

# INSTRUCTIONAL PROGRAM GUIDE

2017-2018



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## General Information

This Guide is designed to provide you with information on the IMG Academy's curriculum. The School offers courses from 7:45 am – 5:30 pm. Your course schedule is determined by your sport, the availability of courses and your previous academic achievements. The courses offered and numbers of sections are based on student enrollment. IMG Academy reserves the right to cancel any course for which there is insufficient enrollment. Only students with scheduling conflicts or significant tournament travel are provided the opportunity to take online courses. The online service must be approved through the Registrar's office. In coordination with the Registrars, College Advisors, and Administrators, students are responsible for making certain they meet academic requirements for graduation and the NCAA.

## Schedule Changes

Course/class schedule changes are allowed on a limited basis only. Students 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 students are responsible for checking the status of their requests.

Schedules are customarily made if one or more of the following qualifications are met:

- 1) Course was already taken and passed
- 2) Schedule is incomplete
- 3) Course is needed for graduation
- 4) Prerequisite is not met
- 5) Failed course needs to be re-taken
- 6) Skill level required for a course has not been attained
- 7) Adjustment considerations due to class size
- 8) Change of sport schedule

Schedules changes are not approved for the following reasons:

- 1) Preference for a specific teacher
- 2) Preference for another period (other than sport change)
- 3) Preference to be with friends in a class

**Adding:** Classes may be added during the first two weeks of a semester if space is available in the class. Adding after the first two weeks of class may be permitted for special circumstances.

**Dropping:** Students may drop a class without record within the first two weeks of the semester. After the first two weeks, students must receive special permission from an administrator.

## Course Cancellation

IMG Academy reserves the right to drop any course due to insufficient enrollment.

## Graduation Requirements

IMG Academy offers two diploma options to students who successfully complete the credit requirements for graduation.

The College Preparatory Diploma is the standard diploma issued to graduating seniors.

<b>College Preparatory Diploma</b> (22 Credits)	
English	4 Credits
Math	4 Credits
Science	3 Credits (must include Biology and Chemistry)
Social Science	3 Credits (must include American History)
World Language	2 Credits
Fine Art	1 Credit
Academic Elective	3 Credits
Non-Academic Elective	2 Credits (ex: Sports, PE, Technology)

*Two consecutive years of the same world language is recommended for college admissions purposes.  
 (Three years for more selective universities)  
 Credits are earned and GPA is calculated after each semester.*

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. The General Studies diploma does not qualify for admission to many universities, including the State University System of Florida.

<b>General Studies Diploma</b> (20 Credits) <i>*16 NCAA Approved Courses*</i>	
English	4 Credits
Math	3 Credits
Science	2 Credits (must include Biology)
Social Science	2 Credits (must include American History)
Additional English, Math, or Science	1 Credit
Academic Elective	4 Credits (must be NCAA approved)
Non-Academic Elective	4 Credits (Ex: Sports, Art, PE, Technology)

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

## Transfer Credits

Credits may be awarded to students transferring to IMG Academy from another academic institution. Official transcripts must be received and reviewed by the Registrar prior to attendance at the Academy 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.

## Grading Scale

GRADE POINT AVERAGE*		GRADING SCALE			
Grade Points	Grade Points				
A+ 4.33	C 2.00	A+ 98-100	C 73-76		
A 4.00	C- 1.67	A 93-97	C- 70-72		
A- 3.67	D+ 1.33	A- 90-92	D+ 67-69		
B+ 3.33	D 1.00	B+ 87-89	D 63-66		
B 3.00	D- 0.67	B 83-86	D- 60-62		
B- 2.67	F 0.00	B- 80-82	F 0-59		
C+ 2.33		C+ 77-79	I= Incomplete		

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

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

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

Grade point averages are calculated after each semester.

## National Collegiate Athletic Association (NCAA) Eligibility

In order to receive an athletic scholarship, a student entering an NCAA Division I or II institution must register with the NCAA Eligibility Center. Students must meet the following NCAA core course and testing requirements in order to be eligible to participate in college athletics:

1. Graduate from high school on time (eight consecutive semesters from the start of grade 9)
2. Complete the following core courses:

	Division I	Division II
English	4 credits	3 credits
Math (Algebra I or higher)	3 credits	2 credits
Science (Minimum of one year of lab)	2 credits	2 credits
Additional English, Math or Science	1 credit	3 credits
Social Science	2 credits	2 credits
Extra Core Courses (foreign language or any above)	4 credits	4 credits

3. Ten of the 16 core courses must be completed BEFORE the 7<sup>th</sup> semester (Senior year) of high school
4. Seven of the 10 courses must be in English, Math, or Science
5. Earn a minimum of 2.3 in core courses on a 4.0 scale
6. If students need to retake a course they must complete it before the 7<sup>th</sup> semester (Senior year). After the 7<sup>th</sup> semester they cannot replace any of the first 10 core courses.
7. Combined SAT 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).

### FHSAA/Athletic Eligibility

Students 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. Eligible students are permitted to play on the IMG Academy sports team for four years following the completion of eighth grade. According to FHSAA 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 FHSAA Handbook

### Honors Courses

In order to be eligible for honors, students should have earned a B or higher (83-100%) in their previous subject area course and receive approval from the course’s teacher and an administrator. Honors courses provide highly motivated and academically talented students with a differentiated curriculum that includes a wider range and greater depth of subject matter than that of the standard course. These courses demand the highest level of participation, effort, and quality from students. Curriculum is rigorous, stresses concept development and typically places emphasis on independent study, critical thinking and student research. Honors courses require students 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 students who are highly motivated and capable of succeeding in college level courses as indicated by earning A grades (90-100%) or B+ (87-89%) in an Honors course in the previous year. Any exceptions must be approved by the course's teacher and an administrator. Advanced Placement weight and transcript designation does not appear until completion of the course AP exam. All students enrolled in an AP course are expected to sit for the exam. If a student does not take the exam, the course is recorded as an Honors-level course, with the student receiving the associated Honors GPA weight.

## Online Courses

Online courses are available to students with scheduling conflicts or sport travel demands 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. Students are limited to one online course as part of their regular tuition. Additional courses may be added for an additional tuition fee. Student athletes with significant travel requirements may be eligible for more online courses as part of the regular tuition fee.

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 and commitment. It is a privilege to take courses using the online format, and each student is responsible for maintaining an appropriate pace and making weekly contact with his or her online instructors.

## Additional Learning Services

**Evening Study Program:** Evening study hours are held Monday through Thursday from 7:30-9:00 pm for all middle and high school students. Tutors are available each night to assist students in making up work, preparing for tests or getting extra help on assignments. Teachers, administrators, or sport representatives reserve the right to require students to report to evening study hours when it is determined such a requirement is in the best interest of the student. Students who are making up tests during evening study hours must report to the test proctor before 7:30 pm. After 7:30 pm, students are not permitted to make up tests.

**Office Hours:** In addition to our Evening Study Program, teachers also offer assistance during regularly scheduled office hours that fall within the school day. This is an excellent time for students to receive additional help and to meet with teachers on academic matters.

**Achievement Center:** This center, which is adjacent to the media center, provides opportunities during the school day for students to seek additional academic support. Tutors are available for assistance in a group setting.

**Private Tutoring:** Private one-on-one tutoring is available in most academic subjects offered at IMG Academy, as well in SAT and ACT preparation. All tutoring takes place in the Academic Center and students provide their own study materials/texts/workbooks. *Additional fees apply.*

**Learning Resource Center (LRC):** The Learning Resource Center (LRC) is a fee-based program for both students with diagnosed learning differences and those who are struggling academically. LRC does not replace private subject area tutoring. Through content area classwork, students work in small groups to help them strengthen academic skills and strategies so they can perform at a higher level in their classes. Students enrolled in the LRC are assigned a focus teacher, who guides their learning in the program. They also have access to the other focus teachers in the program to support them with their academics. The focus teacher is responsible for communicating with teachers, parents and other appropriate people regarding the student's progress.

Students enrolled in the LRC are scheduled to receive services during their academic day. They also have access to the LRC on Saturdays from 10 am – 2 pm.

**Community Service:** Students should know that performing volunteer service in the community is valued at IMG Academy, and volunteer/community service is considered an asset to the student's candidacy for college entrance. Opportunities for service are available through IMG Academy and through various outside agencies. Students pursuing the Florida Academic Scholars Award through the Bright Futures Program should complete 75 hours of community service. For more information on Bright Futures requirements, refer to the following website: <http://www.floridastudentfinancialaid.org>.

## National Honor Society

The National Honor Society (NHS) is a national academic honor organization. Students become eligible for NHS membership after completing one semester at IMG Academy, and selection is made between students' 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, students must write an essay that demonstrates suitability for membership. Students develop a commitment to society ideals through service, leadership, character and citizenship. Chapter membership includes active involvement in school activities and community service.

## National Junior Honor Society

Students in grades 6-8 are eligible to be invited for membership. National scholarship guidelines require a minimum of 3.0 GPA on a 4.0 scale. Students who meet the scholarship requirement have an opportunity to complete a form detailing their accomplishments in and commitment to service, leadership, character, and citizenship. Members must participate in chapter and individual service projects that benefit the school and community.

## Code of Honor/Academic Honesty

IMG Academy requires that all students be accountable for the academic integrity of their work. Students who engage in academic dishonesty undermine the educational philosophy at IMG Academy and are subject to strict disciplinary consequences. Students should know that teachers use turnitin.com to check for plagiarism. Academic dishonesty includes, but is not limited to, the following:

- Submitting writing in whole or in part that is taken from another student or other source that is not the person submitting the writing
- Taking an essay or any other material from the internet and using it as one's own without citing the source and using quotations
- Paraphrasing another author's work without citing the source
- Using the ideas of another author without citing the source
- Resubmitting work that was originally written for another teacher's course
- Sharing any information about the content of assessments, including quizzes, tests, or exams with one's peers
- Cheating or attempting to cheat on tests or quizzes through the use of unauthorized notes, copying another student's answers, letting someone copy one's answers, text messaging or any other device to send or receive answers or in any way giving or receiving answers that are not one's own
- Copying (or sharing) homework, class assignments, projects or any other assigned work from another student or anyone else
- Tampering with a teacher's grades

The consequences for academic dishonesty are as follows:

### First Offense

Student may fail the assignment and may not be given the opportunity to resubmit.

The teacher notifies the parents and the administration.

### Second Offense

Student fails the assignment and is not given the opportunity to resubmit.

The teacher arranges a phone conference with parents and an administrator.

Administration notifies the appropriate athletic coach and a sport suspension is issued.

### Third Offense

Student is placed on academic probation and may face disciplinary consequences from the Academic Affairs Committee.

The teacher arranges a phone conference with parents and administrators. Students with multiple instances of academic dishonesty in more than one subject may be expelled and deemed ineligible for reenrollment the following year.

# MIDDLE SCHOOL

## LANGUAGE ART

### **Language Arts 6**

**0.0 Credit**

**6**

The overarching goal of this introductory course is to broaden student exposure to all types of texts, increase student appreciation and understanding of all types of literature, and help each student become a stronger writer and critical thinker. It addresses the study of concepts associated with reading, writing, writing to reflect, writing to learn, and effectively using grammar and semantics to elevate analytical techniques. Students read and discuss a variety of literature that includes informational text, novels, drama poetry and Medieval tales. Students explore conceptual understandings and practice skills through in-class and homework writing. Additionally, they compose original essays, narratives, short stories, and poems.

### **Language Arts 7**

**0.0 Credit**

**7**

The overarching goal of this course is to increase student appreciation and understanding of all types of literature, as well as to help each learner become a stronger writer and critical thinker. It focuses on basic grammar skills acquisition and conceptual understanding associated with literary forms and techniques. In this course, students read and discuss a variety of literature that includes short stories, novels, drama, nonfiction, biography, autobiography, poetry, letters and mythology. Additionally, they engage in writing assignments that explore concepts, genres and related ideas, both in class and as homework. Writing expectations include the production of original essays, narratives, short stories, novels, and poems.

### **Language Arts 8**

**0.0 Credit**

**8**

The overarching goal of this course is to prepare students for upper school by creating reading, writing and speaking opportunities that both challenge and engage learners. With an emphasis on building critical reading comprehension skills in both literature and informational text, students create written compositions in a variety of genres. They also examine techniques used by successful professional and student authors when using literary elements and rhetorical devices to craft effective text. Students read and write daily, with a balance between brief and extended reading and written composition. Learning expectations include the effective use of grammar, spelling and vocabulary. Students are given the opportunity to conduct research and present that research both orally and in written form.

## MATHEMATICS

### **Math 6**

**0.0 Credit**

**6**

This course is intended for beginning middle school students. It creates a foundation required for all math students. Basic knowledge and skills acquisition is related to place value, adding, subtracting, multiplying and dividing whole numbers, decimals and fractions. Also included is the study of geometry, algebra and units of measurement.

### **Math 7**

**0.0 Credit**

**7**

This course reinforces the basic mathematical concepts and skills that students learned in previous courses. Concepts, procedures and vocabulary that students need in order to be successful in upper-level algebra and geometry courses are introduced and practiced through a variety of assignments. Students learn to simplify expressions containing parentheses as the first step to solving multi-step equations. They are introduced to exponents, square roots, geometric formulas, and adding, subtracting, multiplying and dividing signed numbers. This course also focuses on operations involving ratios, percentages, fractions, mixed numbers and decimals.

**Pre-Algebra** **0.0 Credit** **8**  
This course is a pre-requisite for Algebra I. It introduces algebraic expressions and order of operations with positive and negative integers. Emphasis is placed on solving first-degree equations and inequalities. Additional concepts include factoring, exponents, ratio, proportion and linear functions/graphing.

**Algebra I** **1.0 Credit** **8**  
This is a high school level course. See description under Upper School mathematics.

## SCIENCE

**General Science** **0.0 Credit** **6**  
General Science is a study of a variety of scientific fields and disciplines. This course stresses knowledge, comprehension, application, and analysis. Course concentration areas 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. Students develop and strengthen critical thinking skills through in-class discussions, labs, projects, and homework assignments. An additional emphasis is placed on personal organization of both students' assignment schedules and coursework, in addition to independent learning activities. Classroom interactive discussion is paramount, as well as participation in activities and assigned projects. These elements are integrated into the course to provide a broad spectrum of learning opportunities.

**Life Science** **0.0 Credit** **7**  
Life Science is a study of life and its characteristics, evolution, and environment. This course stresses knowledge, comprehension, application, analysis, and synthesis of material. 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. Students develop and strengthen critical thinking skills through in-class discussions, labs, projects, and homework assignments. An additional emphasis is placed on personal organization of both students' assignment schedules and coursework, in addition to independent learning activities. Classroom interactive discussion is paramount, as well as participation in activities and assigned projects. These elements are integrated into the course to provide a broad spectrum of learning opportunities.

**Physical Science** **0.0 Credit** **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. Students develop and strengthen critical thinking skills through in-class discussions, projects, and homework assignments. An additional emphasis is placed on personal organization of both students' assignment schedules and coursework, in addition to independent learning activities. Classroom interactive discussion is paramount, as well as participation in activities and assigned projects. These elements are integrated into the course to provide a broad spectrum of learning opportunities.

## SOCIAL SCIENCE

**World Cultures I** **0.0 Credit** **6**  
The purpose of this course is to enable students to develop multicultural understanding. The students use geographical concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations. The content includes topics pertinent to world politics (culture, location and physical characteristics), population studies, and historical change.

<b>World Cultures II</b>	<b>0.0 Credit</b>	<b>7</b>
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The purpose of this course is to enable students to understand that the world is comprised of many diverse cultural groups that have made significant contributions to our past and present. Students discover the shared characteristics among various cultural groups. The content focuses on characteristics of cultures, development of cultural activities, and the complexity of global issues.

<b>MS American History</b>	<b>0.0 Credit</b>	<b>8</b>
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The purpose of this course is to enable students to understand the development of the United States within the context of history, with a major focus on the pre-Reconstruction period. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities. The knowledge gained is applied in solving problems in academic, civil, social, and employment settings.

## WORLD LANGUAGE

<b>Intro to Spanish Level A</b>	<b>0.0 Credit</b>	<b>6</b>
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This is a middle school course designed to introduce students to the Spanish language and cultures of Spanish speakers in the world. The course covers the first half of high school Spanish I over a full year. It allows for a pace more suited to 6<sup>th</sup> and 7<sup>th</sup> graders, while also creating the opportunity for additional depth and material coverage. It provides students with a foundation in Spanish language acquisition that includes speaking, reading, writing, and listening, as well as cultural knowledge and perspectives necessary for effective communication.

<b>Intro to Spanish Level B</b>	<b>0.0 Credit</b>	<b>7</b>
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This is a middle school course designed to expand upon the content covered in level A. The course focuses on building grammar and vocabulary skills. The students also 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, students advance to high school Spanish level II. A high school credit is awarded if the student continues to the next level Spanish II.

*\*\*Completion of Spanish level A and level B in the middle school earns one high school credit for Spanish I.*

<b>Spanish I</b>	<b>1.0 Credit</b>	<b>8</b>
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See description under high school Foreign Language.

<b>French I</b>	<b>1.0 Credit</b>	<b>8</b>
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See description under high school Foreign Language.

<b>Mandarin I</b>	<b>1.0 Credit</b>	<b>8</b>
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See description under high school Foreign Language.

## FINE AND PERFORMING ARTS

<b>MS Art Foundations</b>	<b>0.0 Credit</b>	<b>6-8</b>
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This course enables students to communicate ideas and concepts through 2 and 3-dimensional media and design principles. Emphasis is placed on personal creativity and artistic expression. Production activities include drawing, painting, sculpting, assemblage, and printmaking techniques. There is an art appreciation component worked into the various production activities.

**MS Music****0.0 Credit****6-8**

This course provides an introduction to musical literacy and appreciation. Its goal is to promote lifelong learners who enjoy and value music. Students explore music from different genres and cultures as they engage in rich experiences that foster self-expression and aesthetic growth. Students are given the opportunity to perform during the school year.

## UPPER SCHOOL

### ENGLISH

**English Survey****1.0 Credit****9**

This course introduces students to literature as an intellectual and cultural experience. It is taught through the analysis of works that reach across cultures and time periods. A variety of literary genres is explored and includes drama, poetry, the short story, the epic and the novel. Writing assignments are designed to support students in the construction of the basic five-paragraph essay and to cover the breadth of personal, professional and creative writing. Students make five oral presentations of original work during the year. Additionally, they analyze, persuade, and reflect in written form. Grammar and usage rules are applied within context, and students are given ample opportunities for practice. Penmanship and product reputation are addressed when needed. Attention is given to the relationship between application of knowledge/skills and quality of product.

**English Survey Honors****1.0 Credit****9**

*Prerequisite: Must have earned a B or higher (83-100%) in their previous subject area course and receive approval from an Instructor/Administrator.*

This honors course provides students with increased depth and breadth of learning, as it introduces them to literature as an intellectual and cultural experience. It is taught through the analysis of works that reach across cultures and time periods. A variety of literary genres is explored, which includes drama, poetry, the short story, the epic, and various novels and novellas. Honors writing skills emphasize building out the basic five-paragraph essay to an eleven-paragraph essay and focus on the breadth of analytical, reflective, personal, professional and creative writing. Knowledge of the basic rules of the five-paragraph essay structure, as well as grammar and usage proficiency are expected prerequisites for this course. Students are required to take an active role in the class by engaging in robust and intellectually challenging conversation with classmates in order to acquire a deeper understanding of selected topics. All students must maintain an 85% or better to remain in English Survey Honors

**World Literature****1.0 Credit****10**

This course emphasizes the study and consideration of the literary, cultural and human significance 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 literary traditions. Special attention is given to critical thinking and writing as valuable tools for effective comparative and interdisciplinary literary analysis.

**World Literature Honors****1.0 Credit****10**

*Prerequisite: Must have earned a B or higher (83-100%) in their previous subject area course and receive approval from an Instructor/Administrator.*

This honors level course is designed for the highly motivated student with a talent for higher order 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. Critical thinking and analytical writing are used routinely.

**American Literature** **1.0 Credit** **11**

The goal of this course is to increase students' appreciation and understanding of American literature, as well as to help students become stronger writers and most importantly, critical thinkers. It is highly recommended for students planning to attend college in the United States. The course provides a survey of major American authors, literary movements, and historical periods. Students read, analyze, and discuss American short stories, novels, nonfiction, poetry, and plays in order to increase their ability to analyze text and think critically. Students also explore readings and related ideas through written assignments. They write formal responses, literary analyses, and research essays, as well as create their own narratives, fiction, and poems.

**American Literature Honors** **1.0 Credit** **11**

*Prerequisite: Must have earned a B or higher (83-100%) in their previous subject area course and receive approval from an Instructor/Administrator.*

This course requires the highest level of participation, effort and quality from students. The course provides a survey of major American authors, literary movements, and historical periods. Students read, analyze, and discuss American short stories, novels, nonfiction, poetry, and plays in order to increase their ability to analyze text and think critically. Students also explore readings and related ideas through written assignments. They write formal responses, literary analyses, and research essays, as well as create their own narratives, fiction, and poems. Additionally, they are introduced to the nuances of language and are asked to apply and interpret what they learn through oral and written expression. The course challenges students by requiring the use of elevated vocabulary and strategies of insightful readers, while building their capacity to interpret American literature at a more sophisticated level. Students regularly participate in intellectually engaging discourse that strengthens their knowledge base and stimulates abstract thinking.

**AP English Language and Composition** **1.0 Credit** **11-12**

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

The overarching goal of this course is to increase students' 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 students hone and polish their reading, writing, and critical thinking skills and demonstrate their learning through written expression. Students 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. Students explore their ideas on texts and a wide range of issues through in-class writing and multi-draft persuasive and analytic essays.

**Advanced Composition** **1.0 Credit** **11-12**

The overarching goal of this course is to increase students' ability to think and write critically and to prepare them for writing at the college level. It focuses on developing thought through writing, while improving structure, content, analysis, diction and writing basics. Students explore many kinds of essays as they 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.

**Contemporary Literature** **1.0 Credit** **12**

This course explores literature, literary movements, and various genres from 1945 to the present day. Students read, discuss, and write about drama, poetry, novel, graphic novels, creative nonfiction, and the short story. Within these genre, they examine a variety of specific elements associated with structure and style. Students think critically about and explore how language and story are influential in a variety of formats. Advertisement, film, music, and online formats are studied for their use of language in creating new forms and avenues of expression. Writing assignments range from creative response assignments to research, literary

analysis and rhetorical writing. Upon completion of this course, students demonstrate growth as readers and writers and expand their understanding of story forms, literary elements, and contemporary literary movements.

**Sports in Literature** **1.0 Credit** **12**  
This course explores literature and long-form nonfiction that center around sport and sports-related issues and themes. In the course, students read, discuss, and write about novels, creative nonfiction, poetry, and short stories. They think critically about and explore how literary form, language, and point of view influence stories and their themes. In addition to strengthening students' abilities to read and think more critically, the course focuses on the writing process. Students write responses to texts, research papers, and a variety of creative pieces in an effort to understand how authors use sport as a catalyst for examining larger societal issues.

**British Literature Honors** **1.0 Credit** **12**  
*Prerequisite: Must have an A (90-100%) average in subject area the previous academic year and Instructor/Administrator permission.*  
This course provides a thorough survey of British literature, literary movements, and historical periods. Students read, discuss and write about various forms and genres with specific regard to drama, poetry, the novel, and the short story. Time is spent understanding elements of structure and style within these genres. Students look at literary works from the viewpoint of New Historicism, requiring the students to understand the historical context of the time in which the work was written. Students also explore what impact culture had on the writing and make connections to the relevance of these works as they pertain to society today. Writing assignments range from creative response assignments to research, literary analysis and rhetorical writing. Upon completion of this course, students grow as readers and writers and have a thorough understanding of major works, authors, and movements within the canon of British literature.

**AP English Literature** **1.0 Credit** **12**  
*Prerequisite: Must have an A (90-100%) average in subject area the previous academic year and Instructor/Administrator permission.*  
AP English Literature is a college level literature course. Students engage in the careful reading and critical analysis of imaginative literature. They deepen their understanding of the ways authors use language to provide both meaning and pleasure for their readers. Students are expected to explain (through writing assignments) clearly, cogently, even elegantly, their analysis and interpretation of selected literary works.

## MATHEMATICS

**Algebra** **1.0 Credit** **8-9**  
*Prerequisite: Must have successfully completed a year-long course in Pre-Algebra or successfully passed the placement test with teacher/administrator recommendation.*  
This course begins with the introduction to algebraic expressions and solving linear equations and inequalities. Throughout the course, students learn the steps for solving algebraic problems that include work with fractions, percentages, and decimals. Other topics covered in depth include relations and functions, graphing, linear equations, inequalities, systems of equations and inequalities, exponents, polynomials, factoring of polynomials, rational expressions and equations, radicals, quadratic function/equations/elementary trigonometry, and statistics/probability.

**Algebra I Honors** **1.0 Credit** **8-9**  
*Prerequisite: Must have earned a B or higher (83-100%) in their previous subject area course and receive approval from an Instructor/Administrator.*  
The Algebra I Honors level is designed for the highly motivated student with a talent for mathematical thinking. Although the course covers the same concepts and skills as those identified in the Algebra I description, this course offers greater depth and complexity, while moving at an accelerated pace. Students participating must utilize highly developed organizational skills, advanced level thinking skills, and sophisticated cognitive learning strategies.

**Geometry** **1.0 Credit** **9-10**

*Prerequisite: Successful completion of Algebra I*

Geometry utilizes the basic Euclidean concepts of point, line and plane to build a logical science that includes the study of angles, triangles, quadrilaterals, polygons, circles and solids. Many lessons are designed as a learning activity incorporating various types of reasoning skills--intuitive, inductive, and deductive. Proofs are presented to formalize the deductive learning techniques. Opportunities for the student to use algebra skills in relationship to various geometric theorems and principles are abundant. Integration of geometry with other sciences and studies, such as architecture, engineering, physics, and the like, are included throughout the year.

**Geometry Honors** **1.0 Credit** **9-10**

*Prerequisite: Successful completion of Algebra I, must have earned a B or higher (83-100%) in their previous subject area course and receive approval from an Instructor/Administrator.*

The Geometry Honors level is designed for the highly motivated student with a talent for mathematical thinking. Although the course covers the same concepts and skills as those identified in the Geometry description, this course offers greater depth and complexity and accelerated pacing. Students participating must utilize highly developed organizational skills, advanced level thinking skills, and sophisticated cognitive learning strategies.

**Algebra II** **1.0 Credit** **10-11**

*Prerequisite: Successful completion of Algebra 1 and Geometry.*

Algebra II continues the study of advanced algebraic concepts including linear and quadratic functions, polynomials, rational expressions, systems of functions and inequalities. Students are expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis is placed on practical applications and modeling. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. Students work independently and collaboratively to gain a deeper understanding of mathematical concepts and ideas. Upon successful completion of this course, students are prepared for pre-calculus and other higher-level mathematics courses.

**Algebra II Honors** **1.0 Credit** **10-11**

*Prerequisite: Must have earned a B or higher (83-100%) in their previous subject area course and receive approval from an Instructor/Administrator.*

The Algebra II Honors level is designed for the highly motivated student with a talent for mathematical thinking. Although the course covers the same concepts and skills as those identified in the Algebra II description, this course offers greater depth and complexity and accelerated pacing. Students participating must utilize highly developed organizational skills, advanced level thinking skills, and sophisticated cognitive learning strategies.

**Statistics** **1.0 Credit** **11-12**

*Prerequisite: Successful completion of Algebra II.*

This course is designed to provide students with an introduction to descriptive and inferential statistics. It is a year-long course based on the text *Elementary Statistics*, by Mario F. Triola. Students address learning areas that include: measures of central tendency, standard deviation, probability, normal distributions, hypothesis testing, and correlation and regression. Emphasis is placed on the application of statistics concepts in real-world contexts.

**Discrete Mathematics** **1.0 Credit** **11-12**

*Prerequisite: Successful completion of Algebra II.*

This year-long course is designed to present students with theory-based topics, including Problem Solving, Set Theory and Logic. It also focuses on discrete applications of Systems Theory, emphasizing Systems of Numeration, Metric System, Mathematical Systems and Consumer Mathematics. Students review Algebra graphs and functions and perform basic Geometry transformations.

<b>Algebra III</b>	<b>1.0 Credit</b>	<b>11-12</b>
<i>Prerequisite: Successful completion of Algebra II.</i>		
This course is designed to help diverse students, with different backgrounds and goals, prepare for college and career. It reinforces concepts and skills introduced in algebra and trigonometry and prepares students for other courses; such as College Algebra, Pre-Calculus, Business Calculus, and Finite Mathematics. By mid-year, students complete an in depth functions unit consisting of linear, quadratic, polynomial, rational, radical and absolute value, along with inequalities. The second semester begins with the introduction of trigonometry. A sampling of trigonometry topics covered includes right triangle trigonometry, trigonometric functions of any angle, graphs of sine, cosine function, identities, the law of sine and cosine. The final quarter focuses on systems of equations and inequalities, logarithmic and exponential functions and their properties, along with college preparedness topics and review. This course demonstrates how algebra and trigonometry can model and solve authentic real-world problems.		
<b>Pre-Calculus</b>	<b>1.0 Credit</b>	<b>11-12</b>
<i>Prerequisite: Successful completion of Algebra II and Teacher/Administrator recommendation.</i>		
Pre-Calculus is an <b><u>advanced course</u></b> that begins with a review of linear and quadratic equations, inequalities, systems and graphs, functions and relations. Polynomial, rational, complex numbers, exponential, and logarithmic functions are reviewed and expanded on. Topics also include an in-depth study of trigonometric and inverse trigonometric functions, their graphs and trigonometric equations and proofs. Also included are finite and infinite sequences and series, plus probability.		
<b>Pre-Calculus Honors</b>	<b>1.0 Credit</b>	<b>11-12</b>
<i>Prerequisite: Must have earned a B or higher (83-100%) in their previous subject area course and receive approval from an Instructor/Administrator.</i>		
This honors level course is designed for the highly motivated student with a talent for mathematical thinking. Although the course covers the same concepts and skills as those identified in the Pre-Calculus description, this course offers greater depth and complexity and moves at an accelerated pace. This advanced course addresses additional concepts that include polar coordinates, vectors, matrices, conic sections and an introduction of limits as an early study of Calculus. Students participating must utilize highly developed organizational skills, advanced level thinking skills, and sophisticated cognitive learning strategies.		
<b>Calculus</b>	<b>1.0 Credit</b>	<b>12</b>
<i>Prerequisite: Successful completion of Pre-Calculus and Instructor/Administrator recommendation.</i>		
This course ties together concepts that have been studied in Pre-Calculus. Students must be familiar with the properties and language of functions and the trigonometric functions. Students must have a high level of math skills demonstrated from courses covering 4 full years of high school mathematics in order to be successful in this class. The major concepts include: limits, derivatives and integrals. Each concept is explored in four different ways: graphically, numerically, algebraically and verbally, emphasizing the connections and applications.		
<b>AP Calculus AB</b>	<b>1.0 Credit</b>	<b>12</b>
<i>Prerequisite: Successful completion of math sequence through Honors Pre-Calculus, an A (90-100%) average in subject area the previous academic year and Instructor/Administrator recommendation.</i>		
AP Calculus AB is a course building on a strong foundation in algebra, trigonometric problems, analytic geometry, and functions. Students must have a high level of math skills demonstrated from courses covering 4 full years of high school mathematics in order to take AP Calculus. AP Calculus topics are explored through the interpretation of graphs, tables, and analytic methods. The use of technology (graphing calculator and computers) is used to increase the students' understanding of mathematical relationships by visually demonstrating relationships. Applications of AP Calculus in the areas of business, chemistry, biology, physics, and statistics are explored as well. Students should be prepared to spend above normal amounts of time in preparation for class so they can handle the rigor of the course with the intention of placing out of a		

comparable college Calculus course. The high expectations enable students to be successful on the AP Exam or college placement exam.

### **AP Statistics**

**1.0 Credit**

**12**

*Prerequisite: Successful completion of math sequence through Pre-Calculus, an A (90-100%) average in subject area the previous academic year and Instructor/Administrator permission.*

The purpose of the course is to introduce the students to the basic statistical tools necessary to collect, analyze, and draw conclusions from a wealth of data. Students are expected to master techniques contained in the following four broad areas:

Exploring data---describing patterns and departures from patterns

Sampling and experimentation---planning and executing a study

Anticipating patterns---exploring phenomena using probability and simulation techniques

Statistical inference---estimating population parameters and testing hypotheses

The essence of the course is the use of technology to manipulate statistical data into a usable format and then make logical and statistically significant assumptions and decisions about a problem or issue. Additionally, the course focuses on all the connections in the statistical process, including design, analysis of experimental data, and reaching significant conclusions. Students will be required to present data and conclusions in the appropriate vocabulary of statistics. This course demands the highest level of participation, effort and quality from students. These high expectations enable the students to be successful in the AP Exam or college placement exam.

## **SCIENCE**

### **Biology**

**1.0 Credit**

**9-10**

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 focus on zoology, botany and classification. Concepts are addressed through interactive laboratory events. An emphasis is placed on personal understanding, in addition to independent and group learning activities. Classroom interactive discussion and activities are paramount, as well as instructional lectures, labs, and assigned projects.

### **Chemistry**

**1.0 Credit**

**9-10**

Chemistry is a science course with a balance of qualitative and quantitative work. The qualitative work includes verbal and written communication of facts, ideas, concepts, and findings, and the use of domain-specific language is stressed. The quantitative work involves measurement, graphical analysis, and mathematical problem solving. These aspects are supported by hands-on student activities that emphasize the scientific process. The integration of applications and societal implications ensure that chemistry is perceived to be relevant to everyday life.

### **Chemistry Honors**

**1.0 Credit**

**9-10**

*Prerequisite: Successful completion of Biology/Honors Biology and Algebra I with a B or higher and Instructor/Administrator approval.*

This is a rigorous course that prepares students for an easy transition into AP Chemistry. Honors Chemistry is a rigorous course that prepares students for an easy transition into AP Chemistry. The course is recommended for any student wishing to pursue a career in science or engineering, or any student 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, students explore these concepts with the help of hands-on activities and labs each month. This year-long course offers an opportunity for students to explore current chemical and energy research and the impact of nuclear chemistry and nuclear energy on society. Additionally, students have a project to complete each quarter that will assist them with solidifying some of the more difficult concepts of the course.

### **Chemistry Honors**

**1.0 Credit**

**9-10**

*Prerequisite: Successful completion of Biology/Honors Biology and Algebra I with a B or higher and Instructor/Administrator approval.*

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### **Physics**

**1.0 Credit**

**11-12**

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

Physics provides students with a platform from which they develop higher order critical thinking skills through problem solving and the physical analysis of common situations. Students learn to make connections between the concepts of physics and the concrete world around them. Comparisons are often made to real life examples, especially as they pertain to the world of athletics. The concepts that are 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 students develop valuable cognitive skills that enrich their understanding of the world around them.

### **Environmental Science**

**1.0 Credit**

**11-12**

*Prerequisite: Successful completion of Biology and Chemistry*

This is an interdisciplinary course that 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 participate in labs and research projects in which they apply their understanding of environmental concepts to identify and analyze solutions to pressing environmental concerns.

### **Marine Science**

**1.0 Credit**

**11-12**

*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, with an emphasis on experiences that focus on personal organization, cooperative learning, critical thinking and independent learning. The course includes marine ecosystems, geology of the ocean floor, the physical and chemical properties of water as it relates the marine environment and a look at the various phyla of living organisms that inhabit the coastal and marine ecosystems. Classroom discussions, lectures, lab, and hands-on activities are integrated into the course to provide a broad spectrum of learning of opportunities. Students engage in field labs that include visits to local estuaries, bays, mangroves and ocean beaches.

**Anatomy & Physiology Honors****1.0 Credit****11-12**

*Prerequisite: Successful completion of Biology with a B (83% or higher), Chemistry is preferred.*

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 with a talent for scientific thinking. It offers considerable depth and complexity. Students 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. Students 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 students 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. Forensic evidence is interwoven into the course in an effort to build a link between a current topic of interest and required subject matter.

**AP Biology****1.0 Credit****11-12**

*Prerequisite: Successful completion of Biology; Anatomy & Physiology is highly recommended. Must have an A (90-100%) average in subject area the previous academic year and Instructor/Administrator permission.*

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: 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. Students 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****1.0 Credit****11-12**

*Prerequisite: Successful completion of Biology, Honors Chemistry, and Algebra II. Must have an A (90-100%) average in subject area the previous academic year and Instructor/Administrator permission.*

AP Chemistry is designed to be the equivalent of a general chemistry course taken within the first year of college. Students 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 complete a research project and explore current topics in chemical and energy research. Each quarter, students 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, and some labs are saved for after the AP exam in May. Semester one culminates with a midterm exam, and semester two final exam is project-based.

**AP Physics****1.0 Credit****11-12**

*Prerequisite: Successful completion of Biology and Algebra II. Must have an A (90-100%) average in subject area the previous academic year and Instructor/Administrator permission.*

AP® Physics 1 is an algebra-based course in general physics and the topics presented in this course closely follow those outlined by the College Board and reflect an introductory level college physics. Students have the opportunity to meet the College Board learning objectives of this course in a variety of ways and to apply their knowledge to real world experiences and society issues. Instructional time involves a variety of student-centered activities in which students have the opportunity to work collaboratively in solving challenging problems, and to present their solutions

to the class. During class sessions, connections to the world are explored through discussions, group projects, laboratory experiments, and class demonstrations.

## **AP Environmental Science**

**1.0 Credit**

**11-12**

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

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

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students 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. The following objectives provide a foundation for the structure of the AP Environmental Science course.

## **SOCIAL SCIENCE**

### **World Geography**

**1.0 Credit**

**9**

In this course, students utilize physical and cultural perspectives to examine people, places and environments at local, regional, national and international levels. Students describe the influence of geography on the events of the past and present with emphasis on contemporary issues. Particular emphasis is placed on understanding and applying geographic concepts and skills to students' daily lives.

### **World History**

**1.0 Credit**

**10**

This historical survey course examines the development of civilization from ancient to modern times. Topics include: ancient civilizations, the Enlightenment, the Industrial Revolution, the French Revolution, World Wars I and II, the Russian Revolution, and the Korean and Vietnam Wars. Students learn to appreciate the world's cultural diversity and discover the extent to which a country's progress reflects its historical roots and geographic location. The course's emphasis is on a thematic understanding of world history and culture and its influence on the history of human progression through the time.

### **World History Honors**

**1.0 Credit**

**10**

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 from students. Curriculum is rigorous, stresses concept development and typically places emphasis on independent study, critical thinking and student research. Students are required to effectively use creativity, collaboration, independent analysis, leadership, and highly developed intellectual skills.

### **AP World History**

**1.0 Credit**

**10**

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

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 conflicts; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students build not only a strong mastery in factual historical knowledge, but they also learn critical thinking skills needed to evaluate historical evidence, compare development in different regions and time periods, and develop a coherent worldview of our past. Learning involves students analyzing patterns of change and continuity over time.

### **American History**

**1.0 Credit**

**11-12**

This course surveys United States history by themes from its discovery to the present day. Students analyze 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 class discussions provide opportunities for students to demonstrate an understanding of how the past relates to the present and future.

**American History Honors** **1.0 Credit** **11-12**

This honors level course is designed for the highly motivated student with a talent for social scientific thinking. Although it covers the same concepts and skills as those identified in the American History description, this course offers greater depth and complexity and moves at an accelerated pace. Students participating must utilize highly developed organizational skills, advanced level thinking skills, and sophisticated cognitive learning strategies.

**AP American History** **1.0 Credit** **11-12**

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

This course requires students to investigate significant events, individuals, developments and processes in nine historical periods from approximately 1491 to the present. Students develop and use 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. Students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

**AP European History** **1.0 Credit** **11-12**

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

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, there would be 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.

**American Government** **0.5 Credit** **11-12**

This course explores the governing principles and institutions of the American system of government in their historical context. Popular sovereignty, separation of powers, checks and balances, republicanism, federalism, and individual rights are examined. Students gain an understanding of tenets of American democracy through the study of the U.S. Constitution and other essential documents. Additionally, learners are afforded the opportunity to assess both the strengths and challenges associated with the American system of government.

**Economics** **0.5 Credit** **11-12**

This course introduces students to the ways in which individuals and nations make choices regarding the effective and ineffective use of scarce resources. It teaches students to apply basic principles and theories to practical simulations and real-life case studies to make the study of economics relevant and interesting. Course objectives focus on a variety of business practices, and students are also given the opportunity to gain insight into the impact of cultural differences, language barriers, and communication on the global market.

**Law in Society** **1.0 Credit** **11-12**

This course provides students with 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, mock trials, 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.

**Psychology Honors****1.0 Credit****11-12**

This course is designed to introduce motivated students to principles on which the study of psychology is built. It takes a holistic approach to fostering an understanding of human behavior and mental processes. Students explore areas that include: history of psychology, psychological research methods, biological foundations of behavior, states of consciousness, cognitive psychology, learning memory, social psychology and abnormal psychology. Material presented reflect the discipline's increasing concern with cultural, gender, racial and ethical issues. Students are expected to be actively involved every class, as they participate in experiments, engage in group work, create projects, orally present their reasoned opinions, write essays, conduct research and learn how to apply psychological concepts in their daily lives. Student-centered learning and service learning are used to accomplish expected outcomes.

**Politics and International Relations****1.0 Credit****11-12**

This course exposes students to the current political landscape in America and to political questions about security, diplomacy and power relations among nations. Major domestic topics focus on elections and the political agendas of the two major American political parties. Students also study the changing nature of alliances among nations in the 21<sup>st</sup> 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.

**American History Through Film****0.5 Credit****11-12**

This course critically analyzes how American History and society are portrayed through cinema. Films, as well as actual historical events, figures, and time periods are discussed and examined in a variety of approaches ranging from discussions, writings, and projects. The primary form of cultural and historical analysis involves students writing critical film reviews. Students utilize professional film reviews to compare and contrast the historical context and perspectives of the films to the actual people/events/time periods portrayed. Other primary and secondary source documents and readings are used to add both depth and breadth of understanding.

*\*This course is not NCAA approved\**

**20<sup>th</sup> Century Wars****0.5 Credit****11-12**

This class takes an in-depth look at U.S. involvement in major conflict; including WWI, WWII, the Korean War, the Vietnam War, the Cold War, and the First Gulf War. It focuses on causes, effects, and the impact of war on American culture and society. The conflicts' impact on U.S. domestic and foreign policy are analyzed and historical trends are investigated. The course is presented through multimedia, with significant reliance on primary and secondary sources and texts, as well as documentaries and interviews with historians. Students are expected to use oral and written expression to demonstrate learning.

**Constitutional Law****0.5 Credit****12-PG**

*Prerequisite: Previous Government and/or Society and the Law course (with B or higher), English Honors (with B or higher).*

This course focuses on many constitutional issues, including judicial process, scope and relationship of the three main branches of government, powers and limitations of government, and how established checks and balances are in place to deter abuse of legislative power. Specifically, the course spotlights the Civil Rights Act, freedom of expression, the right to bear arms, freedom of religion and the Stand Your Ground law. Current events are highlighted where appropriate. Students strengthen their ability to think conceptually and understand the relationship between individual rights and public protections. Case law interpretation, written analysis and class discussion are used throughout the course. Students attend county court proceedings for practical application of the law. Additionally, during class, visiting attorneys and judges present case law interpretation seminars and students engage in mock trials.

**Social Media and The Law****0.5 Credit****12-PG**

*Prerequisite: Previous Government and/or Society and the Law course (with B or higher).*

This course examines the logical issues associated with the use of social media, with a focus on the most common choices accessed by the 18 to 25-year-old age group. The course engages students in complex critical reflection on the following issues: cyber-bullying, texting, exchange of visual materials, and plagiarism. In addition, it provides students with opportunities to analyze laws surrounding internet-based property and copyright. Students actively participate in class debates, discussion and research. At the completion of the course, students are expected to have gained a thorough understanding of ethical and legal imperatives for acceptable use of social media and to recognize the consequences of its abuse.

## WORLD LANGUAGE

- Spanish I** **1.0 Credit** **8-9**  
Spanish I is an introduction to Spanish. The course integrates the four skills: listening, reading, writing and speaking, to help students focus on the process of learning in an active way and contribute to both oral and written proficiency. Students develop skills for writing simple sentences with appropriate grammar to describe daily life situations and personal information. Through a variety of materials, such as: documents, articles and videos, the students explore both language and the rich cultural heritage of the Hispanic world.
- Spanish II** **1.0 Credit** **9-10**  
Spanish II is an intermediate level course that helps students communicate effectively regarding many aspects of daily life. After reviewing concepts and content covered in Spanish I, students 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 students increase their understanding of the culture of the Spanish-speaking world and advance proficiency. Fiction and non-fiction literature serve as the foundation for vocabulary, grammar and pronunciation development. Active class participation and study outside of class are crucial components of success in this course.
- Spanish III** **1.0 Credit** **10-11**  
Spanish III is a course designed to build on students' 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 has a high focus on conversational skills, language proficiency is also assessed through reading, writing, and listening.
- Spanish IV** **1.0 Credit** **11-12**  
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, the students 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 students also interpret, analyze and develop their critical thinking skills through the study of short stories, short films, and other written works.
- AP Spanish** **1.0 Credit** **11-12**  
*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 the Spanish language. Students gain insight into various cultures and an appreciation for cultural perspectives and practices. They are asked to identify their own cultural values and compare them to the values of a target culture. 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** **1.0 Credit** **8-9**  
French I is an introduction to French. Students develop basic listening, reading, writing, and speaking skills in French, while exploring the rich cultural heritage of the French-speaking world.
- French II** **1.0 Credit** **9-10**  
French II is an intermediate level course that helps students communicate and express themselves effectively in many aspects of daily life. After reviewing, students are able to apply French level I material in more communicative contexts and then describe past events and talk about the future. The four skills: listening, speaking, reading, and writing, are reinforced as students continue to build on their understanding of the cultures of the French-speaking world.

**French III** **1.0 Credit** **10-11**  
French III is an advanced level course that helps students develop linguistic proficiency and cultural sensitivity. The students' knowledge of basic structures of the language is reinforced so that they may go beyond the simple manipulation of forms to acquire the tools and confidence needed to express themselves in a new language. This course broadens students' communication skills and deepens their appreciation of other cultures.

**French IV** **1.0 Credit** **11-12**  
French IV prepares students to demonstrate their level of French proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities). The course emphasizes active communication in French. Students develop higher-level skills in understanding the French language in various forms, e.g., journalism, literature, music, etc., and are expected to express themselves with clarity and advanced proficiency in both writing and speaking.

**Mandarin I** **1.0 Credit** **8-9**  
This course is an introduction to Mandarin Chinese, with an emphasis on everyday communication and the unique culture of China. Students learn the fundamentals of speaking, reading, and writing through a special focus on pinyin romanization, simplified Chinese characters, sentence patterns, and proper pronunciation of tones. Writing and listening exercises accompany each lesson. Class participation and study outside of class are crucial components of success in this course.

**Mandarin II** **1.0 Credit** **9-10**  
This course is an intensive continuation of Mandarin I, with a focus on everyday communication and on developing students' understanding of Chinese culture. The course stresses written and oral communication and students are expected to read and write over 100 Chinese characters by the end of the year. Writing and listening drills accompany each lesson. Active class participation is crucial to success in this class.

**Mandarin III** **1.0 Credit** **10-11**  
This course is an intensive continuation of Mandarin II. Within the course, students develop a strong command of vocabulary, grammar, and structure and are able to understand Chinese in various situations. The main content areas of the course include school life, going places, leisure life, celebrations, illness, and travelling. The course has many group activities, including peer reviews, video projects, group discussions, debates, and role playing opportunities.

## ENGLISH LANGUAGE LEARNERS

**Integrated Studies (Reading and Writing)** **0.0 Credit** **6-8**  
*Additional Fees Apply*

This course draws on a variety of literature through which students with intermediate levels of English proficiency develop fluency and accuracy in listening, speaking, reading, and writing. Fiction and nonfiction literature serve as the foundation for vocabulary, grammar and pronunciation development. Some literature selections are tied to topics in social studies and science. Students explore writing in a variety of genres, and topics support learning in content area classes. It is a two-year alternating curriculum that may be repeated.

**English Composition and Academic Reading (Levels I & II)** **2.0 Credit**

***EC (level 1 or 2), AR (level 1 or 2), Grammar (level 1 or 2) and Vocabulary and Discourse (level 1 or 2)***  
*Additional Fees Apply*

This block of four classes is for non-native speakers of English with a low level of proficiency. The courses integrate the four skills (listening, reading, writing, and speaking) to help students focus on the process of learning in an active way. The students develop skills for writing clear and effective sentences with appropriate grammar. A variety of strategies help them acquire the basics to also develop their communicative skills. Through authentic pieces of literature, students will develop their reading comprehension and their readiness for oral presentations. These classes are complemented by a class of ELL Math in order to be introduced to algebraic expressions. Depending on their age, grade level and progress, students who successfully complete the course level 1 advances in the classes of level 2 or level 3 or ELL Middle School.

**English Composition III****1.0 Credit***Additional Fees Apply*

EC3 is a writing course for nonnative speakers of English. The course integrates reading, writing, listening and speaking through peer collaboration in the writing process, formal and informal presentations. Students develop skills for writing clear and effective sentences with appropriate grammar, usage and mechanics and unified paragraphs and essays.

**Academic Reading III****1.0 Credit***Additional Fees Apply*

This course of AR3 is for intermediate to high intermediate nonnative speakers of English. Students study literary genres from a variety of cultures. They acquire the language and concepts of literature classes, use a variety of strategies to improve reading comprehension, and develop critical thinking through analysis and discussion of texts. Vocabulary and pronunciation skills are emphasized. This course is taken in tandem with English Composition 3. These two classes are completed by a class of Vocabulary and Discourse (level3).

**English Composition IV****1.0 Credit***Additional Fees Apply*

This course focuses on effective writing, with a strong focus on works of literature. Students will read, write, listen, and speak for literary response and expression. Students will study literary and poetic elements, grammar and style. Students will engage in critical reading and writing as well as prepare, organize and present literary pieces. In this course, students will intensively study the writing process and engage in writing for a variety of purposes. This course will also develop vocabulary and word identification for higher learning.

**Academic Reading IV****1.0 Credit***Additional Fees Apply*

This reading course provides a survey of World Literature for nonnative speakers of English. This class is taken in tandem with English Composition 4 as a complement to the works of literature studied in the writing class. Students will read novels and pieces of literature, think critically about language and develop their knowledge of vocabulary, grammar, and effective writing. While the focus is on developing students' reading skills, this course is also intended to develop their writing skills.

Students who successfully complete these two courses(English CompositionIV and Academic Reading IV) advances into 11<sup>th</sup> / 12<sup>th</sup> courses such as American Literature or Advanced English Composition.

## FINE ARTS

### AP 2D Design

1.0 Credit

11-12

*Prerequisite: Art 101, or equivalent from an accredited school, and approval from the instructor is required.*

Designed for the serious art student, AP Studio Art encourages students to take their artistic development to the next level. Expanding on skills gained in Art 101, or equivalent introductory art course, AP Studio Art gives students the resources needed to engage professionally within the field. Students work more independently to create uniquely defined artworks culminating in the completion of 24 individually generated portfolio works to be reviewed by the AP College Board. The AP designation gives a quality point boost to a student's GPA and helps demonstrate breadth in transcripts.

### Art Foundations

1.0 Credit

9-12

This course is an introductory course covering art concepts and techniques. Students actively engage in a guided investigation of formal, creative, and conceptual aspects of art within a studio environment. Designed principally for students with little or no experience in art, students will learn to make, interpret, and discuss art.

## TECHNOLOGY

### Art and Technology

1.0 Credit

9-12

This course is designed to inform and inspire innovative experimentation in the overlapping areas between art and technology. Through collaborative research, students will navigate a sequence of guided investigations designed to acquaint students with new media applications for art making in the 21<sup>st</sup> century. Students will be encouraged to develop a personal digital vocabulary to connect and collaborate with other students. In addition to digital art making, students will participate in regularly scheduled critiques and class discussions focused on the role of technology in our increasingly visual culture. Priority is given to students who have successfully completed Art Foundations or its high school equivalent, but teacher discretion ultimately determines placement. Ongoing access to an iPad is essential for effective participation in the course.

### AP Computer Science A

1.0 Credit

11-12

This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes 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.

### Robotics

1.0 Credit

11-12

*Prerequisite: Successful completion of Biology and Algebra II.*

This course provides an introduction to robotics to students with no programming background using LEGO MINDSTORMS EV3 kits. Students work hands-on in teams to design, build, and document their progress. Topics include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems, and binary number systems. Students learn to construct, control, and program robots through investigation and exploratory activities. Research projects expose students to the engineering process.