



## **“Community of Learners”**

### **Curriculum Bulletin 2021-2022**



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Ayishah Dennis, Ph.D.  
Principal

Dear Parents and Students,

This Curriculum Bulletin has been prepared to assist you in the process of course selection for the upcoming school year. You will find pertinent information related to high school graduation requirements, athletic academic eligibility, the Florida Bright Futures Scholarship Program, career planning, and college entrance examinations. In addition, a description of every course offering is available for your perusal.

After reviewing the Curriculum Bulletin, you will find that The Sagemont School, Upper School Campus, offers a comprehensive, challenging curriculum enhanced by a variety of elective choices. Course selections should broaden students' educational experiences and be based on student's individual needs. Those students aspiring to take advanced, honors, or advanced placement courses need to pay close attention to the requirements outline on page 3. Additionally, please note on the high school course selections charts, pages 65, 66 of the bulletin, the mandatory prerequisites for each of these higher level course offerings.

The Administration and Student Services Personnel are available to assist you as you complete the course selection process. Our goal is to make this process an enjoyable activity, while making sure that course selections are appropriate and that they meet the necessary requirements for promotion and graduation. Furthermore, we want our students to have the best academic portfolio which will allow them broader choices for college selection in the future.

Please contact me if you have any questions or if you would like individualized guidance in this process.

Sincerely,

Ayishah Dennis, Ph.D.  
Principal

## General Information

This Bulletin has been prepared to provide students and parents/guardians with an introduction to The Sagemont School's curriculum offerings. The first section describes segments of the school, presents information related to academic progress while in school, lists graduation requirements, and gives information concerning opportunities, clubs, sports, and activities.

Only those courses for which there is adequate enrollment during the spring registration period will be taught. Courses, number of sections of each, and staff assignments are determined on the basis of student request. It is imperative that students determine exactly what courses they must select and what electives they would like to study. Occasionally plans do change because of population fluctuations. These circumstances could cause changes in the availability for a certain class and/or the availability of a teacher. **Therefore, the school reserves the right to cancel any course listed in this Bulletin due to lack of enrollment.** High school students who may still desire to take a cancelled course will be provided the opportunity to enroll in an online course. (See page 4 for further virtual school information.)

**Students are responsible for meeting graduation requirements.**

SPECIAL NOTE: When a student receives a *Course Selection Sheet* they will list seven courses, their requirements and electives, with support from the administration and student services personnel. **It is necessary to choose alternatives for elective choices in order of preference.** It is extremely important that students make firm decisions regarding their course selections for next year. Changes after the close of school are difficult to make and in many cases cannot be made.

Students, after you study the Bulletin thoroughly, fill in the *Course Selection Sheet*. Discuss your selections with your parents/guardians. In addition, you will have an opportunity to discuss your selections with your teachers and our student services staff in order to evaluate your choices based on your performance, your aptitudes, your test scores, and your future plans. In addition to your signature, your parents/guardians will be required to sign the *Course Selection Sheet* to indicate their approval of your choices. You must also acquire teacher recommendations.

## Course Registration Procedures

Fall registration is completed during the preceding spring at which time all students select courses. The following is an outline of the registration procedure:

1. **Orientation** - Course Selection Sheet is distributed and discussed. We encourage students to consult the *Curriculum Bulletin* on our website [www.sagemont.com](http://www.sagemont.com) before making their selection.
2. **Academic Advisement** - Each student is provided an opportunity to discuss with student services personnel, teachers, and parents/guardians the courses selected based on student performance, graduation requirements, and career goals.
3. **Course Selection Sheet Completion** - Each student will complete a *Course Selection Sheet*, get appropriate teacher recommendation/signature, parent/guardian signature, and student

signature. **Completed sheets are to be returned to the receptionist in the main office.**

## Course Selection Information

When making a course decision, students and parents should consider the requirements of the course. Honors (high school) classes are available for your consideration. You and your child need to consider the accelerated pace of the advanced/honors classroom, associated homework and outside readings, and course projects when electing an honors course.

**Honors** classes are available for the student who can benefit by participating in classroom discussion and outside readings that require an understanding of concepts and in-depth mastery of subject matter. Before making this selection, students should seriously consider the additional requirements of an honors course and the profile of a student who is successful in an honors class.

**Advanced Placement (AP)** courses are designed for the highly motivated high school student who feels they are capable of handling college level work. These courses use college level materials. Students enrolled in these courses prepare to take the College Entrance Examination Board (CEEB) Advanced Placement examinations in May. In many colleges and universities, a score of 3, 4, or 5 gives a student advanced placement in college and/or college credit. Before making this selection, however, students should seriously consider the additional requirements of an AP course and the profile of a student who is successful in an AP class.

Students enrolled in an AP class must successfully complete the course to receive one full credit and quality points to average into their GPA. If a student withdraws from the course in the middle of the year, he/she will **only** receive the 0.5 credit for the semester completed and the course will be considered as honors.

Successful Advanced Placement students are capable of handling college level work. Since AP courses necessitate the use of college level materials, the successful student should have attained a 90% (A) average grades in the previous honors or AP course. Students enrolled in these courses **must** take the Advanced Placement examinations in May.

Due to the heavy workload, high school students selecting honors/AP classes must possess good organizational and time management skills, and be highly disciplined to be successful. Generally speaking, high school students should not take more than a total of three honors and/or AP courses each year. Be advised that once enrolled in a course it may not be possible for a student to change to another class or to a lower or higher level class due to the restraints and conflicts of the individual student's schedule.

Should you and your child consider selecting an AP course it is recommended that you visit <http://www.collegeboard.com>, click on the parent information icon and follow the links to provide you with information to assist you in determining your child's readiness.

**VERY IMPORTANT!**

## Yearlong Courses

A student may drop a yearlong class **within two weeks from the first day of school** to enroll in an online course for the remaining of the school year.

Virtual classes cannot be substituted for live classes prior to the end of the semester. **After this grace period, the student will not be authorized to drop a class.**

### **Semester Courses**

Students may drop a semester class **within 2 weeks from the start day of each semester** and enroll in an online course for the remainder of such semester. **After this grace period, the student will not be authorized to drop a class.**

## **Guidelines for Choosing and Enrolling in Online High School Courses**

Students may enroll in online courses approved by Sagemont, to fulfill graduation requirements and/or broaden their educational portfolio through elective choices. The online learning experience is designed for highly motivated, self-starting students. AP, Honors, and regular courses are available.

Please adhere to the following guidelines when choosing an online course:

1. Sagemont students enrolling in online courses must receive **prior approval from an administrator.**
2. The *Financial Literacy* course will be noted on the student's *Course Selection Sheet* along with his/her Sagemont School classes. This course will be offered in the virtual lab with a trained facilitator.
3. Sagemont will provide the time and an assistant for students interested in taking online classes other than the course noted above. However, the student will have to adhere to the requirements set by the independent online school since **Sagemont will not monitor** the student's progress. This means that the completion of courses **will be entirely the student's responsibility.** The assistant will help the student with enrollment only. A virtual school designee will contact the parents to complete the online process.
4. **Sagemont will abide by the rules of the independent online school and will enter the student's grades in their transcript at face value, including the W (withdraw) or WF (Withdraw Failed). Students enrolled in online courses have a grace period of 14 days, at the beginning of each semester, to drop a course. If the student chooses to withdraw from a one credit course after the 1<sup>st</sup> Semester, a "W" (withdrawal) for 2<sup>nd</sup> Semester will be reflected on the high school transcript.**

## **Graduation Requirements**

All students graduating from The Sagemont School must meet the following minimum standards to receive a diploma:

1. Successful completion of 24 annual credits.
2. Successful completion of the specific courses required for graduation.

3. Successful completion of required community service hours for each year of enrollment. Further information may be obtained from the school counselor or college counselor.
4. Earn a minimum grade point average of 2.0.

## Evaluating Student Performance

Academic grades reflect the student's academic progress. Each grade represents the achievement of the student in the subjects taken during a particular marking period. Progress is measured by attaining a passing grade in both **semester 1 and semester 2**. Receipt of a failing grade in either semester will result in non-credit and require the student to repeat the semester. Evaluation of student performance will include oral and written work in addition to participation in group discussions, investigative projects, research projects, quizzes, tests, etc. Regular attendance and punctuality, as well as effort and good conduct, help the student achieve good grades. **The student is responsible for initiating the request to make up work.** The student may view assigned work by visiting PlusPortals.

**\*Please Note:** An "I", Incomplete, will be issued only in extenuating circumstances and with the approval of the principal. Any student receiving an Incomplete must submit all make-up work by the fourth week of the next grading period. **At that time, students will receive a zero for all remaining incomplete assignments.**

The students will earn course credit if the following minimum hours of course instruction is completed:

- Minimum 136 hours of course instruction – annual credit
- Minimum 68 hours of course instruction - semester credit

(The Department of Education requires that the student be present in school a minimum of 170 school days)

***Note: Students who do not meet these minimum requirements will not receive credit for the courses taken and will have to re-take the classes online.***

The Sagemont School students enrolled in online courses must receive a minimum of 130 hours of classroom instruction per course to receive the credit.

Parents will be contacted by telephone at any time during a grading period that a student is making unsatisfactory progress in scholarship, effort, and/or conduct.

Any student receiving an insufficient semester average will be placed on academic probation. The school counselor will schedule a student/parent/teacher conference to discuss strategies to improve academic performance.

## Grade Forgiveness

The Sagemont School will allow students in grades 9 – 12 to re-enroll in one class for grade forgiveness during the academic school year. Students may also participate in summer school for an additional grade recovery credit allowing the student two opportunities. Students must have earned an insufficient grade (D or NC) to be eligible for grade forgiveness. Students must complete the course within the allotted time period and earn a C or better.

## Report Cards

Report cards are issued at the conclusion of each semester. Semester 1 report cards will be distributed one week after the end of the period, and the final report card will be issued approximately two weeks from the conclusion of school. Besides the semester grade, this report will notify the parents/guardians of the Standards the students studied as well as the Learning Outcomes.

## Transfer Credits

All evidence of work or credits earned must be documented on an official transcript and authenticated by the proper school authority. Work or credits from a state or regionally accredited public or private school shall be accepted at face value. Students' work or credits earned from a non-accredited public or private school or by home education will be validated through performance during the first grading period.

All foreign transcripts must be translated to English and evaluated. Official evaluations must be forwarded directly to Sagemont from the evaluation service.

## ATTENDANCE

**Florida compulsory school attendance law requires students to be in attendance a minimum of 170 school days, regardless of excused absences, and receive a minimum of 900 hours of instruction (FL Administrative Code 6A-1.09512). The Sagemont School student may not be absent more than 10 days in the school year 2020/2021 to be awarded course credit as shown below:**

- Minimum 136 hours of course instruction – annual credit
- Minimum 68 hours of course instruction - semester credit

***Note: Students who do not meet these minimum requirements will not receive credit for the courses taken and will have to re-take the classes online. Tardiness or missing a specific class counts as an absence for that class (see below).***

## Excused Absences

If a student is absent from school, a parent/guardian is asked to call the school within 24 hours in order for the absence to be excused. The following are considered excused absences. All other absences are considered an Unexcused Absence to be counted against the 10 maximum allowable missed days.

- Student illness
- Medical appointment
- Death in family
- Observance of a religious holiday or service when it is mandated for all member of a faith that such holiday or service be observed.
- School sponsored event.

## Sign-Out Procedure



Should you wish to remove your child from school prior to dismissal, this need to be done in person. Only those adults listed on the *Health & Emergency Information* or *Student Information* forms may pick up students. A picture I.D. is required.

Ensuring the safety of your child is a priority at Sagemont. Therefore, parents authorizing their children to leave school grounds during school hours will be required to fax or email a copy of their driver's license and a signed note specifying the reason.

## **Tardy Policy**

The school day begins at 8:00 a.m. Students need to adjust their daily schedule so that they are present in their first class by this time. Students who arrive late to school disrupt the learning process. Students who arrive at school past the designated start time must report to the office to receive a tardy pass.

Again, missing a class due to lateness or early dismissal counts as an absence for that class and counts toward the 10 maximum allowable missed days.

## **Students' Rights and Responsibilities**

### Knowledge and Observation of Rules of Conduct

#### - Rights -

Students have the right to be given a clear explanation, in a language they can understand, of their conduct and to know the consequences of their misconduct.

### Grades

#### - Rights -

Students have the right to receive a teacher's grading criteria at the beginning of each grading period.

Students have the right to receive an academic evaluation that reflects their achievement.

Students have the right to achieve academic success based upon their own initiative without interference from others.

### Knowledge and Observation of Rules of Conduct

#### - Responsibilities -

Students have the responsibility to act in a polite, civil manner and to observe all school and classroom rules.

### Grades

#### - Responsibilities -

Students have the responsibility to maintain reasonable standards of academic performance commensurate with their ability.

Students have the responsibility to make every effort to improve their performance upon receipt of notification of unsatisfactory performance.

Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process.

Students have the responsibility to earn grades based on their performance while guarding against cheating by other students.

## Athletics

The Sagemont School establishes a tradition of excellence in athletics as well as academics. The entire Sagemont staff is prepared to assist the student in both academic and athletic endeavors. Our desire is that the students experience a healthy combination of personal growth, academic achievement, and athletic success during their years at Sagemont.

The Sagemont School exists to create and disseminate knowledge for the betterment of students. Consistent with this goal, the primary aim for the student should be to use all talents to obtain an education and earn a diploma. While time commitments are demanding during an athletic season, the student-athlete must never lose sight of the goal of completing requirements for a diploma.

*1. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including ss. 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.*

*2. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in s. 1006.15(3)(h).*

*3. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to s. 1006.20(2)(b).*

### Appearance

Any student representing Sagemont through participation in athletics will be expected to maintain a neat and well-groomed appearance at all times. The coach establishes expectations for dress and grooming on game days at the pre-season informational meeting. All clothing must be school appropriate attire.

### Conduct

Exemplary conduct and behavior is expected at all times of students representing Sagemont through participation in athletics. A teacher or supervisor may refer continued or severe discipline problems to the principal or athletic director. Insubordination, profanity, destruction of personal or school property, fighting, and other unacceptable behavior may result in removal from a team by the coach, athletic director or principal.

### School Discipline

Any student-athlete who skips an assigned detention may not participate in that day's team practice or participate in that day's athletic contest. In addition, any student-athlete that is assigned an in-school or out of school suspension is not eligible to participate in any practice or contest during the days of suspension.

## **SPORTSMANSHIP EXPECTATIONS**

It is the duty of all student-athletes, coaches, officials, and spectators concerned with interscholastic athletics to:

- \* Remember that an athletic contest is only a game, not a matter of life or death.
- \* Emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
- \* Stress the values derived from playing the game fairly.
- \* Establish a cordial relationship between visitor and host.
- \* Respect the integrity and judgment of the officials.
- \* Achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.
- \* Encourage leadership, use of initiative, and good judgment by all student-athletes on the team.
- \* Recognize that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of the individual student-athletes.
- \* Any type of "hazing" or initiation activity is not endorsed by The Sagemont School and is strictly prohibited.

### **Spectator Sportsmanship Expectations**

All spectators at athletic contests involving Sagemont Athletic Teams are expected to:

- \* Demonstrate sportsmanship.
- \* Respect the property of the school and the authority of school officials.
- \* Show respect and courtesy to opposing student-athletes, coaching staffs and fans.
- \* Respect the integrity and judgment of the officials.
- \* Do not applaud opponent error or penalty.
- \* Do not boo, jeer or distract the opposing team.
- \* Only team members and coaches are allowed on the team bench

**Note:** Any violation of the above guidelines could result in loss of privileges to attend any Sagemont athletic contest.

## **FHSAA STUDENT ELIGIBILITY**

### **Academic Requirements**

According to FHSAA by-laws, a student-athlete must maintain a cumulative 2.0 GPA upon entering the 9<sup>th</sup> grade. An incoming 9<sup>th</sup> grader will be deemed eligible and will not be held to a cumulative 2.0 until after the first semester of their freshman year. This cumulative GPA will be verified by the athletic director prior to the first semester, in between the first and second

semesters and following the second semester of any given school year.

If a student-athlete is deemed academically ineligible, they will not be permitted to participate in interscholastic athletics until they can achieve one of the following:

1. Raise their cumulative GPA to 2.0 or higher on the next GPA verification period.
2. Sign an academic performance contract with the school (9<sup>th</sup> and 10<sup>th</sup> grade only).
3. Attend a summer school program. These summer classes must raise their cumulative GPA to a 2.0 or higher.
4. Middle School students must have a GPA of 2.0 or higher in the previous semester to attain athletic eligibility. They are eligible for one year each in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade. A middle school student who turns 15 years of age before any given season will be deemed ineligible for competition on a middle school team. If they turn 15 years of age DURING a season, they will be allowed to finish that season but will be ineligible for any subsequent middle school team. The beginning of a season is defined as the first date of tryouts for that team.

**Note:** A student must be present 50% of their scheduled class time the day of an athletic event or activity in order to be eligible to participate.

### **Age and Grade**

According to FHSAA Regulations, a student is eligible for varsity athletic competition for four **consecutive** years upon the student's entry into the ninth grade or entry into the US equivalent of 9<sup>th</sup> grade.

The FHSAA does permit students in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades to compete in varsity competition provided that they meet the standards of that program. A student shall be eligible for interscholastic competition in grades 6, 7, 8, 9, 10, 11 and 12. A student who reaches the age of 19 on or after September 1st, and who has not exceeded his/her four-year limit of eligibility, may participate in interscholastic athletics during that school year.

### **FHSAA Forms**

Each student wishing to participate in the interscholastic athletic program at Sagemont must have had an FHSAA endorsed sports physical from a licensed physician. The physician must complete the physical using FHSAA form, EL2. These sports physicals are valid for one year from the date of the exam.

The student-athlete also needs to turn in a Consent and Release form Liability Certificate (EL3), complete with all insurance information and pertinent signatures. Each student-athlete must complete annually the NFHS Concussion in Sports Online Class and submit a Certificate of Completion. **All 3 of these items must be submitted BEFORE the first team practice, preseason conditioning session or open gym. They will not be permitted to participate in any team activities until all forms are complete. NO EXCEPTIONS!**

### **Graduation Requirement**

Any student who participates in two full seasons of an interscholastic sport at either the junior-varsity or varsity level satisfies the credit requirement in Physical Education. Students who would like to satisfy the Physical Education requirement through this option **must request the waiver**

from the registrar's office.

## NCAA Freshman Eligibility Standards

In order to be eligible to participate in collegiate athletics at an NCAA Division I or II institution, the NCAA Initial Eligibility Clearinghouse must first certify entering freshman. **The NCAA initial-eligibility rules have changed; please read this information carefully.** For student-athletes entering any college or university on or after August 1, 2021 (entered 9<sup>th</sup> grade 2017-2018), your eligibility will be evaluated under the new rules as described below.

Subject Area (Core Courses)	Division I 2016 and after	*Division II 2016 and after
English	4 years	3 years
Math (Algebra I or higher)	3 years	2 years
Natural/Physical Science (1 year of lab if offered by high school)	2 years	2 years
Social Science	2 years	2 years
Additional Course from English, Math, or Natural/Physical Science	1 year	3 years
<b>Additional Courses</b> (from any area above, World Language, or non- doctrinal religion/philosophy)	4 years	4 years
<b>TOTAL CORE UNITS REQUIRED</b>	16	16

Additionally, **the student must achieve a minimum of a 2.30 grade point average - in a scale of 4.0- in the core curriculum to be eligible for Division I institution; a corresponding score (based on an index) on a combined SAT or sum of scores on the ACT, and complete 10 core courses before the seventh semester of the senior year.**

For student-athletes entering any college or university on or after **August 1, 2020** in **Division II**, must achieve a minimum of a 2.20 grade point average - **in a scale of 4.0- in the core curriculum; a corresponding score (based on an index) on a combined SAT or sum of scores on the ACT, and complete 10 core courses before the seventh semester of the senior year.** Students wishing additional information should visit [www.ncaa.org](http://www.ncaa.org). You may also visit the clearinghouse website at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

## Student Activities and Services

### Honor Societies

Honor Societies recognize outstanding high school and middle school students. More than just an honor roll, Honor Societies serve to distinguish those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, Character and Citizenship. Membership in an Honor Society is by invitation only and requirements for membership vary with each society.

## Student Government

The Sagemont School Student Government has a highly active role in both the middle and high school grades. The Student Government's purpose is to serve as a meeting place between the student body and administration. This provides the students with the opportunity to assume as much of the responsibility for organizing their school activities as they are able to handle. The opportunity is also provided for presentation of questions or problems arising from students, teachers, and administrators for discussion and consideration. A president, vice president, secretary, treasurer, and grade-level representatives are selected in a school-wide election.

## Clubs and Organizations (MS – middle school; HS – high school)

<u>Interest Clubs</u>	<u>Honor Societies</u>
Anime & Manga – MS, HS	Art Honor Society
Art – MS, HS	Mu Alpha Theta – HS
Athletic Training - HS	National English Honor Society – HS
Aviation – MS, HS	National Junior Honor Society – MS
Book – MS	National Honor Society – HS
Chess – MS, HS	Science Honor Society - HS
Chorus – MS, HS	Social Studies Honor Society - HS
Digital Art – MS, HS	Spanish Junior Honor Society - MS
Environmental – MS, HS	Spanish Honor Society - HS
Film - HS	Thespian Honor Society – HS
DECA-HS	Tri-M Music Honor Society – MS, HS
Guitar – MS, HS	
Habitat for Humanity - HS	<u>Service Clubs</u>
HOPE - HS	Interact/Rotary Club – HS
International - HS	
Keyboard – MS - HS	<u>Elected Organizations</u>
Robotics - MS - HS	Student Government – MS, HS
Rock Band – MS, HS	Class Officers – HS
Science Club - MS	
Synergy Singer – MS, HS	

## College Counseling Program

Sagemont's College Counseling Program offers complete college planning for students from 8<sup>th</sup> grade through high school. Our college counselor is available to assist both students and parents through the entire college planning process. Several topics covered throughout the year include: Admissions Requirements and Procedures, Advantages of Advanced Placement, College Preferences, College Planning Checklists, Importance of Extra-Curricular/Community Service Activities, Financial Aid Procedures, Interviewing/Writing Skills, Letters of Recommendation, Scholarships, and Standardized Testing. During the academic year, college tours will be scheduled in an effort for students to see first-hand what the various colleges may have to offer them in the future. Local college fairs will be announced to students and parents. A student's college search can be enriched and/or narrowed down by attending these functions and gathering information on a multitude of colleges. Students will be applying to their top colleges during their senior years. Moreover, the college counselor will be developing relationships with admissions representatives and other key personnel at colleges and universities throughout the country.

## Executive Internship Program

The Executive Internship Program is an honors elective course that allows students to participate first-hand in professional experiences. Community sponsors involve students in major issues, significant projects, and research related to their future area of study. To receive full credit for the Executive Internship Program course, students must spend the required hours at their community placement and must complete all required assignments.

Juniors and seniors may apply for the Executive Internship Program provided **they have met all of the following qualifications:**

1. A minimum scholastic unweight grade point average of 3.0
2. Teacher recommendation
3. Parental consent
4. Daily transportation to placement location
5. Accident insurance or coverage
6. Liability waiver

## AP Capstone Diploma Program

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate.

## College Planning

### Course Requirements

The following chart compares high school graduation, Florida state universities, and Florida Academic Scholar's Certificate Program course requirements for 2021-2022 graduates.

SUBJECTS	SAGEMONT HIGH SCHOOL GRADUATION	FLORIDA STATE UNIV. MINIMUM REQUIREMENTS	FLORIDA ACADEMIC and MEDALLION SCHOLARS*
Language Arts	4(a)	4(b)	4(b)
Mathematics	4	4(c)	4(c)
Natural Science	3	3(d)	3(d)
Social Studies	4	3(e)	3(e)
Fine Arts/Performing Arts	1		
Foreign Language	2	2(f)(g)	2(g)
Physical Education with Integration of Health	1		
Sophomore Passion Project	0.5		
Personal Financial Literacy	0.5		
Online Course			
Electives	4	3	
Community Service	Required 25 hours each year of enrollment		<b>Academic:</b> 100hour minimum** <b>Medallion:</b> 75 hour minimum**
<b>TOTALS</b>	<b>24</b>	<b>19</b>	<b>16</b>

**Starting with 2019-2020 school year, students are required to complete the Personal Financial Literacy course.**

**(Letters in parentheses refer to notes on the chart)**

- (a) Up to four ESOL credits may be used to meet the language arts requirement. Additional ESOL credit may be counted as elective credit.
- (b) Three of which must have included substantial writing components.
- (c) At the Algebra 1 and above levels.
- (d) Two of which must have included substantial laboratory requirements.
- (e) To include study related to history, political science, economics, sociology, psychology and geography.
- (f) Any two **sequential** credits in the same language or mastery as demonstrated through testing.
- (g) Any two **sequential** credits in the same language with the exception of courses labeled conversational.
- (h) Academic electives: students are advised to consider carefully the importance of elective coursework. The stronger an applicant's preparation the better the chances of admission to the university of choice.



- \* These two scholars programs are part of the Florida Bright Futures Scholarships ([www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org)).
- \*\* The completion of at least **100 hours** of a community service project for Florida Academic Scholars.

### **Career Planning/College Entrance Examinations**

In completing their postsecondary education plans, students may find it advisable to complete one or more of the standardized tests listed below which are used for college admissions, career planning, placement in college courses, and/or eligibility for scholarships. Recommended grade levels during which tests should be taken are shown in parenthesis.

**ALL Sagemont Juniors MUST take the SAT and ACT at least once before the end of their junior year.**

1. ACT – American College Testing Assessment (11, 12) [www.act.org](http://www.act.org)
2. PSAT – Preliminary Scholastic Aptitude Test (9 – 11) [www.collegeboard.org](http://www.collegeboard.org)
3. SAT I: Reasoning Test – Scholastic Aptitude Test (11, 12) [www.collegeboard.org](http://www.collegeboard.org)
4. SAT II: Subject Test (11, 12) [www.collegeboard.org](http://www.collegeboard.org)
5. CPT – Florida College Entry-Level Placement Test (10, 11, 12): For those students who are considering a junior college.

Students should see the school counselor or college counselor for further information about the test(s) that would be most appropriate for meeting their needs. Some tests require the completion and mailing of a registration form several weeks in advance of the test date. These materials are available in the student services department.

### **Admission to Florida State University System**

The majority of students are admitted on the basis of their past academic achievement and admissions test scores in relation to the minimum requirements. Universities are allowed the flexibility of admitting a limited number of students as exceptions to the minimum requirements, through the recommendations of appropriate faculty committees. Exceptions may be made on the basis of important attributes or special talents of individual applicants who may not qualify for admission based only on their academic records and admissions test scores, but who may demonstrate potential for success in college. Applicants should provide information regarding other important attributes or special talents along with their application. More and more a student's involvement in non-athletic extracurricular activities, community service, and their writing sample are being used to determine college acceptance.

The Florida Center for Advising and Academic Support (FLVC.org) has been developed by the state of Florida to assist students and parents in preparation for college. For those students that desire to pursue a post-secondary experience outside the state of Florida, The Sagemont School college counselor will assist you in defining and locating a school that meets your needs.

Special application and approval procedures apply to students in the accelerated programs. The registration officials at the college campus will provide appropriate forms and assistance and work jointly with the designated high school staff to accomplish application and registration requirements.

## Florida Bright Futures Scholarship Program

The Bright Futures Scholarship Program is the umbrella program for state-funded scholarships based on academic achievement in high school. Each of the two scholarships has specific criteria in addition to the requirements listed below.

### General Requirements

- Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the student's postsecondary institution.
- Apply for a scholarship during the last year of high school, **prior** to graduation, or forfeit all future eligibility for a Bright Futures Scholarship.
- Complete the Florida Financial Aid Application (FFAA)\* during your last year in high school. Students may apply on-line at [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org) by the **deadline of August 31, 2022** after high school graduation.
- Earn a Florida standard high school diploma or its equivalent.
- Attend an eligible Florida college and pursue an undergraduate degree or enroll in a postsecondary adult vocational certificate program.
- If not funded in the academic year immediately following high school graduation, apply within five years of high school graduation to have your award reinstated.
- Register for at least 6 non-remedial semester credit hours per term or the equivalent in quarter or clock hours.
- Not have been found guilty of, or plead nolo contendere to, a felony charge.

Scholarship	GPA	Test Scores	Award amount
<p>Florida Academic Scholars (FAS)</p> <p>(GPA weighting for higher level courses is prescribed by law as .25 per course per semester or .50 per course per year)</p>	<p>3.5 weighted and unrounded in the 15 credits identified by Florida Board of Regents as core college preparatory courses calculated at the end of the senior year.</p> <p>Minimum 100 hour community service project.</p>	<p>SAT: 1330 or ACT: 29</p> <p>The new written subtests for both the SAT and ACT will not be used in the composite.</p>	<p><u>Public and private institutions:</u></p> <p>Students will receive 100% of tuition and applicable fees and \$300 per semester (fall and spring only) for college-related expenses.</p>
<p>Florida Medallion Scholars (FMS)</p> <p>(GPA weighting for higher level courses is prescribed by law as .25 per course per semester or .50 per course per year)</p>	<p>3.0 weighted and unrounded in the 15 credits identified by the Florida Board of Regents as core college preparatory courses calculated at the end of the senior year.</p> <p>Minimum 75 hour community service project.</p>	<p>SAT: 1210 or ACT: 25</p> <p>The new written subtests for both the SAT and ACT will not be used in the composite.</p>	<p><u>Public and private institutions:</u></p> <p>Students will receive a fixed cost per credit hour award. Florida Medallion Scholars will not receive a college-related expense allowance.</p>

Specific requirements for the scholarship program are constantly being updated, therefore we recommend you call 1-800-366-3475 or visit [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org) for the most current information.

Additional information on scholarship availability is provided for students and parents via the CAP Counselor and our website.

## **Mountain Peak Academy**

The Mountain Peak Academy (MPA) was created to address the needs of a special community of students in middle school and high school whose abilities surpass their academic achievements due to a professionally diagnosed learning disability. This program provides parallel courses with alternative strategies to support students that require specialized instruction and accommodations to meet academic demands. The children in this program must have average or above-average intelligence with a diagnosed learning disability and minimal behavioral issues. Students enjoy the benefit of interacting and studying within the intimate Sagemont School community of learners.

### **Curriculum**

The MPA curriculum incorporates time-tested strategies that produce results. This specialized curriculum will focus on the following areas:

- Intensive Language Arts
  - Oral and Written Communication
- Math

The MPA program is based upon extensive student diagnostic testing. The test results are then analyzed, and a personalized program is developed to meet each student's individual needs.

### **Intensive Language Arts**

Through curriculum and instruction tailored to meet students' individual learning needs, Intensive Language Arts is designed to give students techniques and strategies to use to enhance critical thinking and the ability to express ideas orally and in various written forms. The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and independent reading endurance. The content will include but not be limited to: reading instruction in phonemic awareness, fluency, vocabulary, comprehension, critical thinking skills, problem solving and test-taking skills, reading for meaning through varied reading materials at appropriate independent and instructional reading levels, integration of reading with student responses to text, and high frequency content area vocabulary.

### **Intensive Mathematics**

Through curriculum and instruction tailored to meet students' individual learning needs, Intensive Math is designed to give students techniques and strategies to use to enhance mathematic calculation and reasoning skills. The purpose of this course is to enable students to develop mathematics skills and concepts through individualized instruction and practice. The content for this course will include, but not be limited to mathematics content that has been identified by screening and individual diagnosis of each student's need for instruction and critical thinking, problem solving, and test-taking skills and strategies.

## **Middle School Course Descriptions**

The middle school curriculum is designed to promote critical thinking skills and the ability to effectively express ideas both orally and in a variety of written forms. All courses are intended for students who demonstrate the ability for higher-level thinking, exploration of topics in greater depth, and making inferences from facts.

### **English**

The middle school Language Arts program combines the study of literature and vocabulary. Students read various literary genres from the Literature textbook, including short stories, poetry, drama, and nonfiction. These selections are discussed, analyzed, and interpreted by students to increase critical reading skills. Students also read assigned novels throughout the school year and learn to identify character development, types of conflict, cause and effect, and themes. Regular independent reading and use of the Accelerated Reader program is also a required activity by all students. Students will learn, practice, and apply vocabulary words through the use of workbooks, written assignments, and regular assessment.

### **ESOL – English for Speakers of Other Languages**

The ESOL program is designed for students who are non-native speakers of English. Students learn the basic skills needed to communicate in English in order to function in a regular classroom environment as soon as possible. Building on their prior knowledge and on newly introduced material, they become familiar with the structure of an American high school, the community, and the American culture in general. The program is designed to help students attain a desirable level of proficiency in four basic skills: listening, speaking, reading, and writing English through an integrated Language Arts curriculum.

#### **Research and Writing: 6<sup>th</sup> Grade**

The purpose of this course is to develop knowledge and skills in the research process, topics questions and hypotheses, to apply in the students' personal writing style in a variety of literary forms. The students will be involved in various writing experiences.

#### **Ethics (Paired with Intro to Programming Course): 6<sup>th</sup> Grade**

The mission of this course is to teach students to think independently, act with respect and integrity, and to find joy in their learning. By challenging students to take risks and push themselves now, in a safe environment, we hope to foster a lifelong habit of ethical, active citizenship, as well as give students the confidence to navigate unknown opportunities and challenges.

# Mathematics

## Course 1

This course will begin to study important middle school mathematics concepts and understand how they are related to real data and real-life application. Students will form a solid foundation in fundamental middle grade topics such as decimals, fractions, geometry, and measurement with grade appropriate introduction to key algebraic topics. Extensive application to word problems is a part of this course.

## Course 2

Students will develop algebraic concepts and processes that can be used to solve a variety of real-world mathematical problems. Topics covered include number systems, applying theories related to numbers, estimation in problem solving, using measures to solve problems, and exploring visual representations of relationships by interpreting and creating data displays. Students will be able to use these concepts with real-world data throughout the year.

## Course 3 – (Pre-algebra)

This course will explore in-depth the concepts introduced in Course 2 with an emphasis on pre-algebraic concepts. The students will explore integers and algebraic expressions, equations and inequalities, graphing in a coordinate plane, application of proportions and percent, exponents and powers, geometry and measurement, using graphs to analyze data, and probability and algebraic relationships. Extensive application to word problems is part of this course.

## Algebra I

This course brings the student further into the algebraic concepts introduced in mathematics Course 3. These include the properties of real numbers, equations and inequalities, solving for one and two variables, graphing linear functions, polynomials and factoring. Systematic techniques used to solve word problems are presented and reinforced.

# Science

## STEM Astronomy/Space Science: 6<sup>th</sup> Grade

This course is an integrated Science, Technology, Engineering and Mathematics (STEM) course for 6<sup>th</sup> grade. This course is designed to foster a learning environment in which students are guided to produce original ideas and objects using Astronomy and Space as the basis of investigation. Students will be given the opportunity to develop skills and understanding of course concepts through projects and problem based learning. Group activities and hands-on projects are the backbone of this course.

## STEM Life Science: 7<sup>th</sup> Grade

This course is an integrated Science, Technology, Engineering and Mathematics (STEM) 7<sup>th</sup> grade course. Life science through applications such as biotechnology and biomedical engineering, are emphasized in this course. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and

technologies, experimental procedures, and safety procedures are an integral part of this course.

## **Physical Science**

This course provides students with a qualitative investigative study of the introductory concepts of physics and chemistry. Study will include dynamics, forces, electromagnetism, wave phenomena, classification and interaction of matter and energy. Laboratory investigations are an integral part of this course.

# **Social Sciences**

## **Civics**

The purpose of this 6<sup>th</sup> grade course is to enable students to develop the necessary knowledge and skills for an active participation in a democratic society. The students will understand the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in the American Constitutional system; they will do so at the local, state, and federal levels. Additionally, the students will be exposed to the concepts of interests groups, political parties, media and public opinion as important aspects of the American democratic system. The learning environment will be highly participatory with many projects and activities throughout the year.

## **United States History**

The purpose of this 8<sup>th</sup> grade 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 will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to analyze the historical events that have shaped the American society. Coursework will include the Age of Discovery, the Colonial Period, the American Revolution, Age of Expansion and Constitutional period, and the Civil War and Reconstruction. Students will be encouraged to utilize the knowledge of the past, by understanding why things happened, in an attempt to prepare them for the future. In addition, students will have the opportunity on a regular basis to research and discover information through the use of technology that is widely available on our campus.

## **World History**

The objective of this course is to understand that the world is comprised of many diverse cultural groups who have made significant contributions to both the past and present. Students will explore the development of civilizations in historical and geographical settings, as well as the individuals and events that have significantly influenced culture and history. They will examine the major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. The content will include, but not limited to, the study of ancient societies such as Egypt, Greece, and Rome.

## **Mock Trial**

This course is an introduction to law and public speaking. The primary focus of study will include: legal/court procedure, rhetoric, and public speaking. You will learn how the court system works,

how to use rhetoric to be more persuasive, and how to speak effectively to an audience. Students learn basic trial procedures and advocacy skills through practice sessions and simulations of courtroom procedures and activities. Students prepare for and conduct a trial of a hypothetical case. Participatory study of trial practice in the United States, advocacy, lawyering skills, and legal ethics. Focus on developing students' speaking and critical thinking skills, teamwork, and leadership. Students in this course will take part in the state-wide Mock Trial competition. This course will be guided by a team that includes our Sagemont teacher, a lawyer, and various guest speakers throughout the year.

## **Middle School Electives**

### **Computers**

#### **Intro to Programming (Paired with Character Development Course): 6<sup>th</sup> grade**

The Intro to Programming course is designed for complete beginners with no previous background in computer science. The course is highly visual, dynamic, and interactive making it engaging for new coders.

#### **Exploration of Robotics Technology**

The objective of this course is to utilize engineering principles to design, construct and operate robots. Students will work on computer modules that will allow them to develop the engineering skills that need to be applied to robot creation process.

#### **Foundations of Web Design Honors: 7<sup>th</sup> and 8<sup>th</sup> grades**

This course is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. The students will earn a high school credit.

### **Art**

#### **Creative Photography**

Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. We will explore compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.



## **2-D Studio Art**

In this course students will explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students will practice, sketch, and manipulate the structural elements of art.

# **Fine Arts/Performing Arts**

## **Theater 1, 2, and 3**

The purpose of these courses is to enable students to develop fundamental knowledge and skills in the elements of theatre arts. Students will study all aspects of theater, including acting, directing, set design, costuming and theater management. This is a project-based class and students are required to participate in at least one of the two yearly productions.

# **Music**

## **Chorus 1**

The purpose of this course is to enable students to develop fundamental vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied choral literature. Emphasis will be placed on: Vocal production, choral performance techniques, music literacy, elements and characteristics of music, performance analysis and connections between music and other subject areas. Students must participate in minimally 2 music performances annually.

## **Chorus 2**

The purpose of this course is to enable students to develop vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied choral literature. Emphasis will be placed on: Vocal production, choral performance techniques, music literacy, improvisation, composition, and arranging, performance analysis, role and influence of choral music and musicians, connections between music and other subject areas, responsible participation in music activities. Students must perform in minimally 2 choral performances annually.

## **Chorus 3**

The purpose of this course is to enable students to develop intermediate-level vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied choral literature. Emphasis will be placed on: Vocal production, choral performance techniques, music literacy, improvisation, composition, and arranging; performance analysis, role and influence of choral music and musicians, and connections between music and other subject areas. Students are responsible for participation in minimally 2 music performances.

## **Music Ensemble (Keyboard/Guitar)**

Students with little or no experience in a vocal, keyboard or guitar ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of

specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **Alternative Band (Rock Band)**

This exciting course will give students the opportunity to play in a rock band situation with their peers while developing musical skills on their main instrument. Students must have moderate experience playing guitar, drums, bass, vocals or keyboard. Approval from teacher may be required to participate in Rock Band. The students will understand a variety of musical notation styles, including but not limited to chord charts, traditional musical notation and tablature (Tab) as well as demonstrate improvisational skills using their knowledge of musical theory and detailed study of great musicians.

## **World Languages**

### **Non-Native Speakers**

#### **Spanish I**

The high school level I language courses are a one-year introduction to the language of choice. These courses assume no prior knowledge of language. Emphasis is placed on the basic skills of listening, speaking, reading and writing. By the end of the year, students will discuss their everyday life through authentic oral and written activities, individually and in small groups. Students will read excerpts and texts at the novice level. All courses include a significant cultural component in which students learn about the richness and variety of other countries and worlds within the scope of the language they are studying.

#### **Spanish II**

This high school level II intermediate course requires basic knowledge of the target language. This course reinforces the fundamental skills of listening, speaking, reading, and writing. Students are required to manipulate increasingly more complex grammatical structures in their speech. Grammar skills are emphasized and taught within the context of the communicative objective. By the end of the year, students will be able to understand and discuss authentic materials. Specific cultural information is increasingly presented and discussed through additional readings and research projects.

### **Native Speakers**

#### **Spanish S I**

This high school level course is designed for native/heritage speakers who have prior knowledge of written and spoken Spanish, as this is the only language of instruction. The purpose of the course is to enable students to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences. This course provides students with basic skills in grammar and the elements of written Spanish.

Students improve their reading and writing skills in their first language, and explore the cultures of the Hispanic/Latin world including their own.

## **Spanish S II**

This high school level II intermediate course is designed for native/heritage speakers of Spanish who have oral and written proficiency. The purpose of the course is to continue developing, maintaining, and enhancing proficiency in Spanish by extending the reading and writing skills learned in Spanish for Spanish Speakers I. Students continue to develop the ability to use grammar and correct mechanics. Students read and discuss articles, stories, novels and non-fiction, and use literature to gain a better understanding of the Hispanic/Latin culture.

# **Physical Education**

## **Comprehensive PE**

The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes fitness activities and team sports. In this class, students will learn the basic skills, rules and play for various team and individual sports. Students will research and study their history and strategies behind them, and will be graded on participation, preparation and sportsmanship as well as written assignments and quizzes/tests.

## Middle School Course Selections

### Course Requirements for Grades 6 – 8

Grade	English	Math	Science	Social Studies	Research & Writing	The Wheel	Electives	Total
6	1	1	1	1	1	1	1 (a)	7
7	1	1	1	1			3(a)	7
8	1	1	1	1			3 (a)(b)	7

Students in 7<sup>th</sup> and 8<sup>th</sup> grade may enroll in selected high school courses with teachers' recommendation and parental approval, for the purpose of pursuing a more challenging program of study. Students must meet expectations to receive high school credit.

### Middle School Promotion

Middle School students must pass all 4 core courses (English, Mathematics, Science and Social Studies) each year in order to be promoted to the 9<sup>th</sup> grade.

If a student in grades 6 or 7 fails one of the core courses, remediation will take place as follows:

1. English, Math, Science or Social Studies – the student will be required to repeat during summer school.
2. When possible, the student will be double-scheduled in the following school year in place of taking an elective.

If a student in grade 8 fails one of the core courses, remediation will take place as follows:

1. English, Math, US History or Science – the student will be required to complete the course through a summer program.

## Middle School Language Arts

\*ESOL – English for Speakers of Other Languages

\*ESOL R&W – ESOL Reading & Writing

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	PREREQUISITES/ NOTES
001	English 6	6	N	
002	*ESOL 6	6	N	
005	English 7	7	N	
006	*ESOL 7	7	N	
009	English 8	8	N	
010	*ESOL 8	8	N	
015	Intensive Language Arts	6 – 8	N	Mountain Peak
631	Research & Writing	6	N	
639	Ethics	6	N	1 Semester only – Paired with Intro to Programming

## Middle School Mathematics

**\*Students must earn a “C” or better to receive credit**

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	PREREQUISITES/ NOTES
100	Course 1	6	N	Students' introductory level to math will be determined by a placement test. TI36X Calculator
102	Course 2	6, 7	N	TI36X Calculator
104	Course 3 (Pre-Algebra)	7, 8	N	TI36X Calculator
110	Intensive Mathematics	6 – 8	N	Mountain Peak
120	*Algebra I	7, 8	Y	High school course; TI83 Graphing Calculator
121	*Algebra I H	7, 8	Y	High school course; TI83 Graphing Calculator
122	*Geometry	8	Y	High school course
123	*Geometry H	8	Y	High school course

## Middle School Science

**\*Students must earn a “C” or better to receive credit**

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	PREREQUISITES/ NOTES
206	STEM Astronomy/Space Science	6	N	
207	STEM Life Science	7	N	
252	*Physical Science	8	N	

## Middle School Social Studies

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	PREREQUISITES/ NOTES
300	Civics	6	N	
304	US History	7	N	
306	World History	8	N	
076	Mock Trial	7 – 8	N	

## Middle School Electives

### Computers

**\*Students must earn a “C” or better to receive credit**

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	PREREQUISITES/ NOTES
662	Intro to Programming (Exploratory Wheel)	6	N	1 Semester only
508	Exploration of Robotics Technology	6 - 8	N	
511	*Foundations of Web Design	7, 8	N	High School Course

### Art

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	PREREQUISITES/ NOTES
624	2-D Studio Art	6 - 8	N	
626	Creative Photography	6 - 8	N	

### Performing Arts

**\*Students must earn a “C” or better to receive credit**

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	PREREQUISITES/ NOTES
776	Theater 1	6 - 8	N	
777	Theater 2	7 – 8	Y	Theater 1
778	Theater 3	8	Y	Theater 1 & 2



## Music

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	PREREQUISITES/ NOTES
600	Chorus 1	6 - 8	N	
601	Chorus 2	7, 8	N	Chorus 1
602	Chorus 3	8	N	Chorus 2
594	Music Ensemble (Keyboard/Guitar)	6 - 8	N	
616	Alternative Band (Rock Band)	6 - 8	Y	Moderate experience with an instrument

## Physical Education

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	PREREQUISITES/ NOTES
664	Comprehensive Physical Education	6 - 8	N	

## World Languages

Spanish – Spanish as a Foreign Language  
 Spanish S – Spanish for Spanish Speakers

**\*Students must earn a “C” or better to receive credit**

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	PREREQUISITES/ NOTES
420	*Spanish I	8	N	High school course
422	*Spanish II	8	Y	Spanish I; must pass proficiency test
430	*Spanish S I	8	N	High school course
432	*Spanish S II	8	Y	Spanish S I; must pass proficiency test

# High School Course Descriptions

The high school curriculum is designed to promote critical thinking skills and the ability to effectively express ideas both orally and in a variety of written forms. Regular, honors and advanced placement courses are offered at the high school level. Please see *Course Selection Information* on page 3 for details regarding honors and advanced placement courses.

## English

### 9<sup>th</sup> Grade – Survey of Literature

This course explores English language and literature for the college-bound student. After practicing effective study skills and learning how to write an organized research paper, the student will embark on a global journey through literature. Throughout the school year, the student will take a tour of the world through various genres of literature. While studying the literature of different cultures, the student will examine what it means to be a citizen of the world through novels, poetry, film, essay, and speeches. This course includes, but is not limited to literature from ancient Greece, Native Americans, African Americans, Latin Americans, and the celebrated playwright William Shakespeare. Classic American literature is explored through the poetry of Robert Frost and the short stories of Mark Twain. This course begins the preparation for college admission tests by reviewing written skills, critical reading, and continuing their study of vocabulary. MLA format will be reviewed, and research papers will be frequently assigned throughout the school year.

### 10<sup>th</sup> Grade – World Literature

This course continues the study of multicultural literature from around the world. Literary forms include contemporary fiction, classic Greek literature, and epic stories. Students will learn to understand the allusions or references to early world literature that are found in modern works. Societal rules, archetypal characters, and conflicts will be analyzed and critiqued in this curriculum. Students will master writing skills for a variety of purposes and disciplines to better prepare them to perform well on college admission tests. Systematic vocabulary development, proven to be highly successful in preparing them for standardized tests, is emphasized throughout the year. MLA format will be reviewed, and research papers will be frequently assigned throughout the school year.

### 11<sup>th</sup> Grade – American Literature

This course integrates the study of historic documents, speeches, sermons, poetry, and personal narratives with the study of American History. Literature will be examined in its historical, intellectual, and philosophical contexts. English assignments focus on reading comprehension, literary analysis, and creative interpretations. Throughout this course, the student will chronicle the varying interpretations of the American dream of the Puritans and Transcendentalists. The history of America is further integrated into this curriculum as the student examines the use of satire in texts. The student will analyze the issue of an individual's responsibility to society as a whole versus responsibility to himself or herself. Critical essays, films, and studies of artistic movements supplement the primary texts. Students will continue to practice writing essays for various purposes as well as continue their study of vocabulary. Research papers will also be frequently assigned throughout the school year.

## **12<sup>th</sup> Grade – British Literature**

In this course, students will explore the development of the English novel. One of the goals of this course is to promote critical thinking. The student will explore various genres of British literature and identify the true meaning of the text by analyzing the literature in numerous methods. The student will examine the meter, language, and rhyme of poetry and rewrite abstract text in modern language. The curriculum explores how the literature was influenced not only by the culture and politics of the times, but by the occasional close relationships of the period. These relationships will be explored through poetry, novels, plays, and essays. The student will examine some of the primary writers of the various ages including the Renaissance, the Romantic Age, the Victorian Age, the Edwardian Age, the Modern Age, and the War Poets. Shakespearean tragedy is explored through *Macbeth*. In addition to focusing on the English writers, the student will also learn about some of the great writers of Irish literature. The study of college-level vocabulary also continues, as well as the fulfillment of the research paper requirement.

## **AP English Language and Composition**

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The goal is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. The course emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. Students must take the AP English Language and Composition exam.

## **AP English Literature and Composition**

This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. This course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit and deemed course-appropriate by AP English Literature Development Committee. Students will read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. Students will also reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. Students must take the AP English Literature and Composition exam.

## **ESOL – English for Speakers of Other Languages**

The ESOL program is designed for students who are non-native speakers of English. Students learn the basic skills needed to communicate in English in order to function in a regular classroom environment as soon as possible. Building on their prior knowledge and on newly introduced material, they become familiar with the structure of an American high school, the community, and the American culture in general. The program is designed to help students

attain a desirable level of proficiency in four basic skills: listening, speaking, reading, and writing English through an integrated Language Arts curriculum.

## **Mathematics**

### **Algebra I**

This course brings the student further into the algebraic concepts introduced in Mathematics Course 3. These include the properties of real numbers, equations and inequalities, solving for one and two variables, graphing linear functions, polynomials and factoring. Systematic techniques used to solve word problems are presented and reinforced.

### **Geometry**

This course will instruct students to utilize their understanding of the properties of real numbers in order to build valid geometric arguments. Algebra I skills will be reinforced with applications involving both linear and quadratic relationships. Students will be introduced to the ideas of lines and angles, logic and proofs, two and three dimensional figures, and the coordinate plane.

### **Algebra II**

Students continue to develop the mathematical skills necessary in today's competitive environment. Emphasis will be placed on problem solving and approaching problems in a variety of ways. Technology is integrated into the course to further develop problem solving skills. Topics covered will include functions, equations and graphs, linear systems, matrices, quadratic equations, exponentials, logarithms and trigonometry. SAT/ACT strategies and objectives will be reinforced throughout the year.

### **Advanced Topics in Mathematics**

The purpose of this course is to enhance and continue the study of mathematics after Algebra I, II, and Geometry and provides a college level foundation to students not aspiring to a math, science, or technical major. This course is designed for students who have completed both Geometry and Algebra II and will benefit from an extended and in-depth understanding of math topics. Emphasis will be placed on: Fundamental concepts of logic, including Venn diagrams, structure and properties of the real and complex number systems, explorations of geometric relationships involving circles, relations, functions, and graphs extended to polynomial, exponential, and logarithmic functions, introduction to trigonometric functions and their applications, including both right and oblique triangles. SAT/ACT strategies and objectives will be reinforced throughout the year.

### **Mathematical Analysis Honors**

The purpose of this course is to build upon the skills and knowledge learned in Algebra 1, Geometry and Algebra 2 and to extend their knowledge of functions, acquire additional modes of mathematical reasoning at an introductory level, and develop the skills necessary for the study of Pre-Calculus and Calculus. Topics will include, but not limited to, polynomial and rational expressions and functions, systems of equations, matrices, sequences, and introductory probability.

### **Trigonometry Honors**

This course is designed for the student who has successfully completed Algebra II Regular or Honors. The purpose of this course is to provide a rigorous and in-depth study of circular and

trigonometric functions and their applications. The content includes trigonometric identities, equations, solutions to right and oblique triangles, and trigonometric form of complex numbers.

## **Probability and Statistics with Applications Honors**

In this course the student will explore the concepts of probability, descriptive statistics, and hypothesis testing. Topics will include, but not be limited to random variables, permutations, distribution functions, measures of tendencies and variability, hypothesis testing using the normal distribution and applications of various non parametric statistical tests.

## **Pre-Calculus Honors**

This honors level course is designed to further develop students' understanding of the fundamental concepts of algebra, trigonometry, and analytical geometry. Students will learn how these topics can be used to model real-life problems, as well as prepare them for future college-level math and science courses.

## **Calculus Honors**

Calculus is an honors level course that will introduce basic concepts, beginning with limits. Students will be presented with functions defined graphically, numerically, analytically, or verbally and will be expected to understand the connections among these representations. The concepts of derivatives, along with indefinite and definite integrals, will also be introduced. Students will model situations of given problems with functions, differential equations, or integrals.

## **AP Calculus AB**

AB Calculus is taught at the college level. Topics covered include: functions - analysis of graphs, limits, asymptotes, continuity; derivatives - at a point, as a function, second derivatives, applications, computational techniques; integrals - Riemann Sums, definite integrals, applications, fundamental theorems of calculus, numerical approximations; and differential equations - slope fields, separable differential equations. AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics.

## **AP Calculus BC**

AP Calculus BC is a yearlong course taught at the college level. This course includes all the topics taught in AP Calculus AB in addition to L'Hopital's Rule, improper integrals, the study of infinite series, vectors, and parametric and polar equations. The content of this course was designed to qualify the student for placement and credit in one course beyond AP Calculus BC.

## **AP Statistics**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics will include but not be limited to exploring data planning and conducting a study, exploring random phenomena using simulation and probability, and statistical inference.

# Science

## **Anatomy & Physiology Honors**

Human Anatomy and Physiology is an honors science class that takes an in-depth look at the systems of the human body. The anatomy portion of the class will cover the structures of the human body, while the physiology portion of the course will cover the function of these structures and how they work together in order to sustain life. This course will connect the themes learned in Biology to animal form and function. The course will stress the importance of how structure correlates to function and how the organs systems of animals are interdependent of one another.

## **Astronomy**

The purpose of this course is to develop and apply concepts basic to the earth, its materials, processes, history, and environment in space. Laboratory investigations of selected topics in the content which include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course. Use of satellite imagery, image processing techniques, and model development with behavior-over-time graphs are strongly recommended.

## **Biology**

The biology curriculum analyzes all aspects of life, such as inorganic materials to the organic compounds, to the most complex of organisms. Throughout the course, the student will develop a working definition of just what constitutes life on Earth and how animals interact with their environment. The primary goal of the biology course is to experience and study the nature of science: matter, energy, and chemical processes of life. The curriculum begins with a study of the scientific method and the tools used in research, cycles (chemical and biological), chemical reactions, and the binding force of water and its importance to cell structures, functions, and processes. As the course continues, the student will engage in a study of genetics and DNA and learn about the exciting recent biological advances that have been made in this quickly advancing scientific area. The student will study the connection between genetic inheritance and the evolution of organisms. The student will learn the characteristics that connect organisms as living things, moving from the smallest organisms, such as viruses and bacteria, to plants, and animals - both vertebrate and invertebrate. As the course continues, the student will engage in a study genetics and DNA and learn about the exciting recent biological advances that have been made in this quickly advancing scientific area. This course vividly portrays how living things are grouped, along with certain ecological interactions/cycles. The student will perform various lab activities that will allow the student to witness biology in a working environment.

## **Chemistry**

The purpose of chemistry is to allow the student to study the mechanisms of matter and chemical reactions. This chemistry course encourages the student to investigate the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. The course focuses on basic chemical concepts and incorporates activities that promote investigations to reinforce the concepts. The curriculum includes inquiry into the following content areas: structure of atoms, structure and properties of matter, chemical reactions, conservations of energy and matter, and the interaction of energy and matter. Throughout the course there will be animations and exercises which depict laboratory experiments and proper lab safety. Students will then participate in lab activities that incorporate all concepts learned in the classroom.

## **Environmental Science**

This course is designed to introduce students to major ecological concepts and the environmental problems that affect the world in which we live. Emphasis is placed on the human interactions with the Earth's geologic and environmental systems, predictability of a dynamic Earth, origin and evolution of the Earth system and universe, geochemical cycles and energy in the Earth system.

## **Genetics Honors**

The purpose of this course is to provide high level experiences with laboratory and real-life applications in the study of genetics. The content should include, but not be limited to, the following: The nature of science, matter, energy, and chemical nature of science, the genetic basis of reproduction, and communication of cells, genetics principles, molecular basis of genetics, genetic diversity, biotechnology in the area of genetics, levels of organization, classification, and taxonomy, structure and function of various organisms used as genetic models, biological selection, variations, adaptations, and changes through time, application of bio-technologies in agricultural, food, and medical careers, bio-ethics.

## **Marine Science**

Marine Science is a course designed to explore the complex interrelationship within the marine environment. It stresses the ecological interactions between marine organisms and their physical, chemical, and biological environment. Students develop an understanding of the interrelationships between man and the ocean. Topics include the ocean's present and potential resources, marine biology interactions with technology and society, and characteristics of the planktonic, benthic, and nektonic regions of the oceans. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

## **Physics**

The purpose of this course is to provide an introductory study of the basic physical science concepts including the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures through laboratory investigations.

## **Physics Honors**

This honors class uses lab based mathematical modeling to explore the interaction between matter and energy. Gaining a good understanding of the forces that are present in physical situations will prepare the student for college physics. Students will perform numerous experiments using force meters, ramps, springs, magnets, motion detectors and carts in conjunction with their laptops to make graphs and mathematical models that represent the forces and interactions seen in the labs. This course concentrates on statics, dynamics, momentum, uniform circular motion and energy transfer.

## **AP Biology**

AP Biology is an advanced level biology class that includes topics regularly covered in a college biology course for majors in biology. AP Biology differs from the first high school biology with

respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by the students, and the time and effort required of students. The AP Biology course is designed for students who have successfully completed the first year high school biology and chemistry. Students will complete twelve mandatory lab activities. The themes covered in this course are Science as a Process, Evolution, Energy Transfer, Continuity and Change, Relationships of Structure to Function, Regulation, and Interdependence in Nature, Science, Technology and Society. The AP Biology course prepares students for the AP exam and further studies in science or health science.

## **AP Chemistry**

AP Chemistry builds students' understanding of the nature and reactivity of matter. After studying the structure of atoms, molecules, and ions, students move on to solve quantitative chemical problems and explore how molecular structure relates to chemical and physical properties. Students will examine the molecular composition of common substances and learn to predictably transform them through chemical reactions. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP Exam and for further study in science, health science or engineering.

## **AP Environmental Science**

In this course students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. The course is interdisciplinary, focusing on both rigorous scientific analysis as well as sociological and political aspects. AP Environmental Science encompasses a wide variety of topics including: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources in environmental systems; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; man's influence on the environment; and changes in environments.

## **AP Physics 1**

This course is an Algebra-based, introductory college level physics course. The AP Physics 1 course is designed to enable the student to develop scientific critical thinking and reasoning skills through inquiry based learning. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

# **Social Sciences**

## **World History**

Participants in this course will examine historical events, trends and discoveries in order to evaluate the development of civilization to its current state. Discussions and activities will revolve around understanding our past and how it applies to our present and future. Multi-disciplinary knowledge in the fields of geography, economics, politics, religion, art, music, ethics, diverse cultures, and humanities will be incorporated in an attempt to fully immerse the participants in the environment of each time frame.

## **United States History**



The purpose of this course is to enable the students to understand the development of the United States within the historical context with a major emphasis and focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to examine the past and prepare their future as participating members of a global community. Students will also be required to go beyond the memorization process to engage in the analysis and interpretation of historical events and the effects these events have had on the present.

## **AP United States History**

At the end of the school year the student will be able to effectively evaluate historical processes that have taken place in the United States, as well as its repercussion in today's American society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to examine the past and prepare their future as participating members of a global community. The course offers a survey of the History of the United States from its foundation to modern times. Students should learn to assess historical materials, their relevance to an interpretative problem, and to weight the existent evidence when drawing their conclusions.

## **American Government**

The purpose of this course is to enable students to gain an understanding of American Government and political behavior that is essential for effective citizenship and active involvement in a Democratic American society. The students will understand the primordial importance of active participation in a democratic society. Likewise they will explore the concepts of interests groups, civil rights and grassroots movements and their relationship with the development of the concept of "American Democracy".

## **International Relations**

The primary content emphasis for this course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content should include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations.

## **AP American Government**

The objective of this course is for the students to acquire a critical perspective of politics and government in the United States. They will learn general concepts used to interpret American Politics and analyze specific case studies. Students will also become familiar with the various institutions groups, beliefs and ideas that constitute the American political perspective. Students will analyze the variety of factors that influence the differing political beliefs and behaviors of citizens. Finally they will evaluate the development and defense of civil rights and civil liberties through the analysis of judicial interpretation.

## **Economics**

The purpose of this course is to provide the students with the knowledge and decision making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors and taxpayers. The focus of the course will be on microeconomics, with an emphasis on hands-on experience. Students will be required to apply their knowledge by becoming entrepreneurs and creating a product/business.

### **AP Microeconomics**

The objective of this course is for the student to acquire the knowledge and decision-making tools necessary for understanding how society must organize its limited resources to satisfy its unlimited wants. The students will understand the fundamental concepts of the American mixed economic system, analyze the circular flow of resources, goods, services and money markets, compare the relationship between supply and demand in the competitive market, and examine the various aspects of the fundamentals of income distribution. The focus of the course will be on microeconomics and students will be required to apply their knowledge by becoming entrepreneurs.

### **AP Macroeconomics**

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

### **AP Capstone Seminar**

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 research based 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.

### **AP Capstone Research**

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. Students must have successfully completed the AP Seminar course.

### **Executive Internship I & II**

The Executive Internship Program is an honors elective course that allows students to participate first-hand in professional experiences. Community sponsors involve students in major issues, significant projects, and research related to their future area of study. To receive full credit for the Executive Internship Program course, students must spend the required hours at their community placement and must complete all required assignments. See page 12 for specific qualifications.

### **AP Psychology**

This course provides the student with the opportunity to understand the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. The student will also learn about the ethics and methods psychologists use in their science and practice.

### **Mock Trial**

This course is an introduction to law and public speaking. The primary focus of study will include: legal/court procedure, rhetoric, and public speaking. You will learn how the court system works, how to use rhetoric to be more persuasive, and how to speak effectively to an audience. Students learn basic trial procedures and advocacy skills through practice sessions and simulations of courtroom procedures and activities. Students prepare for and conduct a trial of a hypothetical case. Participatory study of trial practice in the United States, advocacy, lawyering skills, and legal ethics. Focus on developing students' speaking and critical thinking skills, teamwork, and leadership. Students in this course will take part in the state-wide Mock Trial competition. This course will be guided by a team that includes our Sagemont teacher, a lawyer, and various guest speakers throughout the year.

## **High School Electives**

### **Principles of Engineering Honors**

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the required knowledge and skills in mathematics, science, and technology. Through problem-based learning strategies, students study key engineering topics, including mechanisms, energy sources, energy applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

### **Principles of Entrepreneurship**

In this course the student will learn basic principles of entrepreneurship including entrepreneurship as a career, ethics in business, financing, marketing, management and personal financial skills.

### **Business Management and Law Honors**

This course builds foundation of business management techniques including decision making,

human relations, communication techniques, business law and characteristics of the enterprise system.

## **Business Ownership Honors**

The purpose of this course is to prepare the students for entrepreneurial careers, provides the student to evaluate their potential to start and operate a business. Topics include business plans, money-management strategies, leadership and teamwork, ethics and legal responsibilities.

**\*Personal Financial Literacy** (Online course through Florida Virtual School)

In this course, students learn how money impacts their world. Why do we pay taxes? How do credit cards work? How can students learn to spend money without going into debt? By committing 3-5 hours per week to this course, students will learn how to manage money properly to achieve financial success. Students learn how avoid common financial mistakes, as well as how to invest for their future. After completing the course, students understand how the financial world works and have the knowledge to manage their personal and family finances effectively.

## **Sophomore Passion Project: 10<sup>th</sup> Grade only**

This **project** is an assignment to develop the student's **personal** interest and to show and apply the skills developed in previous school years. This **project** is based on the student's interests and talents, resulting in a product or outcome.

# **Computers**

## **Java Development Honors**

This introductory-level, one-semester course is designed for people who have very little programming experience. In this course, students gain an understanding of Java platforms and learn how to build a stand-alone application. Students also learn the techniques of Java and how Java can be used in cross-platform programming. At the end of the course, students are able to write basic programs using Java and are prepared to pursue further instruction in any programming language.

## **Foundations of Programming – Python Honors**

This course covers the fundamentals of programming using the computer language Python. It provides you with the concepts, techniques, and processes associated with computer programming and software development.

## **Foundations of Robotics Honors**

This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.

## **AP Computer Science Principles**

This course will teach the fundamentals of computing, including problem solving, working with data, understanding the Internet, cybersecurity, and programming. The student will broaden the understanding of computer science for use in a diversity of majors and careers.

### **AP Computer Science A**

In this course the student will learn the fundamentals of programming and problem solving using the JAVA language.

## **Art**

### **AP Art History**

This course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. The course fosters in-depth, holistic understanding of the history of art from a global perspective. The students will experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

### **AP Drawing**

This is a college-level course that gives the high school student the opportunity to receive advanced placement and/or credit in college. Prerequisites for this course include at least two years prior art experience including either Drawing and Painting or 2-D Art, and teacher recommendation. For students who are willing and able to apply themselves to college –level studies, the program enriches their secondary school experience. The course is designed to promote a variety of technical skills in the use of media and composition development through drawing and painting assignments, culminating in a portfolio of work developed over the year.

### **AP 2-D Art and Design**

This course is similar to the AP drawing portfolio with a modern spin. Able students will have the option to work with not only fine arts media, but also digital programs. They will also incorporate graphic arts for portfolio submission toward college credits.

### **2-D Studio Art 1**

Students experiment with the media and techniques used to create a variety of two-dimensional (2D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination.

### **2-D Studio Art 2**

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artist's sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination.

### **2-D Studio Art 3 Honors**

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style.

## **Portfolio I Honors**

The purpose of this course is to develop a portfolio containing an artist's statement and a diverse range of the student's own works of art. The teacher will evaluate the student's art work before recommending this course.

# **Fine Arts/Performing Arts**

## **Theater**

In this course, students will study all aspects of theater, including acting, directing, set design, costuming and theater management. They will also study the history of theater from Greece to the American musical. This is a project-based class and students are required to participate in at least one of the two yearly productions.

## **Yearbook**

This course provides experience in journalistic production as well as leadership opportunities. Students work individually as well as in groups and learn to meet deadlines. Students will create and design layouts, conduct interviews, take photographs and assist with the business aspect of the yearbook. Prerequisite is to complete and pass Journalism 1 prior to taking this course. Attendance at after school extra-curricular events is required. **Additionally, teacher recommendation is mandatory.**

# **Music**

## **Chorus I**

The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. Additionally, the content will include: Vocal production, choral performance techniques, music literacy, sight reading and ear training, elements and characteristics of music, improvisation, composition, and arranging, performance analysis, role and influence of choral music and musicians, and connections between music and other subject areas. Students must also participate minimally in 2 performances.

## **Chorus II**

The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high school literature.

Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. Additionally, the content will include: Vocal production, choral performance techniques, music literacy, sight reading and ear training, elements and characteristics of music, improvisation, composition, and arranging, performance analysis, role and influence of choral music and musicians, and connections between music and other subject areas. Students must also participate minimally in 2 performances.

### **Chorus III**

The purpose of this course is to enable students to develop proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. Additionally, the content will include: Vocal production, choral performance techniques, music literacy, sight reading and ear training, elements and characteristics of music, improvisation, composition, and arranging, performance analysis, role and influence of choral music and musicians, and connections between music and other subject areas. Students must also participate minimally in 2 performances.

### **Music Ensemble (Keyboard/Guitar)**

Students with little or no experience in a vocal, guitar, or keyboard ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **Alternative Band (Rock Band)**

This exciting course will give students the opportunity to play in a rock band situation with their peers while developing musical skills on their main instrument. Students must have moderate experience playing guitar, drums, bass, vocals or keyboard. Approval from teacher may be required to participate in Rock Band. The students will understand a variety of musical notation styles, including but not limited to chord charts, traditional musical notation and tablature (Tab) as well as demonstrate improvisational skills using their knowledge of musical theory and detailed study of great musicians.

## **World Languages**

### **Non-Native Speakers**

#### **Spanish I**

The high school level I language courses are a one-year introduction to the language of choice. These courses assume no prior knowledge of language. Emphasis is placed on basic skills of listening, speaking, reading and writing. By the end of the year, students will discuss their everyday life through authentic oral and written activities, individually and in small groups. Students will read

excerpts and texts at the novice level. All courses include a significant cultural component in which students learn about the richness and variety of other countries and worlds within the scope of the language they are studying.

## **Spanish II**

The level II intermediate courses require basic knowledge of the target language. These courses focus on enhancing listening, speaking, reading and writing skills. Students are required to manipulate increasingly more complex grammatical structures in their speech. Grammar skills are emphasized and taught within the context of the communicative objective. By the end of the year, students will be able to understand and discuss authentic materials. Specific cultural information is increasingly presented and discussed through additional readings and research projects.

## **Spanish III Honors**

This advanced-intermediate course primarily focus on further developing reading, listening, speaking and writing skills. Through reading, research, writing and discussions, students will be encouraged to refine their communicative abilities in meaningful situations. By the end of the year, students will be able to discuss and write compositions about more complex topics.

## **Spanish IV Honors**

The level IV advanced course introduces students to a variety of literary texts of their language of choice. Advanced grammar topics are embedded in running contextual themes which richly reflect the cultures of the language being studied. Students compare and contrast these new cultural aspects with their own. Students are required to give oral presentations and hold group discussions. They are required to write critical analysis of the topics being discussed.

## **AP Spanish Language**

This Advanced Placement College – level Spanish language course follows requirements of the AP Central College Board and is completely taught in the target language. It will meet the needs of highly motivated students who have a strong interest and ability in these languages. It has been designed to refine and master the four language skills to ensure fluency. Students will be exposed to many different forms of written and spoken Spanish through the study of literary texts, short stories, and newspaper articles, along with radio and television broadcasts. They will be involved in many activities as well as test models designed to prepare them for the AP exam.

## **AP Spanish Literature**

The AP Spanish Literature and Culture college-level course introduces students to short stories, novels, poetry, and essays. Students develop proficiencies across the full range of communication modes honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media.

# **Spanish for Spanish Speakers**

## **Spanish S I**



The Spanish S I course is designed for native/heritage speakers of Spanish. The purpose of the course is to enable students to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences. This course provides students with basic skills in grammar and the elements of written Spanish. Students improve their reading and writing skills in their first language, and explore the cultures of the Hispanic/Latin world including their own.

## **Spanish S II**

The Spanish S II intermediate course is designed for native/heritage speakers of Spanish who have oral and written proficiency. The purpose of the course is to continue developing, maintaining, and enhancing proficiency in Spanish by extending the reading and writing skills learned in Spanish for Spanish Speakers I. Students continue to develop the ability to use grammar and correct mechanics. Students read and discuss articles, stories, novels and non-fiction, and use literature to gain a better understanding of the Hispanic/Latin culture.

## **Spanish S III Honors**

The Spanish S III advanced-intermediate course is for students whose first language is Spanish. Students are exposed to more literature as well as more demanding reading, written and oral work. Students continue to develop their skills in essay writing. Students continue to read, discuss, and write critical analyses of a selection of Spanish and Latin American authors.

## **Spanish S IV Honors**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies.

# **Physical Education**

## **Team Sports**

In this class, students will get a more in depth look into team sports, their history and the strategies behind them. Basketball, soccer, baseball, volleyball, flag football, team handball and lacrosse will be the focus of this semester long class. Individual sports such as tennis and badminton will also be covered. Sport specific skills, rules of the game and specific strategies will be taught. Students will be graded on participation, preparation and sportsmanship as well as written assignments and quizzes/tests.

## **Weight Training**

The purpose of this course is to enable students to acquire knowledge and skills in weight training, improve muscular strength and endurance, and enhance self-image. The content should include, but not be limited to: safety practices, musculoskeletal system, biomechanical and physiological principles, weight training programs, and nutrition.

## **Basketball**

This course provides students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life and maintain their personal fitness. The content includes in-depth knowledge and application of skills, techniques, strategies of team play, rules, and safety practices necessary to participate in basketball, and knowledge of the organization and administration of basketball activities. Basketball 2-3 will extend the knowledge of basketball activities and further develop safety practices.

### Physical Education Waiver

Two seasons of an interscholastic sport at the junior varsity or varsity level waives the full one-credit physical education requirement.

## Online Courses

One of the 24 required credits for graduation must be completed online. The students should access the Florida Virtual School website [www.flvs.net](http://www.flvs.net) to review the online course offerings and choose the class they will be interested in.

## High School Course Selections

### \* Course/Credit Requirements for Grades 9 – 12

Grade	Lang. Arts	Math	Science	Social Science	Fine or Practical Arts	P.E/ Personal Fitness	Per Finan Lit/Passion Prjct	Electives	Total Courses
9	1	1	1	1 World History				3 (a)	7
10	1	1	1	1 American History		1	1	2 (a)	7
11	1	1	1	1 American Government	1 (b)			2 (a)(c)	7
12	1	1		1 Economics				4 (a)(c)	7
Attempt	4	4	3	4	1	1		11	28
Must Pass	4	4	3	4	1	1	1	6	24

**\* Starting in school year 2019/2020 and thereafter students must take the new graduation required course, Personal Financial Literacy. For the school year 2020/2021 this course is offered face to face at the school for 12<sup>th</sup> grade students only. It is offered through Florida Virtual School for 10<sup>th</sup> and 11<sup>th</sup> grade students. This course will satisfy the online requirement as well.**

NOTES:

- (a) Students must complete a minimum of 2 consecutive years of the same foreign language prior to graduation.
- (b) Requirement met with 1 credit from either category or a combination of 0.5 credits from each.
- (c) Eleventh and twelfth grade students may elect to become involved with the Executive Internship Program.

See page 14 for a comparison of graduation/scholarship requirements.

**VERY IMPORTANT!**

**Yearlong Courses**

A student may drop a yearlong class within two weeks from the first day of school and before Semester 2 begins, to enroll in an online course for the remaining of the school year. Virtual classes cannot be substituted for live classes prior to the end of the semester. **After this grace period, the student will not be authorized to drop a class.**

**Semester Courses**

Students may drop a semester class within 2 weeks from the start day of each semester and enroll in an online course for the remainder of such semester. **After this grace period, the student will not be authorized to drop a class.**

## High School Language Arts

\*ESOL – English for Speakers of Other Languages

\*ESOL R&W – Reading and Writing

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	GRAD REQ	PREREQUISITES/ NOTES
020	English I	9	N	1EN	Survey of Literature
021	*ESOL I	9	N	1EN	
023	English I Honors	9	Y	1EN	"A" or higher in previous English class
024	English II	10	N	1EN	World Literature
025	*ESOL II	10	N	1EN	
027	English II Honors	10	Y	1EN	"A" or higher in previous English class
028	English III	11	N	1EN	American Literature
029	*ESOL III	11	N	1EN	
031	English III Honors	11	Y	1EN	"A" or higher in previous English class
032	English IV	12	N	1EN	British Literature
033	*ESOL IV	12	N	1EN	
035	English IV Honors	12	Y	1EN	"A" or higher in previous English class
036	Advanced Placement English Language & Composition	11, 12	Y	1EN	"A" in previous English H class
037	Advanced Placement English Literature & Composition	11, 12	Y	1EN	"A" in previous English H class
041	Intensive Language Arts	9 – 12	N	1EL	Mountain Peak

## High School Mathematics

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	GRAD REQ	PREREQUISITES/ NOTES
120	Algebra I	9	N	1MA	Graphing Calculator – TI83
121	Algebra I Honors	9	Y	1MA	“A” or higher in previous Math class Graphing Calculator – TI83
122	Geometry	9, 10	N	1MA	
123	Geometry Honors	9, 10	Y	1MA	“A” or higher in previous Math class
125	Algebra II	10, 11	N	1MA	Graphing Calculator – TI83
126	Algebra II Honors	10, 11	Y	1MA	“A” or higher in previous Math class
136	Mathematical Analysis Honors	10 – 12	Y	0.5MA	Paired w/Trigonometry
913	Trigonometry Honors	10 – 12	Y	0.5MA	Paired w/Math. Analysis
127	Pre-Calculus Honors	10 – 12	Y	1MA	“A” or higher in Algebra I & II H and Geometry H
134	Advanced Topics in Mathematics	11, 12	Y	1MA	Alg 1, Geom, and Alg 2 Graphing Calculator TI83
131	Probability & Statistics w/Applications Honors	10 - 12	Y	1MA	“A” or higher in Alg II or Alg II H
132	AP Statistics	11, 12	Y	1MA	“A” in Probability & Statistics
128	Calculus Honors	11, 12	Y	1MA	Pre-Calculus H
129	Advanced Placement Calculus AB	11, 12	Y	1MA	“A” in Pre-Calculus H
130	Advanced Placement Calculus BC	12	Y	1MA	“A” in AP Calculus AB or “A” in Calculus H
135	Intensive Math	9 – 12	N	1 EL	Mountain Peak

### Sample Mathematics Progression Plan

<u>9<sup>th</sup> Grade</u> Geometry	<u>10<sup>th</sup> Grade</u> Algebra II	<u>11<sup>th</sup> Grade</u> Probability & Statistics Math Analysis/Trig. Advanced Topics in M	<u>12<sup>th</sup> Grade</u> Math Analysis/Trig. Advanced Topics in Math. Pre-Calculus AP Statistics
Algebra II	Probability & Stats. Math Analysis/Trig.	AP Statistics Pre-Calculus	Pre-Calculus Calculus or AP Calculus AB (Teacher’s approval)
	Pre-Calculus	Calc. Or AP Calc. AB (Teacher’s approval)	AP Calculus BC (Teacher’s approval)
		Adv.Topics in Math.	

## High School Science

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	GRAD REQ	PREREQUISITES/ NOTES
220	Biology I	9 - 12	N	1SC	
221	Biology I Honors	9 - 12	Y	1SC	"B" in previous Honors Science class or "A" in a regular course
223	Chemistry	10 - 12	N	1SC	
224	Chemistry Honors	10 - 12	Y	1SC	"B" in previous Honors Science course or "A" in a regular course
222	Advanced Placement Biology	10 - 12	Y	1SC	"A" in Biology H and "B" in Chemistry H
225	Advanced Placement Chemistry	11, 12	Y	1SC	"A" in Chemistry H and "A" in Algebra II H or taking simultaneously
226	Physics	9 - 12	N	1SC	
227	Physics Honors	10 - 12	Y	1SC	"B" in previous Honors Science course or "A" in a regular course, and "A" in Algebra II H or taking simultaneously
232	AP Physics 1	11, 12	Y	1SC	"A" in Physics H and "A" in Alg II H or taking simultaneously
231	Anatomy & Physiology Honors	11, 12	Y	1SC	"A" in previous regular course or "B" in a Honors course
233	Genetics Honors	11, 12	Y	1SC	"A" in previous regular course or "B" in a Honors course
234	Astronomy H	11, 12	Y	1SC	A" in Biology, Chemistry and Geometry
254	Marine Science	11, 12	N	1SC	Biology and Chemistry
255	Marine Science Honors	11,12	N	1SC	"B" in Bio H and Chem H
256	Environmental Science	9 - 12	N	1SC	
258	Environmental Science Honors	9 - 12	Y	1SC	"B" in previous Honors Science class or "A" in a regular course
257	AP Environmental Science	10 - 12	Y	1SC	"A" in Bio Honors and in Chem Honors

## High School Social Sciences

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	GRAD REQ	PREREQUISITES/ NOTES
320	World History	9	N	1WH	
321	World History Honors	9	Y	1WH	"A" in previous SS course
326	United States History	10	N	1AH	
327	United States History Honors	10	Y	1AH	"A" in previous SS course
328	Advanced Placement United States History	10	Y	1AH	"A" in previous SS Honors course
329	American Government	11, 12	N	.5AG	Semester course paired w/ International Relations
330	American Government Honors	11, 12	Y	.5AG	Semester course paired w/ International Relations Honors course - "A" in previous SS course
331	Advanced Placement American Government	11, 12	Y	1AG	"A" in previous SS Honors course
345	International Relations	11, 12	N	.5AG	Semester course paired w/American Government
346	International Relations Honors	11, 12	Y	.5AG	Semester course paired w/American Government Honors – "A" in previous SS course
335	Economics	12	N	1EC	Paired w/Personal Finance
336	Economics Honors	12	Y	1EC	"A" in previous SS course Paired w/Personal Finance H
334	Advanced Placement Microeconomics	12	Y	.5EC	"A" in previous SS Honors course and Algebra II H
338	Advanced Placement Macroeconomics	12	Y	.5EC	"A" in previous SS Honors course – paired with AP Microeconomics
340	Executive Internship I	11, 12	Y	1EL	Honors elective; see page 12 for requirements
341	Executive Internship II	12	Y	1EL	Honors elective; Career Internship I
352	Advanced Placement Psychology	10 - 12	Y	1EL	"A" in previous social studies honors class and in English H class
353	AP Capstone Seminar	11, 12	Y	1EL	"A" in previous English Honors class and one previous AP course
354	AP Capstone Research	12	Y	1EL	3.0 or above in the AP Seminar exam
349	Mock Trial	9 – 12	N	1EL	
356	Mock Trial 2 Honors	9 – 12	N	1EL	

## High School Electives

### Entrepreneurship

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	GRAD REQ	PREREQUISITES/ NOTES
906	Principles of Entrepreneurship	9 – 12	Y	1PA	Interview with teacher
907	Business Management and Law Honors	10 – 12	Y	1EL	Principles of Entrepreneurship
908	Business Ownership Honors	11 - 12	Y	1PA	Business Management and Law Honors

### Engineering

235	Principles of Engineering H	11, 12	Y	1PA	Algebra II H and Physics/ taking simultaneously
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### Leadership

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	GRAD REQ	PREREQUISITES/ NOTES
1088	Personal Financial Literacy	10 - 12	N	.5EL	Required (online course)
039	Sophomore Passion Project	10	N	.5EL	Required

### Computers

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	GRAD REQ	PREREQUISITES/ NOTES
540	Java Development Honors	9 – 12	N	1 EL	Paired with Foundations of Programming course
541	Foundations of Programming – Python Honors	9 – 12	N	1EL	Paired with Java Development course
545	Foundations of Robotics Honors	9 – 12	N	1EL	
546	Robotic Design Essential Honors	9 – 12	Y	1EL	Prereq. Course 545
530	AP Computer Science A	11 – 12	Y	1EL	Prereq. Courses 540 and 541
531	AP Computer Science Principles	12	Y	1EL	



## High School Electives

### Art

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	GRAD REQ	PREREQUISITES/ NOTES
733	Advanced Placement Art History	9 – 12	Y	1 PF	
735	Advanced Placement Drawing	11 – 12	Y	1PF	2 years of an Art class. Portfolio review of 8-10 works by appointment
736	Advanced Placement 2-D & Design	11 – 12	Y	1PF	2 years of an Art class. Portfolio review of 8-10 works by appointment
794	Portfolio I Honors	10 - 12	Y	1PF	
795	2-D Studio Art 1	9 – 12	N	1PF	
796	2-D Studio Art 2	10 – 12	N	1PF	2-D Studio Art 1
797	2-D Studio Art 3 Honors	11 – 12	Y	1PF	2-D Studio Art 2

### Fine Arts/Performing Arts

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	GRAD REQ	PREREQUISITES/ NOTES
746	Yearbook I	9 – 12	Y	1EL	
747	Yearbook II Honors	10 – 12	Y	1EL	Yearbook Staff – 1 <sup>st</sup> year
748	Yearbook III Honors	11, 12	Y	1EL	Yearbook Staff – 2 <sup>nd</sup> year
749	Yearbook IV Honors	12	Y	1EL	Yearbook Staff – 3 <sup>rd</sup> year
760	Theater I	9 – 12	N	1PF	
761	Theater II	10 – 12	Y	1PF	Theater I
762	Theater III Honors	11, 12	Y	1PF	Theater II
763	Theater IV Honors	12	Y	1PF	Theater III H

## High School Electives

### Music

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	GRAD REQ	PREREQUISITES/ NOTES
700	Chorus I	9 – 12	N	1PF	
701	Chorus II	10 – 12	N	1PF	Chorus I
702	Chorus III	11, 12	N	1PF	Chorus II
703	Chorus IV	12	N	1PF	Chorus III
597	Music Ensemble (Keyboard/Guitar)	9 – 12	N	1PF	
729	Alternative Band Honors (Rock Band)	9 - 12	Y	1PF	Experience with an instrument

### World Languages

Spanish – Spanish as a Foreign Language

Spanish S – Spanish for native Spanish speakers

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	GRAD REQ	PREREQUISITES/ NOTES
420	Spanish I	9 – 12	N	1WL	Non-Spanish speakers
422	Spanish II	9 – 12	N	1WL	Spanish I or placement test
425	Spanish III Honors	9 – 12	N	1WL	Spanish II
427	Spanish IV Honors	10 – 12	N	1 WL	Spanish III
430	Spanish S I	9 – 11	N	1WL	Native Spanish speakers; must take placement test
432	Spanish S II	9 – 12	N	1WL	Spanish S I or placement test
435	Spanish S III Honors	9 – 12	Y	1WL	Spanish S II
437	Spanish S IV Honors	10 - 12	Y	1WL	Spanish S III Honors
438	Advanced Placement Spanish Language	11, 12	Y	1WL	Successful completion of 4 years of Spanish or 3 years of Spanish S
439	Advanced Placement Spanish Literature	11, 12	Y	1WL	AP Spanish Language

## High School Electives

### Physical Education

COURSE NUMBER	COURSE TITLE	GRADE	TCH REC	GRAD REQ	PREREQUISITES/ NOTES
649	Basketball	9 – 12	N	1PE	
772/773	Team Sports	9 – 12	N	1PE	
782/783	Weight Training	10 – 12	N	1PE	
1050	HOPE	9 – 12	N	1PE	Offered only online through FLVS.com
993	Intersch SSN 1 – Com (completion of interscholastic sport season 1)	9 - 12	N	Waiver	Athletic Director's letter
994	Intersch SSN 2 – Com (completion of interscholastic sport season 2)	9 – 12	N	Waiver	Athletic Director's letter

Middle School Course Chart

Name of Student \_\_\_\_\_

Subject Area/Requirements	6 <sup>th</sup> Grade	7th Grade	8th Grade	Total years
<b>Language Arts</b> <b>3 years</b> English				
<b>Math</b> <b>3 years</b> (7 <sup>th</sup> /8 <sup>th</sup> Grade-Algebra 1)				
<b>Science</b> <b>3 years</b>				
<b>Social Studies</b> <b>3 years</b> Civics – World Geography – US History				
<b>Foreign Language*</b> <b>Elective</b>				
<b>Fine/Performing Arts*</b> <b>Elective</b>				
<b>Art*</b> <b>Elective</b>				

## High School Credit Chart

Name of Student \_\_\_\_\_

Subject Area/Requirements		7 <sup>th</sup> /8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total Credits
<b>Language Arts</b> English	<b>4</b>						
<b>Math</b> (Algebra 1↑)	<b>4</b>						
<b>Science</b>	<b>3</b>						
<b>Social Studies</b> World History – 1      Amer. Govt. – 1 American History – 1      Economics – 1	<b>4</b>						
<b>Foreign Language</b> (2 consecutive years of the same language)	<b>2</b>						
<b>Fine /Performing/ Practical Arts</b>	<b>1</b>						
<b>PE /Personal Fitness</b> (HOPE online)	<b>1</b>						
<b>Passion Project</b> (10 <sup>th</sup> Grade) – paired with Personal Financial Literacy	<b>0.5</b>						
<b>*Personal Financial Literacy</b> (online course through FLVS)	<b>0.5</b>						
<b>Electives</b>	<b>4</b>						
<b>Total Credits</b>	<b>24</b>						

\* Will satisfy both, the required Financial Literacy course and the online class for graduation.