90-100%) in a related Honors course the previous year. Any exceptions must be approved by the course's teacher and an administrator. Additionally, the number of AP courses you can take is restricted to two per year, unless otherwise approved by an administrator. Advanced Placement weight and transcript designation do not appear until completion of the AP course exam. All student-athletes enrolled in an AP course are expected to sit for the exam. If you are enrolled and do not take the exam, the course is recorded as an Honors-level course, and you will receive the associated Honors GPA weight. Additionally, teachers reserve the right to discuss with parents and students if continuing in the course is best for the student at the end of semester 1. Enrollees are required to complete a series of summer assignments prior to the first class meeting.

## ONLINE COURSES

Online courses are available to you when scheduling conflicts or sport travel demands arise that the traditional IMG Academy program cannot accommodate. Parent/guardian and a school administrator's approval are required for any online course requests, and such requests must be made through the Registrar. You are limited to one online course as part of your regular tuition. Additional courses may be taken for an additional tuition fee. If you face significant travel requirements, you may be eligible for more online courses as part of the regular tuition fee but must complete one course prior to enrolling in another.

The window for withdrawal from any online course without penalty is two weeks from the day classes begin. Taking a course online requires self-discipline, commitment, and absolute academic integrity. It is a privilege to take these courses, and if you choose to enroll, you are responsible for maintaining an appropriate pace and making weekly contact with your online instructors. If you are interested in enrolling in an online course, contact the Academy Online Coordinator through your Academic Affairs Manager.

## ADDITIONAL LEARNING SERVICES

**Office Hours:** Teachers offer academic assistance during regularly scheduled office hours that fall within the school day (Monday, Tuesday, Thursday). This is an excellent time for you to meet with teachers on academic matters.

**Evening Achievement Center:** Evening Study is a complimentary support service available to all students. Tutors in core content areas are available to work with students individually and/or in small groups for limited amounts of time on a first come first serve basis. Students are encouraged to attend for academic support as needed.

**Testing Center:** Make-up testing opportunities are available during the school day in the Testing Center. Your teacher must agree to you testing in the Center, and when you arrive, you must have your ID badge for identification.

**Private Tutoring:** Private one-on-one tutoring is available in most academic subjects offered at IMG Academy, as well in SAT and ACT preparation. Your Academic Affairs Manager can assist you in arranging private tutoring. All tutoring takes place in the Academic Center, and you must bring your own study materials/texts/workbooks. Additional fees apply.

**SAT/ACT Prep Classes:** SAT/ACT prep classes are available Monday through Thursday from 6:30 – 8:00 pm. Prep classes model the College Board curriculum and are structured similar to a seated class, whereas timeliness is critical and a computer is necessary.

**Learning Resource Center (LRC):** The Learning Resource Center (LRC) program is fee-based and is provided for both student-athletes with diagnosed learning differences and those who can benefit from additional supervised learning time. The LRC does not replace private subject area tutoring. Using actual course assignments, students work in small groups to strengthen skills and build conceptual understanding to enhance academic performance. If you enroll in the LRC, you will be assigned a focus teacher, who will coordinate your learning plan and provide support. The focus teacher is responsible for communicating with teachers, parents and other appropriate people regarding your progress. If you are enrolled in the LRC, you will receive scheduled service during your academic day.

## **NATIONAL HONOR SOCIETY**

The National Honor Society (NHS) is a national academic honor organization. You may become eligible for potential NHS membership after completing one semester at IMG Academy, and selection is made between your sophomore and senior years. Society eligibility requirements include a 3.8 or higher cumulative grade point average and approval by faculty and administration. Once eligibility is established, you must write an essay that demonstrates your suitability for membership. Members commit to society ideals through service, leadership, character, and citizenship. Chapter membership includes active involvement in school activities and mandatory community service.

## **NATIONAL JUNIOR HONOR SOCIETY**

The National Junior Honor Society (NJHS) is a middle school organization established to recognize outstanding students that make a positive contribution to school life and communities. The mission of the chapter is to recognize students who excel in scholarship, leadership, citizenship, service, and character. You may become qualified to apply for NJHS membership after completing one semester at IMG Academy. To be eligible for membership you must be a middle school student (grade 6-8) and have obtained a cumulative GPA of 3.5 or higher. Once eligibility is recognized, you will receive an invitation to apply for membership by writing an essay, which will be evaluated by a faculty selection team. Upholding membership requires an ongoing responsibility and active involvement, including attending all mandatory meetings, maintaining the 3.5 GPA, and fulfilling 10 or more hours of approved community service.

## **A COMMITMENT TO SERVICE & ACTIVE COMMUNITY ENGAGEMENT**

Performing volunteer service in the community is highly valued at IMG Academy, and volunteer/community service is considered advantageous when applying for college entrance. Opportunities for service are available to you through IMG Academy and through various outside agencies. If you are pursuing the Florida Academic Scholars Award through the Bright Futures Program, you must complete 75 hours of community service. For more information on Bright Futures requirements, refer to the following website: <http://www.floridastudentfinancialaid.org>.

You also have an open invitation to join one or more on-campus clubs, several of which tie directly to academic courses and programs. Through these clubs, you can apply what you are learning in class to real world issues and enhance your talents and skill levels. These organizations can deepen your understanding of the world around you and introduce you to new and exciting avenues of engagement and expression. For a complete list of campus clubs, contact your Academic Affairs manager.

## CODE OF HONOR/ACADEMIC HONESTY

IMG Academy requires you to demonstrate the highest measure of academic integrity. Students who engage in academic dishonesty undermine the educational philosophy at IMG Academy and are subject to strict disciplinary consequences. For additional information, please refer to the student-athlete handbook.

## MIDDLE SCHOOL CURRICULUM AND INSTRUCTION

If you are a middle school student-athlete in grades 6-8, the IMG Academy offers you an exemplary learning program designed to meet the wide range of physical, social and intellectual differences that exist among early adolescents. Each year you take courses in Language Arts, Mathematics, Science and Social Studies that meet high academic standards thinking through engaging and challenging experiences. You also choose an elective from World Language, or Art as you expand your understanding of these areas. As an eighth grader you have the opportunity to earn up to 2 high school credits in Mathematics and World Language if you meet prerequisite requirements. English Language Development (ELD) services are available if you are not a native English speaker, and if you have a learning difference or need additional academic support, our Learning Resource Center (LRC) can contribute to our goal of providing an inviting, supportive and safe learning environment.

Course offerings are listed below. Ashley Killian, Head of Middle School, your teachers, and Academic Affairs Managers are available to provide additional information regarding them or any other components of the middle school program.

### Middle School Course Descriptions

#### ENGLISH/LANGUAGE ARTS (ELA)

##### English 6 (Grade 6)

This course reinforces active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn. It includes analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, and influence of history, culture, and setting on language. The development and application of a formal writing style includes 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 develop real 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 with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions. Throughout the year, the application of contextual and academic vocabulary and language conventions ensures accuracy in written expression.\*

### **English 7 (Grade 7)**

In this course, students will be exposed to a variety of 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. Theme is defined and textual evidence is synthesized to create meaningful theme statements. Building on understanding of devices such as metaphor, simile, personification symbolism and imagery, learners explore personal voice and style through a variety of modes of communication. Essay structure, creative writing, poetry, and prose are explicitly taught and modeled. In addition, multimedia presentations, class discussion, 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 (Grade 8)**

In this course, students examine narrative structure and point of view as well as language choices in a variety of literary and informational texts, analyzing the role of style, audience and purpose. Building on their understanding of 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, are continuing 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 writing are taught, with a focus on one mode in each unit. Writing in this course also includes inquiry and research projects, as well as the writing process. In addition, multimedia presentations, class discussion, and collaborative work strengthen student-athletes' interpersonal and public speaking skills.\*

### **Honors English 8 (Grade 8)**

*Prerequisite: Must have earned a B+ (87%) or higher in their previous subject area course and may require approval from an instructor/administrator.*

This Honors course addresses skills and strategies needed for success in upper school honors and/ or advanced placement upper school courses. In this course, student-athletes examine narrative structure and language choices in a variety of literary and informational texts, analyzing the role of style, audience and purpose. Learners delve deeply into literature, searching for complex themes and relationships. Literary analysis, creative writing, poetry, and Cornell note-taking are explicitly taught, modeled and reviewed. Writing assignments include a research project that synthesizes and integrates multiple sources according to MLA standards. In addition, multimedia presentations, Socratic seminars, class discussions, and collaborative work strengthen interpersonal and public speaking skills.

## MATHEMATICS

### **Math 6 (Grade 6)**

In this course, students acquire a concrete foundation in number sense associated with positive numbers. A conceptual understanding of the theory and logic behind the use of 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 (Grade 7)**

This course broadens 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 that demonstrate the ability to solve real world problems that require multi-step solutions.

### **Math 8 (Grade 8)**

This course provides foundational mathematical knowledge and skills requisite for success in Algebra. It includes calculating with rational numbers, solving multi-step equations, computing with linear equations, graphing linear equations and inequalities, slope in different formats, and using these concepts in the study of 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)**

General Science is a study of a variety of scientific fields and disciplines, which include 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 personal organization of both 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.

### **Life Science (Grade 7)**

Life Science is a study of life and its characteristics, evolution, and environment. The course includes the study of cells, heredity, evolution, animals and their behavior, interactions between organisms, the human body, and the nature of Life Science itself. Concepts are addressed through a variety of interactive assignments and projects. Critical thinking skills are developed

and strengthened through in-class discussions, labs, projects, and homework assignments. An additional emphasis is placed on personal organization of both student-athletes' assignment schedules and coursework, as well as 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)**

Physical Science is a study of the properties and composition of matter and forces, motion, and energy. This course stresses knowledge, comprehension, application, analysis, and synthesis of material. The course includes the study of matter, atoms, the periodic table, chemical bonding, forces, motion, energy, magnetism, electricity, and the nature of Science itself. Concepts are addressed through a variety of interactive assignments and projects. Critical thinking skills are developed and strengthened through in-class discussions, projects, and homework assignments. An additional emphasis is placed on personal organization of both student-athletes' 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.

### **Honors Physical Science (Grade 8)**

*Prerequisite: Must have earned a B+ (87%) or higher in their previous subject area course and may require approval from an instructor/administrator.*

Physical Science Honors will take place in a standard class parallel to the normal class. Students who wish to take the course for Honors credit will be required to sign an honors contract committing to remaining in Honors for the full year of the course and complete additional designated Honors coursework. The Honors curriculum follows all of the elements listed above. Additionally, it takes time to explore further into applications of - or historical components to - what is studied regularly during class. Honors tests will include an 'Honors' section in addition to the standard test.

### **Earth/Space Science (Grade 8)**

This course is the study of 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 learn the Earth's interior and the theory of plate tectonics, the Earth's systems and their interactions, and current theories that describe the formation of Earth, our Solar System, and the universe. Technology plays a major role in instructional delivery, and students participate in collaboration projects that hold them accountable for both group and individual performance.

### **Middle School Robotics (Grades 6-8)**

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,

and CAD for 3D printing. Participants learn to construct, control, and program robots through investigation and exploratory challenges.

### **Middle School Robotics II (Grades 7-8)**

*Prerequisite: Must have earned a B+ (87%) or higher in their previous subject area course and may require approval from an instructor/administrator.*

In this course, students construct robots and utilize tools for self-growth in technical skill development and iterative problem-solving as the basis for Engineering pathways. Working individually and in teams, students design, build, prototype and test their robotic solutions to specific design challenges, present what they've learned and compete in class challenges. Hands-on learning content in this course includes CAD modeling for laser cutting and 3D printing as well as introduction to coding, mechanical and electronics systems.

## **SOCIAL STUDIES**

### **World Geography (Grade 6)**

This is the first half of a two-year course in which student-athletes gain a firm foundation in understanding global issues within the context of physical and human geography. Learners explore such topics as the role of social media, immigration, trade issues, the effects of aging populations, energy resources and indigenous rights. The course is built around enduring understandings, essential questions, and National Geography standards. It uses engaging resources such as maps, timelines, animations, primary sources, images, and videos. Reading and writing support include guided notes, vocabulary pop-ups, and graphic organizers to enhance understanding of the content.

### **World Geography (Grade 7)**

This is the second half of a two-year course in which student-athletes gain a firm foundation in understanding global issues within the context of physical and human geography. Learners explore such topics as the role of social media, immigration, trade issues, the effects of aging populations, energy resources and indigenous rights. The course is built around enduring understandings, essential questions, and National Geography standards. It uses engaging resources such as maps, timelines, animations, primary sources, images, and videos. Reading and writing support include guided notes, vocabulary pop-ups, and graphic organizers to help enhance understanding of the content.

### **American History (Grade 8)**

This course is a study of the development of the United States within the context of world history, with a major focus on the pre-Reconstruction period. Knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities is accessed. Opportunities are provided for interpreting and creating representations of historical events using mathematical tables, charts and graphs. Knowledge gained is applied in solving problems in academic, civil, social, and employment settings.

## Honors Civics (Grade 8)

*Prerequisite: Must have earned a B+ (87%) or higher in their previous subject area course and may require approval from an instructor/administrator.*

In this honors-level course, students will be introduced to the fundamentals of American government and explore the rights and responsibilities of citizenship in the United States. Students will learn about the creation of American democracy, examine the significant founding documents and the structure of the government at the local, state, and federal levels, as well as the people and events that shaped the government's founding and subsequent development. Students will evaluate laws, how they are made and enforced, and how and why the American government works for the people. Students will also examine elections, how citizens can impact public policy, and the ways in which the United States interacts with countries around the world. Students will engage in meaningful conversations concerning our obligations as productive members of society and how we can progress our own community. Through debate, simulation, research, and reflections, students will develop critical thinking and valuable communication skills. Ultimately, the goal of this course is to help young people make intelligent and reasoned decisions for the common good as citizens of a diverse, democratic society in an interdependent world.

## WORLD LANGUAGES

### Spanish 1A (Grades 6-7)

This course introduces learners to the Spanish language and cultures of the Spanish-speaking world. It covers the first half of high school Spanish I over a full year, allowing for a pace more suited to middle school student-athletes and creating the opportunity for greater depth of coverage. The course includes active engagement in the form of speaking, reading, writing, and listening. In addition to language learning, class members become acquainted with cultural practices, products and perspectives of people in various Spanish-speaking countries. **0.5 high school credit is awarded to student-athletes who continue their language learning experience by enrolling in Spanish 1B.**

### Spanish 1B (Grades 7-8)

This course is designed to expand on the content covered in level 1A. It focuses on building grammar and vocabulary skills and requires learners to engage in auditory exercises in order to develop listening and comprehension skills. Written language expectations include short paragraphs with simple sentences. Upon successful completion of level B, learners advance to high school Spanish level II. This course is may only be taken upon successful completion of Spanish 1A. **0.5 high school credit is awarded to student-athletes who continue their language learning experience by enrolling in Spanish II. Students who take Spanish 1A and Spanish 1B at IMG should enroll in Honors Spanish 2.**

### French 1A (Grades 6-7)

This course introduces learners to the French language and cultures of the French-speaking world. It covers the first half of the high school French 1 over a full year, allowing for a slower pace and one that is more suited for the middle-school student athlete. This creates more in depth coverage

of the vocabulary and grammar concepts. Students will participate in active engagement in the form of speaking, reading, writing, and listening. There will be also hands-on learning through project-based assignments. In addition, emphasis on the culture of France will be studied through videos and discussions. **0.5 high school credit is awarded to student-athletes who continue their language learning experience by enrolling in French 1B.**

### **French 1B (Grades 7-8)**

This course is designed to expand on the content covered in level A. Student-athletes will learn to develop writing skills from simple sentences to building short paragraphs. Proficiency is assessed through listening, reading, writing, and simple conversations. Upon successful completion of French 1B, learners advance to high school French II. This course is not designed for an 8th grader who has never taken French. A high school credit is awarded to student-athletes who continue their language learning experience by enrolling in French II. There will also be hands-on learning through project-based assignments, and in addition emphasis on the culture of France will be studied through videos and discussions. **0.5 high school credit is awarded to student-athletes who continue their language learning experience by enrolling in French II.**

### **Spanish I (Grade 8)**

*Placement in this course requires prior approval from the World Languages department chairperson.*

See description under Upper School World Languages. Student-athletes completing this course earn one high school Spanish credit.

### **French I (Grade 8)**

*Placement in this course requires prior approval from the World Languages department chairperson.*

See description under Upper School World Languages. Student-athletes completing this course earn one high school French credit.

## **ENGLISH LANGUAGE DEVELOPMENT (ELD)**

The ELD program is fee-based and focuses on individual English Language Learner (ELL) needs. The international students' skills are tested upon arrival at IMG Academy, and the scores determine the students' placement in mainstream classes or in one of the four levels of the ELD program. The students are tested each end of semester and are thus given the opportunity to be promoted to the next ELD level or to be mainstreamed according to their individual progress. The integrated and designated instruction provided promotes high levels of English language proficiency in the domains of speaking, listening, reading and writing. Teachers foster the development of both academic language skills and social communication. Core curriculum components support learners in their transition to mainstream classes. For additional information, contact Claude Martin, ELD Department Chairperson.

## VISUAL ARTS

### **Art Foundations (Grades 6-8)**

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.

## MIDDLE SCHOOL ELECTIVES

### **Middle School Broadcast Media (Grades 7-8)**

*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*

This course is designed for the study and practice of 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 news-gathering, writing, video recording, editing, and the study of mass media. Students will learn the basic 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 begin to explore the world of digital video and television production. Student-athletes learn on professional 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.

### **Middle School Photography (.5 year) (Grades 7-8)**

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 putting that knowledge into use with a variety of assignments. They will learn how to manually adjust focus and lighting, basic studio and portrait techniques and how to use camera angles and composition to deliver different perspectives. Students will also have exposure to digital manipulation of images and practice constructive critiques of both fellow and professional photographers.

### **Health and Wellness (Grade 8)**

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.

### **Middle School Introduction to Personal Financial Literacy (Grade 8)**

This course consists for the following content areas and literacy strands: Financial Literacy, Economics, Mathematics, Language Arts for Literacy in History/Social Studies and Speaking and Listening. Content standards are geared toward deepening students' understanding of personal financial literacy through an economic perspective. A basic understanding of economics provides a critical framework to make informed decisions about budgeting, saving, and investing. In learning basic economics, students come to appreciate that choices have costs and benefits, and that it is often necessary to sort through complex information and weigh multiple costs and benefits before arriving at a decision. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge, and skills that will enable students to make sound personal finance decisions; to become wise, successful, and informed consumers, savers, borrowers, investors, risk managers, and future employees or employers; and to be participating and informed members of the global economy.

## **UPPER SCHOOL CURRICULUM AND INSTRUCTION**

### **ENGLISH/LANGUAGE ARTS**

#### **English Survey (Grade 9, 1 Credit)**

The English Survey course introduces student-athletes to literature as an intellectual and cultural experience. Language and literature are taught through the analysis of texts and exemplars. Students explore genres that include drama, poetry, the short story, epic poetry and the novel. Writing assignments are designed to support student-athletes in the construction of analyses that cover the breadth of personal, academic, and creative writing. Multiple presentations of original work are required during the year. Grammar and usage rules are applied within context of all papers. Students are expected to learn the formal structure of MLA writing that will be used for their future academic years.

#### **Honors English Survey (Grade 9, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%) or higher in their previous subject area course and may require approval from an instructor/administrator*

The Honors English Survey course provides increased depth and breadth of learning on an expedited timeline. Student-athletes are exposed to a variety of literary genres, which includes drama, poetry, the short story, the epic, various novels, and novellas. Honors writing skills focus on the breadth of analytical, reflective, personal, academic, and creative writing. Students, who take this course, should have mastered basic grammar rules and analytical writing perspective in the prior grade. Active participation in the class requires engaging in robust and intellectually challenging conversations with classmates in order to acquire a deeper understanding different perspectives of selected topics. The Honor's student-athlete is expected to communicate, reach out, and seek understanding as a self-governed behavior.

**World Literature (Grade 10, 1 Credit)**

This course emphasizes the study and consideration of selected great works of Western and non-Western literary traditions. An important goal is to promote an understanding of the works in their cultural and historical contexts and to recognize the enduring human values that unite different cultures across the world. Special attention is given to critical thinking and writing as valuable tools for effective literary analysis.

**Honors World Literature (Grade 10, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%) or higher in their previous subject area course and may require approval from an instructor/administrator*

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.

**American Literature (Grade 11, 1 Credit)**

The goal of this course is to increase appreciation and understanding of American literature, as well as to build stronger writers and critical thinkers through written assignments, formal responses, literary analyses, research essays, and creative pieces. The course provides a survey of major American authors, literary movements, and historical periods. Emphasis is placed on reading, analyzing, and discussion on the impact of American literature on American society.

**Honors American Literature (Grade 11, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%) or higher in their previous subject area course and may require approval from an instructor/administrator*

This survey course requires the highest level of participation, effort and quality. Learners read, analyze, and discuss American short stories, novels, nonfiction poetry, and plays in order to increase their ability to analyze text and think critically. They write formal responses, literary analyses, and research essays, as well as create their own narratives, fiction and poems. Additionally, the nuances of language are introduced and applied through oral and written expression. The course requires the use of elevated vocabulary and strategies of insightful readers, while building capacity to interpret American literature at a more sophisticated level. Expectations include participation in intellectually engaging discourse that strengthens foundational skills and stimulates abstract thinking. All major assessments and most minor assessment are written, and therefore a bulk of the grade is predicated on a student's written analytical ability.

### **Public Speaking (Grades 10 & 11, .5 Credit)**

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 the organizational skills, rules of grammar and usage, and elements of language consistent with a senior level English course.

### **Patterns of Human Behavior (Grade 10, English 1, Social Sciences, 1)**

*This is a co-taught, cross-curricular course for tenth graders that will run two separate class periods. Students will receive one credit for English and one credit for Social Science. Students must have earned a B+ (87%) or higher in their previous subject area course and may require approval from an instructor/administrator.*

Tenth grade World History and World Literature classes are taught collaboratively as a comprehensive humanities course designed to help students analyze the patterns of human behavior regarding critical topics and concepts that have shaped and influenced world history and our current global society. Topics studied in the course range from revolutions, and their effects on society and culture, to discussions of current events. The ultimate goal of this course is to synthesize the historical content with the literary and artistic forms in order to analyze the global patterns of human behavior and measure the enduring human values that unite different cultures across the world.

Patterns of Human Behavior is a project-based course. Students develop an understanding of both the importance of global history and its relevance by learning how history is written, evaluating viewpoints, and understanding the force of historical expression. Additionally, students read from a variety of literary genres and primary source texts which offer insights into the events as well as opposing viewpoints with which to contend.

### **Contemporary Literature (Grade 12, .5 Credit)**

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.

### **Sports in Literature (Grade 12, .5 Credit)**

Sports in Literature explores literature and long-form nonfiction centered around the idea of sport and sport-related issues and themes. In the course, students will read, discuss, and write about novels, creative nonfiction poetry, and short stories. They will think critically about and explore how literary form, language, and point of view influence sport related stories and their themes. In addition to strengthening students' abilities to read and think more critically, the course will focus on various formats of writing including literature responses, research-based writing, and writing for media formats. Students will pair writing with technology and various

media formats to create projects for publication that help them better understand how sports are used as a catalyst for revealing the bigger issues within society.

### **Writing, Rhetoric, & Contemporary Issues (Grade 12, .5 Credit)**

This course uses the study of rhetoric as an opportunity to offer instruction in critical thinking. Through extensive writing and speaking assignments, students will develop their abilities to analyze texts and forms of all kinds and to generate original and incisive ideas of their own. Critical thinking and original analysis as expressed in writing and in speech are the paramount goals of this class. The course will thus divide its efforts between an examination of the subject matter and an examination of student writing and speaking, in order to encourage in both instances the principal aims of the course.

### **Analysis of Film and Literature (Grade 12, .5 Credit)**

This course focuses on introduction of film terminology, structure, history, genre study, literary analysis, and film as a literature form. 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 literature into film. Student-athletes will also learn about the history of film, the reflection or influence of film on culture, the effects of under-representation within the medium, and issues of production, interpretation, and adaptation. This course emphasizes close reading skills in order to produce analytical writing and assessment using methods including, but not limited to, essays, Socratic seminars, presentations, and projects.

### **Honors Advanced Composition (Grade 12, 1 Credit)**

*Prerequisite:* Must have earned a B+ (87%) or higher in their previous subject area course and may require approval from an instructor/administrator

Honors Advanced Composition is designed to prepare students for college-level writing. This course focuses on developing thought through writing while improving structure, content, analysis, diction and writing basics. In the course, students will explore many modes of discourse as they examine published works, as well as write the college application, descriptive, persuasive, analytical, creative, and research paper essays. The class is conducted in a workshop-style format, with peer review and individualized writing feedback with the instructor. The overarching goal of the class is to increase students' ability to think and write critically and prepare students for writing at the college level.

### **Honors British Literature (Grade 12, 1 Credit)**

*Prerequisite:* Must have earned a B+ (87%) or higher in their previous subject area course and may require approval from an instructor

This is a survey course of British literature, literary movements, and historical periods. It requires reading, discussing and writing about various forms and genres with specific in regard to drama, poetry, the novel, and the short story. Time is spent understanding elements of structure and style within these genres. Literary works are examined from the viewpoint of New Historicism, requiring learners to understand the historical context of the time in which each work was written. The

course also explores what impact culture has on writing and makes connections to the relevance of these works as they pertain to society today. Writing assignments range from creative responses to research, literary analysis and rhetorical writing.

### **AP English Language and Composition (Grade 11-12, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related course (preferably a related Honors course) the previous year. Any exception must be approved by the course's teacher and an administrator. Enrollees are required to complete a series of summer assignments prior to the first class meeting.*

The primary goal of this course is to increase student-athletes' awareness of their role as writer, their audience's expectations, identified subject matter, and the purpose of writing. It is a college-level writing course in which student-athletes hone and polish their reading, writing, and critical thinking skills, while demonstrating learning through written expression. Learners read and critique college-level essays and longer non-fiction works with the aim of increasing their awareness of the myriad ways respected authors effectively employ language and rhetorical tools. They occasionally view films as well as print and TV commercials. Student-athletes explore their ideas on texts and a wide range of issues through in-class writing and multi-draft persuasive and analytic essays.

### **AP English Literature (Grade 12, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related course (preferably a related Honors course or AP English Language) the previous year. The course's teacher and an administrator must approve any exception. Enrollees are required to complete a series of summer assignments prior to the first class meeting.*

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, even elegantly, their analysis and interpretation of selected literary works. Daily participation (discussion of the readings) is mandatory and assessed with a class rubric.

## **MATHEMATICS**

PLACEMENT TESTS MAY BE REQUIRED.

### **Algebra I (8-9, 1 Credit)**

*Prerequisite: Must have successfully completed a yearlong course in Pre-Algebra and may be required to take a placement test.*

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 include: 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 (Grades 8-9, 1 Credit)**

*Prerequisite: Student must have earned a B+ (87%) or higher in previous subject area course and may require approval from an instructor/administrator. Placement into any Honors Level course may require satisfactory performance on a placement test*

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 include: linear equations, systems and inequalities, relations and functions, polynomials, rational expressions, nonlinear equations, 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 (Grades 9-10, 1 Credit)**

*Prerequisite: Successful completion of Algebra I*

This course explores the basic tenets of Euclidean Geometry. Each lesson begins with an opening theme and explores concepts in different contexts. These investigations require observation and analysis of postulates and theorems. The course makes use a variety of tools, from hands-on materials such as paper, compass and straightedge to more sophisticated mediums, such as computer software lessons and resources embedded in the online textbook. Each lesson leads to the discovery of the fundamentals of geometric reasoning as it pertains to parallel and perpendicular lines, triangles, quadrilaterals, convex polygons, similar triangles, right triangles and trigonometry, area, volume and circles. Discussion and problem solving techniques that support and utilize the lessons' postulates, theorems and properties are included. Throughout the course, the fundamentals of algebra, coordinate geometry, spatial relationships and real world applications are integrated into the daily practice problems. Lesson format includes group work, investigations, discussions and presentations.

### **Honors Geometry (Grades 9-10, 1 Credit)**

*Prerequisite: Successful completion of Algebra I, must have earned a B+ (87%) or higher in previous subject area course and may require approval from an instructor/administrator. Placement into any Honors Level course may require satisfactory performance on a placement test.*

This course explores the basic tenets of Euclidean Geometry. Each lesson begins with an opening theme and explores concepts in different contexts through different media. These investigations require observation and analysis of postulates and theorems. The course makes use a variety of

tools, from hands-on materials such as paper, compass and straightedge to more sophisticated mediums, such as the computer software lessons and resources embedded in the online textbook. Each lesson leads to the discovery of the fundamentals of geometric reasoning as it pertains to parallel and perpendicular lines, triangles, quadrilaterals, convex polygons, similar triangles, right triangles and trigonometry, area, volume and circles. Discussion and problem solving techniques that support and utilize the lessons' postulates, theorems and properties are included. Throughout the course, the fundamentals of algebra, coordinate geometry, spatial relationships and real world applications are blended and integrated into the daily practice problems. Lesson format includes group work, investigations, discussions and presentations. This Honors level course explores the conceptual theory behind the fundamental ideas of Geometry.

### **Algebra II (Grades 10-11, 1 Credit)**

*Prerequisite: Successful completion of Algebra 1 and Geometry*

Algebra II is a foundational course for students who have struggled with earlier exposure to Algebraic concepts or come from an integrated study of mathematics. 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 emphasis on complexity and applications. Topics covered include: linear equations, systems, and inequalities, quadratic functions, factoring and solving equations and applications, polynomials, rational expressions and rational equations. Completion of this course will allow students to progress to Algebra 3, Statistics, or Math for College Readiness.

### **Algebra II with Trigonometry (Grades 10-11, 1 Credit)**

*Prerequisite: Successful completion of Algebra 1 and Geometry*

This is an on pace course and blends the concepts and skills that require mastery prior to enrollment in either Algebra 3 or Pre-Calculus. It parallels the curriculum offered in the corresponding regular Algebra II, and covers most topics at a deeper level of understanding and incorporates additional topics of foundational Trigonometry including right triangle geometry, the Unit Circle and basic trigonometric identities. Successful completion of Algebra II with Trigonometry will allow students to enroll in Pre-Calculus, Algebra 3 or Statistics.

### **Honors Algebra II (Grades 10-11, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%) or higher in Algebra I and Geometry and may require approval from an instructor/administrator. Placement into any Honors Level course may require satisfactory performance on a placement test.*

This course blends the concepts and skills that require mastery prior to enrollment in Pre-Calculus Honors. It parallels the curriculum offered in the corresponding regular Algebra II with Trigonometry, covers some topics at a deeper level of understanding and incorporates additional topics. Additionally, the course proceeds at an accelerated rate when compared to the Algebra II with Trigonometry course. Higher order thinking is the focus in 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. Successful completion of this courses will allow students to enroll in Pre-Calculus Honors.

### **Statistics (Grades 10-12, 1 Credit)**

*Prerequisite: Successful completion of Algebra I.*

An introduction to basic concepts and formulas for both descriptive and inferential statistics. Topics include the nature of data, uses and abuses of statistics, methods of sampling, summarizing data, pictures of data, uses and abuses of statistics, methods of sampling, summarizing data, pictures of data, counting techniques, measures of central tendency, measures of variation, measures of position, understanding probability, binomial and normal distributions, central limit theorem, confidence intervals, fundamentals of hypothesis testing for both one and two samples and linear regression.

### **Math for College Readiness (Grade 12, 1 Credit)**

*Students who have completed Pre-Calculus, Pre-Calculus Honors, or any Calculus are not eligible for Math for College Readiness.*

This course provides a fourth-year math curriculum focused on developing the mastery of skills identified as critical to postsecondary readiness in math. This course is targeted for students who have struggled and need deeper understanding of basic foundational mathematical concepts and processes.

### **Advanced Algebra III (Grades 11-12, .5 Credit)**

*Prerequisite: Successful completion of Algebra II*

This course prepares students for College Algebra at the post-secondary level. It focuses on building a solid foundation in Algebra. It is offered in the Fall Semester and emphasizes polynomial functions, systems of equations, and inequalities.

### **Trigonometry (Grades 11-12, .5 Credit)**

*Prerequisite: Successful completion of Algebra II*

Trigonometry is a one semester course offered in the Spring. Topics include right triangle trigonometry, trigonometric functions of any angle, graphs of sine, cosine function, identities, the law of sines and cosines, exponential and logarithmic functions. This course demonstrates the role Algebra and Trigonometry play in modeling and solving authentic real-world problems. It builds on the previous courses of Algebra and Geometry and provides opportunities to employ problem-solving skills and critical thinking in an engaging setting. Students completing this course successfully are eligible to take Pre-Calculus.

### **Pre-Calculus (Grades 11-12, 1 Credit)**

*Prerequisite: Successful completion of Algebra II with Trigonometry or Algebra II and may require instructor/administrator recommendation.*

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. Students who successfully complete this course will be eligible to take Calculus Honors or AP Statistics.

### **Honors Pre-Calculus (Grades 11-12, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%-100%) average or higher in Algebra II with Trig. Honors, Algebra II with Trig, or Algebra III. Placement into any Honors Level course may require satisfactory performance on a placement test.*

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 incorporate additional topics. The Honors course progresses at an accelerated pace in comparison with 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 profi 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. Students who successfully complete this course will be eligible to take AP Calculus, Calculus Honors or AP Statistics.

### **Honors Calculus (Grade 12, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%-100%) average or higher in Pre-Calculus or Pre-Calculus Honors. Placement into any Honors Level course may require satisfactory performance on a placement test.*

This course ties together concepts introduced in Pre-Calculus. Students must be familiar with the properties and language of functions, the trigonometric functions and must have a record of high performance in previous math courses. Major concepts include limits, derivatives, and integrals. Each concept is explored in four different ways: graphically, numerically, algebraically, and verbally, emphasizing connections and applications.

### **Honors Statistics (Grade 12, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%-100%) average or higher in Algebra II with Trig or Algebra II Honors. Students completing regular Algebra II are not eligible for Honors Statistics. Placement test may be required.*

A course designed for students in all fields. Topics include organization of data, measures of central tendency, measure of variation, statistical inference, correlation along with some more advanced topics such as analysis of variance and simple/multiple regression. A graphing calculator is required for class, homework and testing. Classroom instruction and programs will be presented using a TI-84 Plus. This Honors course fosters high-achieving students' growth towards learning outcomes such as: problem solving, often with creative approaches; critical reading and original data analysis; forming judgments based on evidence; clear persuasive research writing; oral presentation; and articulate reflection on personal growth. Honors courses are more likely to utilize student-driven active learning, emphasizing exploration and discovery, rather than the acquisition of specific knowledge; faculty might provide projects with no predetermined conclusion, but with real world application.

### **AP Calculus AB (Grade 12, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related course (preferably a related Honors course) the previous year. Students must have already completed Pre-Calculus Honors or Calculus. The course's teacher and an administrator must approve any exception. Enrollees are required to complete a series of summer assignments prior to the first class meeting. Placement into any AP Level course may require satisfactory performance on a placement test.*

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 complement 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.

### **AP Computer Science Principles (Grades 10-12, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related course (preferably a related Honors course) the previous year. The course's teacher and an administrator must approve any exception. Enrollees are required to complete a series of summer assignments prior to the first class meeting. Placement into any AP Level course may require satisfactory performance on a placement test.*

This course introduces computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. It is engaging and underscores the importance of communicating solutions appropriately and in ways that are relevant to current societal needs.

## **AP Statistics (Grade 12, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related course (preferably a related Honors course) the previous year. The course's teacher and an administrator must approve any exception. Enrollees are required to complete a series of summer assignments prior to the first class meeting. Placement into any AP Level course may require satisfactory performance on a placement test.*

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.

## **SCIENCE**

### **Biology (Grades 9-10, 1 Credit)**

Biology is the study of life and its characteristics, function, evolution and environment. This course stresses critical thinking, problem solving, graph interpretation and laboratory investigation. It includes introductory ecology, biochemistry, cellular structure and function at the molecular level, physiology, genetics, DNA, and evolution. Additional areas of study extend into zoology, botany and classification systems. Concepts are addressed through interactive laboratory events, engaging discussions, and assigned projects.

### **High School Physical Science Part 1**

Physical Science is a study of the properties and composition of matter, forces, motion, and energy. This course stresses knowledge, comprehension, application, analysis, and synthesis of material. Physical Science Part 1 will include explorations into matter, atoms, the periodic table, chemical bonding, and the nature of science itself. Concepts will be enforced with learning and application of knowledge through a variety of interactive physical and computer-based assignments and projects. Students will develop and strengthen critical thinking skills through in-class discussions, projects, and homework assignments. Classroom interactive discussion is paramount as well as participation in activities and assigned projects. Together, these methods create a learning environment where students develop valuable cognitive skills, which enrich their understanding of the world around them.

### **High School Physical Science Part 2**

*Prerequisites: General Science & Life Science Credits: ½ Credit*

Physical Science is a study of the properties and composition of matter, forces, motion, and energy. This course stresses knowledge, comprehension, application, analysis, and synthesis of

material. Physical Science Part 2 will include explorations into weather science, forces, motion, energy, magnetism, electricity, and waves. Concepts will be enforced with learning and application of knowledge through a variety of interactive physical and computer-based assignments and projects. Students will develop and strengthen critical thinking skills through in-class discussions, projects, and homework assignments. Classroom interactive discussion is paramount as well as participation in activities and assigned projects. Together, these methods create a learning environment where students develop valuable cognitive skills, which enrich their understanding of the world around them.

### **Honors Biology (Grades 9-10, 1 Credit)**

*Prerequisite: Successful completion of middle school science with a B+ (87%) or higher and must be enrolled in Algebra 1 concurrently and may require Instructor/Administrator approval. Placement into any Honors Level course may require satisfactory performance on a placement test.*

Honors Biology is a rigorous course that prepares student-athletes for a successful transition into AP Biology. This course is recommended for student-athletes wishing to pursue a career in scientific fields including medicine and biotechnology, as well as those with an interest in science, math, or AP science courses. It focuses on the same topics as a standard biology course, but with a more intense pace and in greater depth. The first semester of the course explores topics in ecology, introduction to biochemistry, and cell biology. The second semester features genetics with patterns of human inheritance, and evolution as the unifying theme of biology, using the complexities of the theory, as well as phylogenetics and classification to understand biological diversity. Following the unit on evolution, student-athletes end the second semester with an overview of human anatomy and physiology. Class members have frequent opportunities to explore course content through hands-on activities and laboratory exercises, including dissections. Individual research projects are assigned, guiding student-athletes toward a more complex understanding of emerging questions, techniques, and trends in the field of Biology.

### **Chemistry (Grades 9–10, 1 Credit)**

*Prerequisite: Successful completion of Biology/Honors Biology and Algebra I*

This is an on-level chemistry course that provides student-athletes with their required chemistry credit. This course is required for all students to graduate. Semester 1 begins with an introduction to chemistry and science lab techniques. The definition of matter, the meaning of chemical names symbols, and the law of conservation of mass are explored. The periodic table is covered in depth, as well as modeling of atoms and nuclear reactions. A heavy emphasis is placed on chemical bonding and periodic trends. Lastly, molecule polarity and bonding types conclude the first semester. Semester 2 consists of gas laws, temperature conversions, writing and balancing chemical equations, and stoichiometry. Second semester concludes with applications of stoichiometry, namely: limiting and excess reactants, as well as percent yield. In addition to the content covered, student-athletes export these concepts with the help of hands-on activities and labs each month. This year-long course offers an opportunity to review

current chemical and energy research and the impact of nuclear chemical and nuclear energy on society. Additionally, at least one project is completed almost every quarter to assist with the visualization and solidifying of some of the more difficult concepts in the course.

### **Honors Chemistry (Grades 9-10, 1 Credit)**

*Prerequisite: Successful completion of Biology/Honors Biology and Algebra I with a B+ (87%) or higher and may require Instructor/Administrator approval*

This is a rigorous course that prepares student-athletes for a seamless transition into AP Chemistry. The course is recommended for anyone wishing to pursue a career in science or engineering, or anyone with an interest in science, math, or AP science courses. Semester one begins with a brief introduction to chemistry and science lab techniques. The definition of matter, the meaning of chemical names and symbols, and the law of conservation of mass are explored. The periodic table is covered in depth, as well as the modeling of atoms and nuclear reactions. A heavy emphasis is placed on chemical bonding and periodic trends. Lastly, gas laws and temperature conversions conclude the first semester. The second semester consists of writing and balancing chemical equations, stoichiometry, acid-base reactions, and thermodynamics.

The second semester concludes with a brief overview of equilibrium concepts and Le Chatelier's Principle. In addition to the content covered, student-athletes explore these concepts with the help of hands-on activities and labs each month. This year-long course offers an opportunity to review current chemical and energy research and the impact of nuclear chemistry and nuclear energy on society. Additionally, a project is completed each quarter that assists with solidifying some of the more difficult concepts in the course.

### **Honors Physics (Grades 11-12, 1 Credit)**

*Prerequisite: Successful completion of Biology, Chemistry, Algebra II*

Physics provides a platform from which to develop higher order critical thinking skills through problem solving and the physical analysis of common situations. It makes connections between the concepts of physics and the 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.

### **Environmental Science (Grades 11-12, 1 Credit)**

*Prerequisite: Successful completion of Biology and Chemistry*

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

in which they apply their understanding of environmental concepts to identify and analyze solutions to pressing environmental concerns.

### **Forensic Science (Grade 12, 1 Credit)**

*Prerequisite: Successful completion of Biology and Chemistry*

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 analyzed.

### **Marine Science (Grades 11-12, 1 Credit)**

*Prerequisite: Successful completion of Biology and Chemistry*

The purpose of this course is to provide an overview of the marine environment, the organisms that inhabit that environment and the interactions that take place there. Experiences that focus on personal organization, cooperative learning, critical thinking, and independent learning are emphasized. This course includes the interdisciplinary approach to studying the ocean through the physics, chemistry, geology, and biology of the marine environment. Classroom discussions, engaging lectures structured to broaden scientific vocabulary, advanced laboratory experiences, and hands-on activities (such as constructing a remote-operated underwater vehicle!) are integrated into the course to provide a broad spectrum of learning opportunities. In addition, Student-athletes will engage in field labs that include visits to Southwest Florida's local estuaries, bays, mangroves and ocean beaches.

### **Honors Anatomy & Physiology (Grades 11-12, 1 Credit)**

*Prerequisite: Successful completion of Biology and Chemistry with a B+ (87%) or higher average in both courses. May require instructor approval.*

This is a laboratory-based course that investigates the structure and function of the human body. The Honors level is designed for the highly motivated student who has demonstrated proficiency in scientific thinking. It offers considerable depth and complexity. Student-athletes participating must utilize highly developed organizational skills, advanced level thinking skills, and sophisticated cognitive learning strategies. Topics covered include the organization of the human body; biochemical composition; and major body systems, along with the impact of diseases on certain systems. Student-athletes participate in many discussions and address topics that lead to a comprehensive understanding of the structure and function of the human body,

while discovering ways in which the body systems are interrelated. Specific details of each of the major body systems are introduced; and learners are engaged through case studies, power point presentations, independent projects, research, gross anatomical dissections and labs.

The comprehensive study covers the following topics: body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, digestive, and nervous systems, as well as sexual reproduction. Additionally, medical ethics discussion-based subjects include: right to die, the use of medical marijuana and stem cell research.

### **Robotics (Grades 11-12, 1 Credit)**

*Prerequisite: Successful completion of Biology and Algebra II*

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 mini-game. Hands-on learning content in this course includes CAD modeling for laser cutting and 3D printing as well as introductory coding, mechanical and electronics systems, and light fabrication.

### **Advanced Robotics II (Grades 11-12, 1 Credit)**

*Prerequisite: Successful completion of Robotics. May require instructor approval.*

In this honors course, students research and explore advanced robotic capabilities in the areas of programming, electronic circuitry and 3D Design. This class will be an intensive, fast-paced project-based workshop that includes fabrication of parts and extensive objective-based prototype testing within constraints. A range of quickly advancing technological areas will be covered such as machine learning, automation and soft robotics.

### **AP Biology (Grades 11-12, 1 Credit)**

*Prerequisite: Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related high school science course (preferably Honors Biology) in a previous year. Additionally, candidates for AP Biology must have completed high school level chemistry with an average grade of 85% or higher. Any exceptions must be approved by the AP Biology teacher. Enrollees are required to complete a summer assignment prior to the first class meeting.*

AP Biology is a laboratory-based science emphasizing the process of scientific investigation through the study of living things -- both at the gross and molecular level. An understanding of the cell, the basic unit of life, is systematically developed beginning with the study of the nature of the cell and progressing through the study of DNA and heredity. Additionally, a detailed study of the six kingdoms of living organisms is conducted. The course focuses on the four overarching concepts of biology that include the process of evolution as it drives the diversity and unity of life; the ways in which biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; how living systems store, retrieve, transmit, and respond to information essential to life processes; and how biological systems that possess complex properties interact with one another. Student-athletes are encouraged to think critically about the

interaction of living organisms, their dependency on one another and how easily their often-fragile interdependence can be disrupted.

### **AP Chemistry (Grades 11-12, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related high school science course (preferably Honors Chemistry) the previous year. Additionally, candidates for AP Chemistry must have completed Algebra II with an average grade of 85% or higher. Any exceptions must be approved by the AP Chemistry teacher. Enrollees are required to complete a summer assignment prior to the first class meeting.*

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. All content for the AP Exam is covered in the first three quarters, with the fourth quarter designated as review for the AP Exam, which is scheduled in early May. After the AP Exam in May, students-athletes complete a research project and explore current topics in chemical and energy research. Each quarter, student-athletes complete four units, with four unit exams. Typically, a single unit is covered in about 1.5 weeks. Labs are completed within each unit to help solidify content. Semester one culminates with a midterm exam, and semester two final exam is project-based.

### **AP Physics C (Grades 11-12, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related course (preferably a related Honors course) the previous year. They must also be co-enrolled in Honors or AP Calculus. The course's teacher must approve any exception and an administrator. Enrollees are required to complete a series of summer assignments prior to the first class meeting.*

AP Physics C: Mechanics is a calculus-based, college-level physics course. It 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.

### **AP Environmental Science (Grades 11-12, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by their performance in a related course (preferably a related Honors course) the previous year. Candidates for AP Environmental Science must have completed Algebra II, Biology, and Chemistry with an average grade of 90% or higher in each course. The course's teacher and an administrator must approve any exception. Enrollees are required to complete a series of summer assignments prior to the first class meeting.*

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.

## **SOCIAL STUDIES**

### **World Geography (Grade 9, 1 Credit)**

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 (Grade 9, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%) or higher in previous subject area course and may require approval from an Instructor/Administrator*

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, 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.

**AP Human Geography (Grade 9, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related course (preferably a related Honors course) the previous year. The course's teacher and an administrator must approve any exception. Enrollees are required to complete a series of summer assignments prior to the first class meeting.*

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 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 reflect the goals of the National Geography Standards (2012).

**World History (Grade 10, 1 Credit)**

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. 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 (Grade 10, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%) higher in previous subject area course and may require approval from an Instructor/Administrator*

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 effectively use of creativity, collaboration, independent analysis, leadership, and highly developed intellectual skills is required.

**AP World History (Grade 10, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related course (preferably a related Honors course) the previous year. The course's teacher and an administrator must approve any exception. Enrollees are required to complete a series of summer assignments prior to the first class meeting.*

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.

### **American History (Grades 11-12, 1 Credit)**

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 (Grades 11-12, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%) or higher average in previous subject area course and may require approval from an Instructor/Administrator*

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 American History (Grades 11-12, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related course (preferably a related Honors course) the previous year. The course's teacher and an administrator must approve any exception. Enrollees are required to complete a series of summer assignments prior to the first class meeting.*

This course concentrates on the investigation of significant events, individuals, developments and processes in nine historical periods from approximately 1491 to the present. Expectations include the development and use of the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about conceptualization, causation, and continuity and change over time. Learning experiences focus on seven themes: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. Student-athletes develop the skills necessary to make informed decisions and to present reasons and evidence clearly and persuasively in essay format.

### **American Government (Grades 11-12, .5 Credit)**

This course explores the governing principles and institutions of the American system of government in their historical context. It addresses the role the US Constitution plays in sustaining American democracy. Popular sovereignty, separation of powers, checks and balances, republicanism, federalism, and individual rights are examined. Additionally, it assesses both the strengths and challenges associated with the American system of government in today's world.

### **Economics (Grades 11-12, .5 Credit)**

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.

### **Personal Financial Literacy (Grades 11-12, .5 Credit)**

This course consists of the following content areas and literacy strands: Financial Literacy, Economics, Mathematics, Language Arts for Literacy in History/Social Studies and Speaking and Listening. Content standards are geared toward deepening students' understanding of personal financial literacy through an economic perspective. A basic understanding of economics provides a critical framework to make informed decisions about budgeting, saving, and investing. In learning basic economics, students come to appreciate that choices have costs and benefits, and that it is often necessary to sort through complex information and weigh multiple costs and benefits before arriving at a decision. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge, and skills that will enable students to make sound personal finance decisions; to become wise, successful, and informed consumers, savers, borrowers, investors, risk managers, and future employees or employers; and to be participating and informed members of the global economy.

### **Law in Society (Grades 11-12, 1 Credit)**

This course provides practical information and problem solving opportunities that build the knowledge and skills base necessary for success in our law-oriented society. 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.

### **Patterns of Human Behavior (Grade 10, English 1, Social Sciences, 1)**

*This is a co-taught, cross-curricular course for tenth graders that will run two separate class periods. Students will receive one credit for English and one credit for Social Science. Students must have earned a B+ (87%) or higher in their previous subject area course and may require approval from an instructor/administrator.*

Tenth grade World History and World Literature classes are taught collaboratively as a comprehensive humanities course designed to help students analyze the patterns of human behavior regarding critical topics and concepts that have shaped and influenced world history and

our current global society. Topics studied in the course range from revolutions, and their effects on society and culture, to discussions of current events. The ultimate goal of this course is to synthesize the historical content with the literary and artistic forms in order to analyze the global patterns of human behavior and measure the enduring human values that unite different cultures across the world.

Patterns of Human Behavior is a project-based course. Students develop an understanding of both the importance of global history and its relevance by learning how history is written, evaluating viewpoints, and understanding the force of historical expression. Additionally, students read from a variety of literary genres and primary source texts which offer insights into the events as well as opposing viewpoints with which to contend.

### **Honors Psychology (Grades 11-12, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%-100%) average or higher in previous social studies course. Preferred completion of Biology with an 85% or above. May require instructor approval.*

This course will introduce students to the principles on which the study of psychology is built. It takes a holistic approach to foster an understanding of human behavior and mental processes. Areas explored include the history of psychology, psychological research methods, biological foundations of behavior, states of consciousness, cognitive psychology, learning, memory, social psychology, and clinical psychology. Material presented reflects the discipline's increasing concern with cultural, gender, racial and ethical issues. Learner expectations include active involvement in every class, including participating in experiments, engaging in group work, creating projects, orally presenting reasoned opinions, writing essays, conducting research, and learning how to apply psychological concepts in daily life

### **Politics and International Relations (Grades 11-12, 1 Credit)**

This course introduces the current political landscape in America and addresses matters concerning security, diplomacy and power relations among nations. Major domestic topics focus on elections and the political agendas of the two major American political parties. The course also includes the study of the changing nature of alliances among nations in the 21st Century and the role of the United States in dealing with significant international issues, such as Iran's nuclear program and the rise of China as a global economic power.

### **AP European History (Grades 11-12, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related course (preferably a related Honors course) the previous year. The course's teacher and an administrator must approve any exception. Enrollees are required to complete a series of summer assignments prior to the first class meeting.*

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 and Micro Economics (Grades 11-12, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related course (preferably a related Honors course) the previous year. Candidates for AP Economics must have earned a 90% or higher in Algebra II. The course's teacher and an administrator must approve any exception. Enrollees are required to complete a series of summer assignments prior to the first class meeting.*

AP Economics is a yearlong course divided into two semesters: AP Microeconomics and AP Macroeconomics. In Microeconomics, emphasis is placed on gaining a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. In Macroeconomics, the focus is on the principles of economics that apply to an economic system as a whole. The course stresses the significance of national income and price-level determination and develops familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

## **WORLD LANGUAGES**

PLACEMENT TESTS REQUIRED.

### **Spanish I (Grades 9-10, 1 Credit)**

Spanish I is an introductory course that integrates listening, reading, writing and speaking. It focuses on the process of active learning and contributes to the development of both oral and written proficiency. Student-athletes engage in conversation and develop skills for writing simple sentences describing daily life situations and personal information. Through a variety of materials, such as documents, articles and video, student-athletes explore both language and the rich cultural heritage of the Hispanic world.

### **Spanish II (Grades 8-11, 1 Credit)**

Spanish II is an intermediate level course that helps student-athletes communicate effectively regarding many aspects of daily life. After reviewing concepts and content covered in Spanish I, learners are able to apply Spanish I material in more communicative 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. Active class participation, correct pronunciation, and study outside of class are crucial components of success in this course. This course is frequently conducted in Spanish.

### **Spanish III (Grades 9-12, 1 Credit)**

Spanish III is an intermediate level course designed to build on student-athletes' previous experience in Spanish. The curriculum is designed to review fundamental concepts in Spanish 2 that will enable students to communicate. The course focuses on expanding vocabulary, learning more complex grammar, and engaging in project based learning. While this class emphasizes conversational skills, language proficiency is also assessed through reading, writing, and listening. This course is frequently conducted in Spanish.

### **Honors Spanish II (Grades 8-11, 1 Credit)**

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. 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.

### **Honors Spanish III (Grades 10-12, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%) or higher average in previous subject area course and may require approval from an Instructor/Administrator*

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 cultural perspectives of Hispanic cultures throughout the world. While this class emphasizes conversational skills, language proficiency is also assessed through reading, writing, and listening. This course is frequently conducted in Spanish.

### **Spanish IV (Grades 10-12, 1 Credit)**

Spanish 4 will expand language communication skills and cultural understanding developed in Spanish 1-3. You must have received an 83% or high in Spanish 3 to take this course. Students will advance their listening, reading, speaking, and writing skills and delve into more complex topics. This course covers themes such as outdoor adventures, competitions and training, exercise and nutrition, personal relationships, careers and interviews, 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. Grammatically, the students will review the present tense, determine how and when to use the preterit and imperfect tenses, give informal and formal commands, learn how and when to use a variety of subjunctive phrases, communicate while using the perfect tenses, and formulate phrases which incorporate the future tense. Students will be assessed through a combination of traditional assessments and project-based learning. This course is frequently conducted in Spanish.

**Honors Spanish IV (Grades 10-12, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%) or higher average in previous subject area course and may require approval from an Instructor/Administrator*

Must have taken Honors Spanish III or have an IMG teacher recommendation to enter this course. Honors Spanish IV prepares students to communicate through a variety of activities. Learners develop higher-level skills in understanding Spanish and express themselves in both speaking and writing. Through authentic literature, student-athletes use a variety of strategies to develop their reading comprehension and improve their oral proficiency. Knowledge of the rules of grammar and usage are stressed through context. The student-athletes also interpret, analyze, and develop their critical thinking skills through the study of short stories, short films, and other written works. This is an immersion course conducted completely in Spanish.

**AP Spanish (Grades 10-12, 1 Credit)**

*Must have an A (90-100%) average in subject area the previous academic year and Instructor/Administrator permission.*

AP Spanish is an immersion course, conducted completely in Spanish. Students learn to appreciate cultural perspectives and practices. This class is for non-native speakers who have studied Spanish for several years. This course is also an elective for native speakers who have already fulfilled their world language requirement. A participation grade is given based on students' ability to use Spanish effectively when interacting with their classmates and engaging in academic discourse. Content and skill objectives make this course as rigorous as a third-year language course at the university level. Students use the three modes of communication (interpretive, interpersonal, and presentational) in written and spoken contexts and apply knowledge gained from audio and visual resources to support both written and spoken theses. Additionally, they analyze authentic texts and interact with editorial writing.

**French I (Grades 8-11, 1 Credit)**

Students learn the basics of French. Student athletes will explore the sounds and diphthongs that will allowed 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 (Grades 8-12, 1 Credit)**

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 (Grades 9-12, 1 Credit)**

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, 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 (Grades 9-12, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%) or higher average in previous subject area course and may require approval from an Instructor/Administrator*

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 frequently conducted in French.

### **Honors French IV (Grades 10-12, 1 Credit)**

*Prerequisite: Must have earned a B+ (87%) or higher average in previous subject area course and may require approval from an Instructor/Administrator*

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. This is an immersion course conducted completely in French. Native French speakers may take as an elective if they have fulfilled their graduation requirements for world language.

## ENGLISH LANGUAGE DEVELOPMENT

The ELD program is fee-based and focuses on individual English Language Learner (ELL) needs. The international students' skills are tested upon arrival at IMG Academy, and the scores determine the students' placement in mainstream classes or in one of the four levels of the ELD program. The students are tested each end of semester and are thus given the opportunity to be promoted to the next ELD level or to be mainstreamed according to their individual progress. The integrated and designated instruction provided promotes high levels of English language proficiency in the domains of speaking, listening, reading and writing. Teachers foster the development of both academic language skills and social communication. Core curriculum components support learners in their transition to mainstream classes. For additional information, contact Claude Martin, ELD Department Chairperson.

## FINE ARTS

### **Interdisciplinary Arts (Grades 9-12, 1 Credit)**

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 arts 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, participatory and collaborative education.

### **Drawing and Painting (Grades 10-12, .5 Credit)**

Drawing and Painting introduces students to key concepts and techniques relevant to critically engage within two-dimensional disciplines. Through a series of guided investigations and a survey of pertinent art historical movements, students examine formal, creative, and conceptual aspects of drawing, printmaking, and painting. Designed principally for students with little or no experience, students learn to create, interpret, and evaluate works of art. A studio course, Drawing and Painting, gives students hands on access to materials and methods necessary for visual communication, creative processes, and artistic thinking. No prior experience in art required.

### **Pottery (Grades 10-12, .5 Credit)**

Pottery is an introduction to the fundamentals of wheel-throwing. From centering on the wheel, shaping the objects, to final stages of trimming, students will have an in-depth exploration of creating functional ceramic forms. Students will create, bowls, vessels, mugs and vases using traditional pottery methods. Kiln firing and final glazing techniques will also be applied, allowing the students to take home a collection of pottery to enjoy for generations. No prior experience in art required.

### **Photography & Graphic Design (Grades 10-12, .5 Credit)**

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 system along with elements of Adobe Photoshop, Illustrator, and InDesign. No prior experience in art required. Cameras and lenses will be provided.

### **Performative Arts (Grades 10-12, .5 Credit)**

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 (Grades 11-12, 1 Credit)**

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 (Grades 11-12, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in a related course (preferably a related Honors course) the previous year. The course's teacher and an administrator must approve any exception. Enrollees are required to complete a series of summer assignments prior to the first class meeting.*

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 are packaged and sent to the AP College Board for closer inspection. Sketchbook are kept and require three to four hours a week outside of class in order to complete the necessary work.

## ELECTIVES

NCAA Credit is not awarded.

### **AP Seminar (Grade 10, 1 Credit)**

*Prerequisite: AP courses are offered to those who are highly motivated and capable of succeeding in college level courses as indicated by earning an A (90% - 100%) in both their previous English and History courses. The courses' teachers and an administrator must approve any exception. Enrollees are required to complete a series of summer assignments prior to the first class meeting.*

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. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. 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.\*

### **AP Research (Grades 11-12, 1 Credit)**

*Prerequisite: You must have successfully completed AP Seminar to take this course. Enrollees are required to complete a series of summer assignments prior to the first class meeting.*

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.

### **Introduction to Media Broadcast (Grade 10-12) ELECTIVE ONLY**

*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.*

This course is designed for the study and practice of 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 news-gathering, writing, video recording, editing, and the study of mass media. Students will learn the basic 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 begin to explore the world of digital video

and television production. Student-athletes learn on professional 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.

### **Advanced Media Broadcast (Grades 9-12) ELECTIVE ONLY**

*Prerequisite: Successful completion of Introduction to Broadcast Media \*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\**

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 learn include: camera videotaping techniques, teleprompting, script writing and editing; videotape editing, and creating news packages. Student-athletes will be exposed to 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 in 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.

### **Health and Wellness (Grades 9-10)**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and wellness. With a focus on health, physical, emotional, and mental wellbeing, this course explores multiple topics that middle school students may encounter. Strategies and techniques are a foundation of the course so that students can continually make improvements in all areas of wellness. Students, with the guidance of a training instructor, set personal goals in four areas of wellness: physical, emotional, social, and academic.

*\*Course description provided by the curriculum publisher.*