2024-2025

CURRICULUM CATALOG

SAGEMONT PREP UPPER CAMPUS

SAGEMONT PREPARATORY SCHOOL

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2024- 2025 Academic Year

Empowering students to *innovate* for tomorrow.

Sagemont Preparatory School embodies a transformative approach to private school education through a focus on intellectual exploration, innovation and entrepreneurship, which inspires both academic excellence and a connection to real-world applications for each student. The Sagemont Preparatory School curriculum fosters an appreciation for and cultivation of intellectual curiosity and creativity; adeptness at analytical thinking; a balance of self-directed, independent exploration and collaboration; the pursuit of educational endeavors with responsible risk-taking and reflection; and a dedication to social responsibility. Student-powered innovation and a spirit of entrepreneurship at every age are ingrained in Sagemont Prep's educational philosophy.

An overarching thematic guide connects learners in the classroom from preschool to 12th grade through defined objectives and signature projects. Sagemont Preparatory School's curricular offerings allow students to plan, develop, and create projects that focus on real-world applications. A Sagemont Prep learner is innovative and entrepreneurial, something we encourage and develop by focusing on seven key skill sets. Courses promote collaboration, being a reflective problem finder/solver, engaging in responsible risk-taking, and taking an analytical approach while fostering a curious and creative mindset. Sagemont Prep is a vibrant community where global perspectives are key elements of the curriculum. Sagemont Prep students embrace endless possibilities through our well-crafted grade-level projects. Grade-level exploration includes TED Talk-style presentations, the Future City Competition®, Senior Market, Passion Projects, and lifelong financial planning. Through an ongoing collaborative and reflective process, our students work to analyze problems in their community and develop solutions as active agents of change and are intentional in their actions. Sagemont Prep students are empowered to be imaginative in and out of the classroom.

Course Registration Procedures

Fall registration is completed during the preceding spring, at which time all students select courses. Only those courses for which there is adequate enrollment during the spring registration period will be taught. Courses, the number of sections, and staff assignments are determined based on student request. **Therefore, the school reserves the right to cancel any course listed in this catalog due to lack of enrollment.** High school students who may still desire to take a canceled course will be provided the opportunity to enroll in an online course.

Students are responsible for meeting graduation requirements.

The following is an outline of the registration procedure:

1. **Curriculum Fair** - Course Selection Sheet is distributed and discussed. We encourage students to consult the *Sagemont Prep Course Catalog* before making their selection.

2. **Academic Advisement** - Each student is provided an opportunity to individualize their educational program and discuss with student services personnel, teachers, and parents/guardians the courses selected based on student performance, graduation requirements, interest and career goals.

3. **Course Selection Sheet Completion** - Each student will complete a *Course Selection Sheet*; get the appropriate teacher recommendation/signature, parent/guardian signature, and student signature. **Completed sheets are to be returned to the receptionist in the main office.**

4. **Enrollment Status** - Course Selection priority is determined by enrollment and re-enrollment standing. Students may only meet with student service personnel to design individual academic pathways once enrollment or re-enrollment is completed for the next academic year. Placement is prioritized for current students during the Priority Re-enrollment period and then opened up to newly enrolling and returning students after the Priority Re-enrollment window closes.

Course Selection Information

When making a course decision, students and parents should consider the requirements of the course. Honors 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 students who can benefit by participating in classroom discussions and outside readings that require an understanding of concepts and in-depth mastery of the 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 highly motivated high school students who feel they are capable of handling college-level work. These courses use college-level materials. Students enrolled in these courses prepare to take the 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.

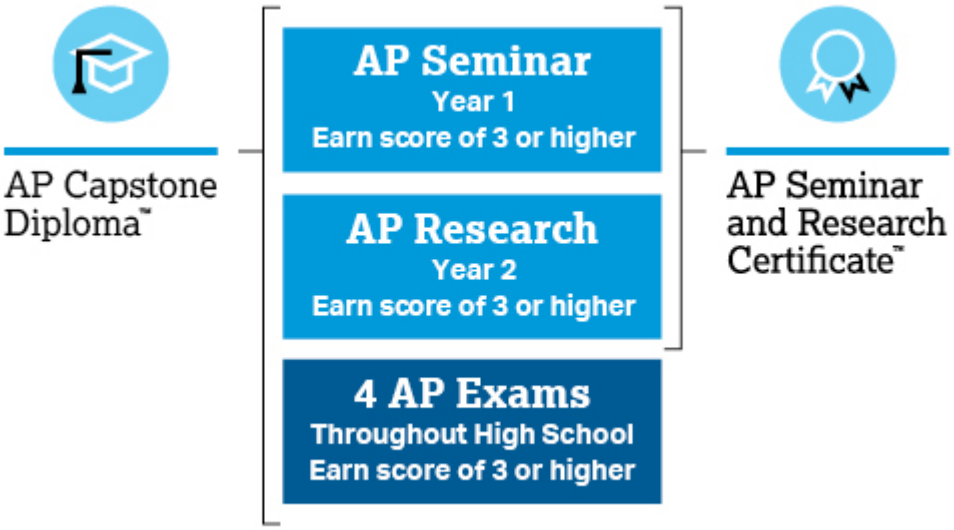
Students enrolled in an AP class must successfully complete the course to receive one full credit and quality points to average into their GPA. If a student withdraws from the course in the middle of the year, he/she will **only** receive the 0.5 credit for the semester completed, and the course will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

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, the recommendation is to take no 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 or if the student is beyond the add/drop grace period.

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.

AP Capstone Diploma™: AP Capstone™ is an innovative diploma program from the College Board that equips students with independent research, collaborative teamwork, and communication skills. AP Capstone is built on the foundation of two AP courses—AP Seminar and AP Research. Students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources to develop credible and valid evidence-based arguments. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™.



Add/Drop Grace Period

Yearlong Courses
A student may drop a yearlong class within two weeks from the first day of school to enroll in a different course, dependent on availability or an online course for the remainder 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 a different course dependent on availability in an online course for the remainder of such semester. After this grace period, the student will not be authorized to drop a class.

Grading

Academic grades reflect the student's academic progress. Each grade represents the student's achievement 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.

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

- Minimum 136 hours of course instruction - annual credit
- Minimum 68 hours of course instruction - semester credit
- Florida law (Section 1003.436, Florida Statute) defines a full credit as a minimum of 136 hours of bona fide instruction in a designated course of study. The Department of Education requires that the student be present in school for 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 retake the class either through an accredited online course or on-campus the following academic year. Please refer to the Sagemont Prep Parent/Student Handbook for additional information.

Grade Forgiveness
Sagemont Preparatory will allow students in grades 9 – 12 to re-enroll in one class for grade forgiveness during the academic school year. Students must have earned an insufficient grade (D or NC) to be eligible for grade forgiveness. Students must complete the course within the allotted period and earn a C or better.

Report Cards

Standards-based report cards are issued after 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. In addition to the academic grade, this report will notify the parents/guardians of the standards of the courses and the student's performance in relation to the Sagemont Prep Educational Pillars.

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 upon enrollment.

All foreign transcripts must be translated into English and evaluated by the US grading system. Official evaluations must be forwarded directly to Sagemont Preparatory from the evaluation service.

HIGH SCHOOL GRADUATION REQUIREMENTS

G.P.A.	2.0 minimum
Community Service Requirement	100 hours (25 hours/year) High School Honor Society Requirement: 100 hours/year Please Note: Sagemont Prep recommends 400 hours in order to earn a service cord at graduation
24 Credits of Required Courses	Successful completion of 24 annual credits
Language Arts	English 1, 2, 3, and 4
Mathematics	4 credits (must include Algebra 1 and Geometry)
Science	4 credits (must include Biology and Chemistry or Physics)
Social Sciences	5 credits total: 4 credits in core social sciences (World History, U.S. History, U.S. Government, Economics) 1 credit must be Financial Literacy/ Personal Financial Application
Visual/Performing Art	1 credit in visual or performing art, digital media, speech, or debate.
Physical Education/Health	1 credit (½ PE and ½ Personal Fitness or 1 credit of HOPE or two consecutive years of a varsity sport)
World Language	2 credits of a world language (consecutive levels), three years recommended
Humanities	Participation in Week Without Walls .5 credit College Counseling .5 credit Passion Project
Electives	Minimally 2 credits; electives may be course work beyond the core subject requirements and/or additional fine/performing arts coursework

†subject to change pending FLDOE

Guidelines for High School Course Design

9th Grade

English: English I
Mathematics: Algebra 1 or Geometry, depending on math progression
Science: Biology
Social Studies: World History or AP World History
World Languages: Spanish I or II
Physical Education: HOPE or Team Sports
Students also select one elective, which is generally chosen from visual arts, computer science, engineering, business and entrepreneurship, history, music, or theater.

10th Grade

English: English II,
Mathematics: Geometry or Algebra, depending on math progression
Science: Chemistry or Physics
Social Studies: American History or AP US History
World Languages: Spanish I or II
Students also select two electives, which are generally chosen from visual arts, computer science, engineering, business and entrepreneurship, history, music, or theater.

11th Grade

English: English III or AP English Language
Mathematics: Algebra II, Precalculus H, Calculus H, or Probability and Statistics H, depending on math progression.
Social Studies: American Government or AP Government
Science: Any Science elective
Students also select three electives, which are generally chosen from visual/performing arts, computer science, engineering, business and entrepreneurship, history or an executive internship.

12th Grade

English: English IV or AP English Literature
Mathematics: Math for College Algebra, Probability and Statistics, Precalculus H, Calculus H, AP Calc AB or BC, depending on math progression
Social Studies: Economics or AP Macroeconomics/AP Microeconomics
Science: Any Science elective
Students also select three electives, which are generally chosen from visual/performing arts, computer science, engineering, business and entrepreneurship, history or an executive internship.

*Seniors design their academic programs in consultation with their advisers and the College Counseling Office. Attention should be paid to completing diploma requirements as well as the desired breadth and depth of study.

English

MS Language Arts 1 - Grade 6

The 6th grade English and Language Arts program combines the study of literature and novel study. Students read various literary genres from the literature textbook, including short stories, poetry, drama, and nonfiction. Students also read assigned novels throughout the school year and learn to identify character development, types of conflict, cause and effect, and themes. Students discuss, analyze, and interpret these selections to increase critical reading skills. Curiosity in learning is enhanced by strategies of thinking aloud and student-led individual and group project-based learning. The English Honors program pushes students further by actively engaging them with the text, which includes a firm understanding of the author's purpose. Students are required to analyze, identify, define, explain, and critique fictional and non-fictional texts and primary source documents and to support their assertions in well-organized written and oral presentations. Curiosity in learning is enhanced by strategies of thinking aloud and student-led individual and group project-based learning.

MS Language Arts 2 - Grade 7

The 7th grade English Language and Arts program students will study the ways in which word choice and sentence structure play an influential role in developing the author's perspective. Students will also continue to develop the reading, writing, language, and speaking/listening skills necessary for success in high school and beyond. The course will also reflect on civics throughout the centuries, focusing on examining the voice, purpose, diction, syntax, and rhetoric in historical speeches, informational texts, and classic and contemporary literature. The students will also develop narrative, informational, and argumentative writing skills. The students will be engaged in creative activities that encourage independent thinking and creative expression of their knowledge, like preparing and teaching a lesson to their class. Honors students will be expected to read outside the classroom and be prepared for active content discussions. Honors students will be expected to keep a personal reading inventory and develop into mature readers who are able to interact with the text.

MS Language Arts 3 - Grade 8

The 8th grade English and Language Arts program is designed to provide a balanced language arts course that explores literary concepts, themes, and genres. This class will promote and encourage an understanding and appreciation of literature through studying short stories, poetry, drama, and different types of novels. Students will respond to the literature in writing to include informative, argumentative, expository, and narrative formats. The writing will emphasize the quality of content as well as the deepening understanding of the student's skills in grammar, mechanics, MLA writing, and usage. Through listening, speaking, thinking, and writing, students will effectively make connections between literature and other academic disciplines, as well as their own experiences. Students continue entrepreneurial participation through speaking and project-based learning, integrating student voice and choice.

MS Writing Level I - Grade 6

Full Year

This course is a required elective for 6th Grade students. It consists of intensive writing and grammar instruction to develop long-life writing skills. The use of platforms, such as NoRedInk and the HMH Grammar Curriculum, is central to students learning the essential steps of the writing process. Students learn basic skills connected to writing, such as note-taking and using notes to develop a writing piece, summary, and precise writing, etc. Students analyze a published sample of each form of writing before practicing it themselves. The course gives the students foundational skills for success in writing in the upcoming school and college years while encouraging cross-curricular collaboration.

MS Writing Level II - Grade 7

Full Year

This course is a required elective for 7th Grade students. The course offers a continuation and scaffolding of the skills learned in 6th grade while continuously building new ones. Students practice a variety of writing forms, including research writing. Presentations and discussions are built into this curriculum so that the students can present their writing and research to an audience, thus exhibiting their listening and speaking skills. This integration also prepares them for AP Research class if they decide to take it in their senior year.

MS Writing Level III/ Future City - Grade 8

Semester (paired with required Entrepreneurship elective)

Future City is a hands-on cross-curricular educational program that brings STEM to life for students in 8th Grade. Using the Engineering Design Process (EDP) and project management skills, students showcase their solutions to a citywide sustainability issue. This year's challenge asks students to address climate change in their city. This course has a close collaboration with the Language Arts class. The students will compose their research of the future city after receiving instructions from their language arts teacher. The course focuses on developing and improving the research, writing, and presentation skills of the students.

English 1 Regular & Honors

Credit:1

In the first sequence of English, 9th graders are introduced to the reading practices, discussion principles, and writing strategies they will use and build upon throughout their four years of English study at Sagemont Preparatory. MLA format will be reviewed, and research papers will be frequently assigned. Students will also be introduced to literature of different cultures, they 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. Our 9th grade English class will also include the 'TED-Ed Student Talks Program" this is a program that supports students in discovering, developing, and sharing their ideas in the form of TED-style talks. It will create a space for students to explore, think critically about and discuss ideas. A platform that helps students develop presentation literacy skills while connecting them to a global community. There are a multitude of impacts when students are asked about what they care about, are working as a group to develop ideas, and are invited to share those ideas in front of a larger audience. Through the TED-Ed program, students develop 21st-century skills, deepen their student-student and student-educator relationships, and are better prepared to advocate for the problems of today and the future. The world is waiting to be redefined by the biggest, smallest, boldest, quirkiest, bravest, most inspiring, and most brilliant ideas from young people around the world.

This course is required for high school graduation and must be taken in 9th grade

English 2 Regular and Honors

Credit:1

The second sequence will continue the study of multicultural literature from around the world. The readings introduce broader, more complex personal and social topics. The writing program focuses on personal narratives but may include editorials, poetry projects, dramatic writing, and responses to the readings while continuing to master the MLA format. Literary forms include contemporary fiction, classic Greek literature, and epic stories. Students will also learn about societal rules, and archetypal characters, as well as how to analyze and critique literature.

This course is required for high school graduation and must be taken in the 10th grade.

English 3 Regular and Honors

Credit:1

In this sequence, students will gain the language, reading, writing, and speaking/listening skills vital to being successful in college, career, or beyond. The writing assignments will move from personal narratives to personal and analytical essays in which the exploration and verbalization of ideas increasingly influence content and structure. The 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.

This course is required for high school graduation and must be taken in 11th grade.

English 4 Regular and Honors

Credit:1

In the final sequential course in the English curriculum, writing assignments continue to focus on various forms of essay writing, concluding in a continued assessment of a topic or theme. The students will also explore various genres of British literature and identify the true meaning of the text by analyzing the literature in numerous methods. The students will examine the meter, language, and rhyme of poetry and rewrite the 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.

This course is required for high school graduation and must be taken in 12th grade.

AP English Language and Composition

Prerequisite: English 1 and 2
Credit:1

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming professional 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. Throughout the school year, students will explore the process of writing. Students will write various pieces, such as Argumentative, Rhetorical Analysis, and Synthesis Essays. While studying various compositional components, they will also be studying multiple literary movements. These movements include Romanticism, Victorianism, Postmodernism, and several others. While studying this literature, students will examine what it means to be a conscious writer and how

authors develop an argument. Through the close reading of novels, dramas, poetry, short stories, speeches, pop culture, news articles, and historical documents, we will explore both rhetorical strategies and world issues. By the end of the course, students will have gained a voice and create their arguments.

This course fulfills one required English credit for High School graduation.

AP English Literature and Composition

Prerequisite: English 3 Honors or AP Lang
Credit:1

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 how writers use language to provide 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 an intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit and deemed course-appropriate by the AP English Literature Development Committee. Students will read deliberately and thoroughly, taking time to understand a work's complexity, absorb its richness of meaning, and analyze how that meaning is embodied in literary form.

Mathematics

MS Grade 6 Mathematics

This essential middle school mathematics course introduces students to see math as more than concepts, but as a series of discoveries to help them understand and relate numerical data to real life. Students will continue to reinforce previous math foundations that are imperative to higher math education. These topics include decimals, fractions, geometry, data analysis, statistics, and an introduction to basic algebraic topics. Students are given the freedom to explore different learning styles and be innovative in math applications. Students leave this course ready to handle upper-level math courses.

MS Grade 7 Mathematics

Students will develop skills and make sense of mathematics by solving real-world problems, using hands-on tools and strategies, and collaborating with classmates. With the support of the teacher, students will engage in meaningful practice and learn to persevere when solving problems. Topics covered: Proportional Relationships, Rational Number Operations, Modeling with Mathematical Expressions, Geometry, Data Analysis, and Probability. Successful completion of this course provides students with a deeper understanding of quantitative reasoning, and will be challenged to use it in analyzing real-world issues.

MS Grade 8 Mathematics-Pre-Algebra

This course will explore in-depth the concepts introduced in 7th Grade Math 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. Students will use acquired skills to create project-based research into real-world topics such as sports, business, engineering, and science.

Algebra 1 Regular and Honors

Prerequisite: Pre-Algebra (M/S Accelerated Mathematics Grade 7 or M/S Grade 8)
Credit:1

In Algebra 1 the student will develop the ability to work with numbers, tables, and equations, inequalities, and graphs. The emphasis is on solving word problems and reading carefully, and thus, the building of algebraic skills will grow from the need to solve problems in context rather than from drill and practice. Students learn how to use the graphing calculator appropriately as an actual problem-solving tool.

This course is required for high school graduation.

Geometry Regular and Honors

Prerequisite: Algebra 1
Credit:1

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.

This course is required for high school graduation.

Algebra 2 Regular and Honors

Prerequisite: Algebra 1 (required) and Geometry (recommended)
Credit:1

This course will teach students about polynomial functions, quadratic equations, linear exponential functions, sequences and series, probability and statistics, and trigonometry. They will learn how to apply these mathematical skills to everyday life applications. Technology is integrated into the course to further develop problem-solving skills. SAT/ACT strategies and objectives will be reinforced throughout the year.

In the honors section of the course, students will do a deeper study of basic functions, including linear, polynomial, rational, exponential, logarithmic, power, and radical functions. Other learning topics include trigonometry, sequences and series, and introductory probability. Real-world applications are infused throughout the course. The TI-84 graphing calculator is taught and recommended.

Precalculus Honors

Prerequisite: Algebra 1, Geometry, and Algebra 2
Credit:1

This honors-level course includes an analysis of basic and transcendental functions 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 and prepare them for future college-level math and science courses. The TI-84 graphing calculator is taught and recommended.

Calculus Honors

Prerequisite: Precalculus Honors
Credit:1

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 and indefinite and definite integrals will also be introduced. Students will model situations of given problems with functions, differential equations, or integrals.

Probability and Statistics Honors

Prerequisite: Algebra 1, Geometry, and Algebra 2
Credit:1

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.

Mathematics for College Algebra

Prerequisite: Algebra 1 (required) and Algebra 2 (recommended)
Credit:1

This course will help students gain the skills needed to be successful in college-level mathematics. It will integrate critical thinking, problem-solving, and mathematical skills by exploring expressions, equations, and functions. Within this course, students will interpret the viability of solutions to real-world problems at the algebra level required for entry into college-level courses.

AP Calculus AB

Prerequisite: Precalculus Honors
Credit:1

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

Prerequisite: AP Calculus AB
Credit:1

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. AP Calculus BC prepares students for the AP exam and further studies in science, engineering, and mathematics.

Science

MS STEM Earth and Space Science Regular and Honors - Grade 6

Earth and Space Science is a laboratory course focusing on the study of space, geologic structures and forces, the waters on our planet, and the atmospheric forces that shape our world. Through experimentation and investigation, students explore Earth systems, including the geosphere, hydrosphere, cryosphere, atmosphere, and carbon cycle. Students learn about scientific inquiry, geologic time, space exploration, the solar system, and the universe. Students use interactive experiences, higher-order thinking, collaborative projects, and real-world applications through labs and a variety of assessments. Upon completion of the course, students will have a clear understanding of the dynamic forces at work in the world around them, becoming better caretakers of our planet, Earth.

MS STEM Life Science Regular and Honors - Grade 7

This course is an integrated Science, Technology, Engineering, and Mathematics (STEM) 7th-grade course, which will provide students with the knowledge to be able to understand organisms in the living world from the cellular level up to the organization and classification of species. Students will learn about ecosystems and how they interact, as well as the concept of evolution and the importance of diversity of life within the ecosystems. This course allows the students to understand and apply life science concepts to their own bodies, systems, and the world around them.

Physical Science Regular and Honors - Grade 8

Credit:1

This is a high school course, and 8th graders will receive a high school credit for this course.

This high-school-level curriculum provides students with a qualitative investigative study of the introductory concepts of physics and chemistry. The study will include atomic structure, motion and forces, chemical reactions, wave phenomena, classification and interaction, and conservation of matter and energy. STEM-based investigations and engineering projects are an integral part of this course intended to help understand and apply curriculum content to real-world phenomena. Students use engineering and technology to demonstrate mastery of the scientific process required to understand and extend their knowledge of the physical world.

Biology 1 Regular and Honors

Credit:1

The biology curriculum analyzes all aspects of life, such as inorganic materials, organic compounds, and the most complex of organisms. Throughout the course, the student will develop a working definition of 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 study 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. 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 perform various lab activities that will allow the student to witness biology in a working environment.

This course is required for high school graduation and meets state science laboratory requirements.

Chemistry 1 Regular and Honors

Prerequisite: Algebra 1
Credit:1

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, 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, conservation of energy and matter, and the interaction of energy and matter. Throughout the course, animations and exercises will depict laboratory experiments and proper lab safety. Students will then participate in lab activities that incorporate all concepts learned in the classroom.

This course satisfies the state science laboratory requirements.

Environmental Science

Prerequisite: Recommended for 9th-12th grade students
Credit:1

Students will study the chemistry of the natural environment (atmosphere, soil, and water) and develop skills necessary to analyze alterations that human beings have made. Specific topics include ozone layer depletion, acid rain, the greenhouse effect, photochemical smog, toxic organic pollutants, and heavy-metal contamination. Laboratory work will include field sampling

and will emphasize the methods required to accurately measure both background and elevated levels of chemical substances in the environment.

This equally rigorous science course satisfies the state graduation and science laboratory requirements.

Marine Science Regular and Honors

Prerequisite: Biology 1 recommended
Credit:1

Marine Science is a course designed to explore the complex interrelationships 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 and the organisms that are adapted to live within them. Students research current discoveries and apply real-world events to curriculum content to reflect on the current problems facing our oceans and how humans are influencing those issues. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

This course satisfies the state science laboratory requirements.

Genetics Honors

Prerequisite: Biology 1 Honors recommended
Credit:1

This course aims to provide high-level experiences with laboratory and real-life applications in the study of genetics. The course content includes, but is not limited to, the following topics: the nature of science, matter, energy, and chemical nature of science, the genetic basis of reproduction, communication of cells, genetics principles, the molecular basis of genetics, genetic diversity, biotechnology in the area of genetics, levels of the 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, bioethics.

Physics I Regular and Honors

Prerequisite: Algebra 1 and 2 recommended
Credit:1

The purpose of this course is to provide an introductory study of the basic concepts of physical science, including the use of scientific inquiry, research, measurement, problem-solving,

laboratory apparatus and technologies, experimental procedures, and safety procedures through laboratory investigations. The class uses lab-based mathematical modeling to explore the interaction between matter and energy. Gaining a good understanding of the forces 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.

This course satisfies the state science laboratory requirements.

Anatomy & Physiology Honors

Prerequisite: Biology (required) and Algebra 1 (recommended)
Credit:1

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of the principles of anatomy and physiology and their interrelationships. Laboratory work includes the dissection of preserved specimens, microscopic studies, physiologic experiments, computer simulations, and multimedia presentations.

Forensic Science

Prerequisite: Biology (required) and Algebra 1 (recommended)
Credit:1

Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples.

AP Biology

Prerequisite: Biology 1, Chemistry 1, and Algebra 1
Credit:1

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 of 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

Prerequisite: Biology 1, Chemistry 1, and Algebra 2 Honors required
Credit:1

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 further study in science, health science, or engineering.

AP Physics

Prerequisite: Geometry and Algebra II (required); Biology 1 and Chemistry 1 (recommended)
Credit:1

AP Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque, and rotational motion.

Social Sciences

MS Civics Regular and Honors - Grade 6

The purpose of this 6th-grade course is to enable students to develop the necessary knowledge and skills for 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 interest 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.

MS United States History Regular and Honors - Grade 7

The purpose of this 7^{h} 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 American society. Coursework will include the Age of Discovery, the Colonial Period, the American Revolution, the 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 to regularly research and discover information through technology that is widely available on our campus.

MS World History - Grade 8

The objective of this 8th-grade course is to understand that the world is composed 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 be limited to, the study of ancient societies such as Egypt, Greece, and Rome. Students will work extensively on research skills and develop products that showcase learning.

World History Regular and Honors

Credit:1

Participants in this course will examine historical events, trends, and discoveries 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.

This course is required for high school graduation.

AP World History

Prerequisite: World History Honors- Grade 8
Credit:1

In AP World History, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, continuity, and change over time. The course provides six themes that students explore throughout the course to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

United States History Regular and Honors

Credit:1

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 through today's world. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to examine the past and prepare for their future as participating members of the global community. Students will engage in the thoughtful analysis and interpretation of historical events and the effects these events have had on the present.

This course is required for high school graduation.

AP United States History

Prerequisite: World History recommended
Credit:1

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 their repercussions 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 for 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 and their relevance to an interpretative problem and to weigh the existent evidence when drawing their conclusions.

United States Government Regular and Honors

Credit:1

The purpose of this course is to enable students to understand the origins and purposes of government, law and the American political system. Students will evaluate the roles, rights, and responsibilities of U.S. citizens. The importance of active participation in society, government, and the political system will be explored through multiple methods. The students will understand the importance of active participation in a democratic society. Likewise, they will explore the concepts of interest groups, civil rights, and grassroots movements and their relationship with the development of the concept of "American Democracy." Students will gain an understanding of modern issues in world affairs and the role and impact of US foreign policy.

This course is required for high school graduation.

AP United States Government

Prerequisite: United States History recommended
Credit:1

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 citizens' differing political beliefs and behaviors. Finally, they will evaluate the development and defense of civil rights and civil liberties through the analysis of judicial interpretation.

Economics

Credit:1

The focus of the course will be on microeconomics. The course aims to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will be able to analyze the economic dimensions of real-world problems on their path to well-rounded thinking, good citizenship, and social responsibility. Students will learn responsible risk-taking and the importance of self-reflection, reinforced by hands-on experience as entrepreneurs where they work in teams to create and manage their own businesses. By the end of the course, students will find new ways of thinking about current events and about personal and business decisions.

AP Macroeconomics

Prerequisite: Algebra 1 and AP US Government or US Government Honors
Credit:0.5

AP Macroeconomics is an introductory college-level course that focuses on a country's economic activity level. The course leverages the concepts learned at the microeconomic level for individuals and firms to understand the economy's goals of achieving growth in the standard of living, low unemployment, and low inflation. The government's role in managing the economy through fiscal and monetary policy is also analyzed and critiqued. We also review the role played by a country's banking system. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students will continue to develop and reflect on their own views of the tradeoffs that a country faces and the decisions it must make to ensure the widespread participation of its citizens in a healthy economy.

AP Microeconomics

Prerequisite: Algebra 1 and AP US Government or US Government Honors
Credit:0.5

The focus of this college-level introductory course will be on microeconomics. The purpose of the course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will be able to analyze the economic dimensions of real-world problems on their path to well-rounded thinking, good citizenship, and social responsibility. Students will learn responsible risk-taking and the importance of self-reflection, reinforced by hands-on experience as entrepreneurs where they work in teams to create and manage their own businesses. By the end of the course, students will find new ways of thinking about current events and about personal and business decisions.

World Languages

Spanish 1

Credit:1

The high school level I language courses are a one-year introduction to the language of choice. These courses assume no prior knowledge of the 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.

This course is required for high school graduation if you are a non-native speaker.

Spanish for Spanish Speakers 1

Prerequisites: Assessment required for NEW students
Credit:1

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.

This course is required for high school graduation if you are a Spanish speaker.

Spanish 2

Prerequisites: Spanish 1 or M/J Spanish, Beginning and M/J Spanish, Intermediate
Credit:1

The level II intermediate courses require basic knowledge of the target language. These courses enhance 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.

This course is required for high school graduation if you are a non-native speaker.

Spanish for Spanish Speakers 2

Prerequisites: Spanish for Spanish Speakers 1, Assessment required for NEW students
Credit:1

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 Hispanic/Latin culture.

This course is required for high school graduation if you are a Spanish speaker.

Spanish 3 Honors

Prerequisites: Spanish 1 and 2
Credit:1

This advanced-intermediate course primarily focuses 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 College Prep: Equivalent to Spanish Speakers III Honors and Spanish IV Honors

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Prerequisite: Spanish for Spanish Speakers 1 and 2
Credit:1

The Spanish College Prep course is a Pre-AP class that prepares students for the College level Advanced Placement. Students are exposed to authentic literature as well as more demanding reading, written, and oral work. Students continue to develop their oral and written skills aligned to the Advanced Placement themes and requirements. Students continue to read, discuss, and write critical analyses of a selection of Spanish and Latin American authors.

Spanish 4 Honors

Prerequisites: Spanish 1, 2, and 3
Credit:1

The level IV advanced course introduces students to various literary texts of their language of choice. Advanced grammar topics are embedded in running contextual themes that 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 a critical analysis of the topics being discussed.

AP Spanish Language and Culture

Prerequisites: Spanish 1, 2, 3, and 4
Credit:1

This Advanced Placement College–level Spanish language course follows the requirements of the AP Central College Board and is completely taught in the target language. It will meet the needs of highly motivated students with 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 and Culture

Prerequisites: AP Spanish Language and Culture
Credit:1

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 the exploration of various media.

Visual Art

MS Studio Art

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 composition from observation, research, and/or imagination. The essence of creativity is to explore and push boundaries. Though most of the projects have parameters in which to work, students are encouraged to innovate and try out different mediums, materials, and skill sets. Some of the themes or subjects of class assignments will address social issues, encouraging students to expand their perspectives and consider their roles in a dynamic world.

MS History of Art through Application

This course will survey art history from Renaissance through Contemporary art and everything in between. We will delve into the cultural and historical circumstances that gave birth to each movement. These studies could include a magazine article, a video documentary, a museum visit, a classroom discussion, a lecture, or a slide-by-slide analysis of artwork. Students might be asked to dig deeper into a painting style or a political movement that inspired artists, and to write a book report or biography of an individual artist. Assessment of learning could range from a quiz on facts to a written analysis of style. Students will also be asked to apply their understanding of a genre or given artist, and to create an actual piece of artwork that demonstrates an understanding of the style, materials, technique, and/or cultural context of a well-known artwork, artist, or art genre. For instance, if we are studying Impressionism, a student might try to paint Vincent Van Gogh's "The Starry Night" or emulate that particular style (Fauvism) to gain a better understanding of the work, the artist or the technique. Similarly, to better understand the historical/cultural circumstances of an artwork, artist, or genre… a student might be asked to read or view some material and then draft a report. To that extent, it will be as much of an academic course as a studio art course.

MS 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, print an image for display, and evaluate 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 the consumption of art materials.In addition to exploring composition, color, contrast, subject, etc., and post-snap editing techniques, we will reach outside conventional photo-taking and incorporate their imagery into some 3-dimensional projects and non-traditional formats. This will allow them to innovate beyond typical notions of 2D images. Some of the themes or subjects of class assignments will address social issues, encouraging students to expand their perspectives and consider their roles in a dynamic world.

MS Sculpture

Middle School students are introduced to the wonderful world of sculpture. They will explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. The instructional focus will be on ceramics and pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places.

2-D Studio Art 1

Credit: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 composition from observation, research, and/or imagination. The essence of creativity is to explore and push boundaries, and though most of the projects have parameters in which to work, students are encouraged to innovate and try out different mediums, materials, and skill sets.

2-D Studio Art 2

Prerequisite: 2-D Studio Art 1
Credit:1

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 artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in composition from observation, research, and/or imagination. The essence of creativity is to explore and push boundaries. Though most of the projects have parameters in which to work, students are encouraged to innovate and try out different mediums, materials, and skill sets.

2-D Studio Art 3

Prerequisite: 2-D Studio Art 1 and 2
Credit:1

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 work that shows evidence of developing craftsmanship and quality in the composition. Through focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style.

AP Drawing

Credit:1

This college-level course 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 Drawing and Painting or 2-D Art, and teacher recommendation. For students willing and able to apply themselves to college–level studies, the program enriches their secondary school experience. The course is designed to promote various 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 & Design

Credit:1

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.

Creative Photography

Credit:1
Materials Required: Stylus for Ipad & Camera

Students explore the aesthetic foundations of art-making using beginning photography techniques. This course may include but is not limited to, color and/or black-and-white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera,

digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. 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 the consumption of art materials.

Sculpture

Credit:1

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. The instructional focus will be on ceramics and pottery. Media may include but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places.

Yearbook I

Credit:1

This course is designed to develop students' skills in yearbook production by providing experiences in selected aspects of yearbook production. Students learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production.

Performing Arts

MS Theater 1

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theater and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theater and explore various theater roles and functions.

MS Theater 2

Students with previous theater experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theater history, study the great American playwrights, examine the cultural and historical contributions to theater, and begin to use the information to inform and improve their theater knowledge and skills.

MS Theater 3

Students continue to build skills and knowledge as they explore aspects of theater. Students explore theater history, study the great American playwrights, examine the cultural and historical contributions to theater, and improve their theater knowledge and skills. Students learn about and begin to use the basic elements of theater design through practical applications and projects.

MS Technical Theater Production and Design

We will be working on all aspects that make a theater function. Stage management, stage lighting, stage sound, scenic design, make-up for stage, and costume design are some of the topics that will be covered in class.

Theater I

Credit:1

In this course, students will study all aspects of theater, which focuses on acting, the style of acting and contemporary theater. They will also study the history of theater from Greece to the American musical. This is a project-based class; students must participate in at least one of the two yearly productions.

Theater II

Credit:1

This course is designed for students with a year of experience and promotes enjoyment and appreciation for all aspects of theater through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to the theater, while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

Theater III Honors

Credit:1

This course is designed for students with significant experience in theatre and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing their personal vision and artistic growth over time, mastery of theatre skills and techniques in one or more areas, and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

Theater IV Honors

Credit:1

This course is designed for students with extensive experience in theater. It promotes a significant depth of engagement and lifelong appreciation for the theater through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing their personal vision and artistic growth over time, mastery of theater skills and techniques in one or more areas, and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. The rigor of the content will be more elevated than Theater III H.

Technical Theater Production and Design

Credit:1

Students focus on developing the basic tools and procedures for creating elements of technical theater, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound.

Technical knowledge of safety procedures and demonstrated safe operation of theater equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation, the organizational structure of theater production and creative work in a collaborative environment, and the resulting artistic improvement.

Musical Theater

Credit:1

Musical Theatre fuses the disciplines of singing, acting, and dancing, to create an effective presentation. This course strengthens student skills in these elements by introducing students to a Broadway repertoire to interprete both musically and dramatically and then create staging and choreography for performance. The Musical Theatre class explore a diversity of rehearsal tools and techniques in pursuit of a dynamic and authentic performance.

Film

Credit:1

This course explores a wide variety and range of film types and units of study, including film history, shot composition, editing techniques, animation, special effects, sound in film, film ratings, specialists that help make a film and individual genre-based units of study. Additionally, students are introduced to basic script formatting, writing, and "pitching." Focus includes the development of techniques for analysis in shot composition, story structure mapping, appreciation of silent and scored films, and character development through the visual medium of film. Students begin to analyze works of cinema, research film history and genres, and create original scripts using techniques studied in class.

Keyboard

Credit:1

This course description covers Keyboard I, II, III and IVH and each will be elevated progressively.

Students with little or no experience in keyboard 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.

Guitar

Credit:1

This course description covers Guitar I, II, III and IVH and each will be elevated progressively.

Students with little or no experience in guitar 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.

Rock Band

Credit:1
Prerequisite: Audition Based

The Rock Band class is an audition-based ensemble built from experienced vocalists and instrumentalists. Keyboardists, guitarists, bassists and drummers must be able to read music at an intermediate to advanced level. Vocalists must be able to sing solo and in harmony. The Rock Band performs pop and rock songs at various venues throughout the school year, incorporating their previous skills in notation, theory, arranging and harmony into a professional stage presence experience.

Physical Education

MS Physical Education

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness, which are critical for students' success.

Team Sports

Credit:1

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

Credit:1

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, the musculoskeletal system, biomechanical and physiological principles, weight training programs, and nutrition.

Basketball

Credit:1

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.

Health Opportunities through Physical Education (HOPE)

Credit:1

With a focus on health and fitness, this course guides you to be active and healthy now and for a lifetime. With the guidance of a training instructor, you'll set personal goals in four areas of

wellness: physical, emotional, social, and academic. The course uses videos, graphics, and interactive learning opportunities to encourage you to get up, eat well and be active.

This course provides elective credit and fulfills the physical education requirement for high school graduation.

Computer Science & Engineering

MS Robotics/Engineering I

The field of automation and robotics includes computer-controlled machines used to make manufacturing more efficient, productive, and safe. Robots are also used as assistive tools for people with disabilities and as equipment in hospitals to help with surgery, to deliver food, or to dispense medications. In this unit, students will learn how automation and robotics positively and negatively affect everyday life, including safety, comfort, choices, and attitudes about a technology's development and use. Also in this course, students learn about Introduction to Engineering (Engineering and Technology, Technological Resources and Systems), and Communicating Engineering Ideas (The Engineering Process, Freehand Technical Sketching). Introduction to Programming Languages such as C++, Python, VR Vexcode, and VEXCode are a part of the Robotics Curriculum.

MS Robotics II/ Engineering II

Prerequisite: MS Robotic/Engineering I

The activities in this course will introduce the students to several mechanisms that are used to change speed, torque, force, type of movement, and direction of movement. Also in this course, students learn about Communicating Engineering Ideas, reviewing the engineering process and Freehand Technical Sketching, Pictorial Sketching, and Reverse Engineering, Modeling Engineering Designs (Parametric Modeling and Prototyping), the use of energy in Engineering. The course includes Intermediate Programming Languages such as C++, Python, VR Vexcode, and VEXCode EXP.

MS Robotics III/Engineering III

Prerequisite: MS Robotics II/ Engineering II

Upon completion of this course, students will have a better understanding of the necessary components of a flexible manufacturing system and the programming necessary for communication between the sensors, motors, and building components. Also, in this course, students learn about Communicating Engineering Ideas, Modeling Engineering Designs, Electricity and Electronics, and Production Systems. Advanced Programming Languages such as C++, Python, VR Vexcode, and VEXCode EXP.

Important Information: All robotics courses will have onsite competitions.

Robotics I - What are Automation, Robotics, and Engineering Design

Credit: 1

The field of automation and robotics includes computer-controlled machines used to make manufacturing more efficient, productive, and safe. Robots are also used as assistive tools for people with disabilities and as equipment in hospitals to help with surgery, to deliver food, or to dispense medications. Robots are becoming popular household helpers, performing chores like vacuuming and mowing lawns. Scientists say that future-generation robots can clean up, take out the trash, or even care for an elderly parent. In this unit, students will learn how automation and robotics positively and negatively affect everyday life, including safety, comfort, choices, and attitudes about a technology's development and use.

Robotics II - Design Tools and Mechanism

Prerequisite: Robotics I - What are Automation, Robotics, and Engineering Design
Credits: 1

Think about a bicycle, an eggbeater, a sewing machine, a hand-cranked drill, and a workshop vice. What do they have in common? All of them have at least one mechanism that provides movement. If the devices were taken apart, you would find a series of gears that redirect the applied force so they can accomplish their tasks. The activities in this course will introduce the students to several mechanisms that are used to change speed, torque, force, type of movement, and direction of movement. These mechanisms have been developed over time to address the need for changes in machine tools, robots, automobiles, airplanes, etc.

Robotics Design Honors - Automated Systems

Prerequisite: Robotics II - Design Tools and Mechanism
Credits: 1

Computer programs and sensing devices provide feedback to guide tools and machines in the manufacturing of parts. Automated systems can be used to pick up a part, move it to a certain location, wait for a process to be performed, pick it back up, and deliver it to an offloading location. Upon completing this course, students will better understand the components of a flexible manufacturing system and the programming necessary for communication between the sensors, motors, and building components.

Introduction to Engineering Design

Prerequisite: Algebra 1 Honors or Algebra 2 Required
Credit: 1

Students are introduced to this high school engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using engineering notebooks and 3D modeling software.

Aerospace Engineering

Prerequisite: Intro to Engineering Design and Intro to Engineering Principles
Credit:1

The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight, such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.

Civil Engineering and Architecture

Full Year One Credit
Prerequisite: Geometry

Civil Engineering and Architecture (CEA) is a high school-level specialization course in the PLTW Engineering Program. In CEA, students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Computer Science Principles

Credit:1

This high school course is open to eligible 7th and 8th grade students who have demonstrated competence in computer science programming.

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Computing is so fundamental to understanding and participating in a society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society, whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

Introduction to Programming with Python and Java

Credit:1

Introduction to Programming with Python and Java is for students and professionals with minimal or no prior programming exposure. It's for motivated learners who have experience with rigorous coursework, and are looking to gain a competitive edge in advancing their career. This Specialization starts by teaching basic Python concepts and ramps up to more complex subjects such as object-oriented programming and data structures in Java. Topics in this course include language syntax, style, programming techniques, and coding conventions. Students will learn about best practices, good code design, code testing and test-driven development, code debugging, code and program documentation, and computational thinking.

AP Computer Science Principles

Prerequisite: Computer Science Principles and Algebra I
Credit:1

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts and contribute to a computing culture that is collaborative and ethical.

AP Computer Science A

Prerequisite: AP Computer Science Principles and Algebra I
Credit:1

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

Entrepreneurship

Introduction to Entrepreneurship

This is a required 8th grade elective

This course builds students' skills in the knowledge of types of business ownership, legal issues, business finance/start-up costs, business trends, site selection, marketing, pricing strategies, and the development of a business plan on the students' product/service of choice.

Business Strategies/Glo-Business Simulation

Credit:1

This course teaches the students standards for business school programs. It includes international business topics and the managerial challenges of operating in a globally competitive marketplace. The course is a strategy simulation designed around a global industry setting. It is especially desirable because the globalization of the marketplace is an ever-widening reality. Global strategy issues are a standard part of the strategic management course.

Lean Six Sigma

Credit:1

(LSS) is a formal, structured problem-solving method that relies heavily on collaborative teams to solve a problem and implement a lasting solution. It focuses on continuous improvement by reducing unnecessary costs and improving quality and demands a relentless focus on the customer. Students who complete this course will be working to earn both a yellow belt and green belt certification.

Personal Financial Literacy Honors

Credit: .5

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

This course is a requirement for high school graduation.

Personal Financial Applications Honors

Credit:.5

Introduces students to the importance of responsible money management both today and in the future. Specific topics include financial goal setting, budgeting, responsible use of credit, risk management, as well as savings and investing. Personal accountability in the education financing process is also addressed.

This course is a requirement for high school graduation.

Marketing Essentials

Prerequisite: Principles of Entrepreneurship
Credit:1

This course covers the basic marketing concepts required to create a complete Marketing campaign for an existing product, service, or event. The course includes strategies from the competition analysis to the evaluation of market segments and segmentation strategies, the development of promotional messages and a complete media budget plan and finally, the identification of campaign effectiveness measurement strategies.

Social Media Marketing

Credit:1

Explores the implications, opportunities, and challenges for businesses and communications using social media as a tool. Students will participate in the creation of a vast array of social media sites, resources, applications and tools, as well as evaluate the impact the role that social media has on society and how companies use it as a tool to create, promote, innovate, and use the platforms to advance their company through social media.

Executive Internship

Credit:1

This course aims to provide a practical introduction to the work environment through direct contact with professionals in the community. The content will include, but not be limited to, the following: discussion of professional job requirements, awareness and knowledge of career opportunities, building vocabulary appropriate to the area of professional interest, development of decision-making skills, and development of personal and educational job-related skills. Placement in executive internships will result from discussion with the College Counselor and Registrar to ensure alignment with overall academic goals.

Additional Required Electives

College Counseling

Prerequisite: Must be taken by 12th graders only

The College Prep class serves students and families, primarily in 12th grade, by providing a program that focuses on the major aspects of the college planning/placement process. With a goal of 100% college acceptance, the College counseling class works in coordination with each student's Core English leader and other members of the faculty, as well as with the school administration, to assist students in discovering their strengths and interests, institutions of higher education which will meet these interests, strengths, and values. In addition, assist in preparing material for the college application. Such as essays, building resumes, providing transcripts, creating a common application, and applying before early action/ early decision application. The student will be prepared for college and beyond.

Passion Project

Prerequisite: Must be taken by 12th graders only

An opportunity for students who have always wanted to build a musical instrument, find innovative methods to solve problems, and have questions about a topic that they have wanted to research independently. The Passion Project is a learner-centered, choice-based research project completed by students over a semester during their senior year. With standards rooted in Sagemont Preparatory School's Educational Pillars, students develop strategies in inquiry, communication, and independent learning. Students utilize skills in information literacy, communication, collaboration, metacognition, reflection, and transfer. Through the developmental process of self-reflection, goal development, and relationship with an advisor, students create projects alongside a partnership with Youth & Peace in Action to develop projects that address areas of need in their local community, as well as globally.

AP Capstone Program

AP Capstone program is a diploma program offered by the College Board. It is based on two courses AP Seminar and AP Research, each one being a year-long course. Instead of teaching subject-specific information, these courses are focused on teaching an interdisciplinary approach to developing research, critical thinking, and collaboration. Since the courses are not subject-specific, they might be taught by English or Social Studies specialists. Students typically take AP Seminar in 11th grade, which is a prerequisite for AP Research. The students take AP Research in 12th Grade.

Capstone Diploma: Students must earn a 3 or higher on both AP Seminar and AP Research. They also need to take four other AP courses of their choice throughout their high school career and earn a 3 or higher on the AP exam for each one of them to receive a Capstone Diploma.

AP Seminar and Research Certificate: The students who complete AP Seminar and Research and receive a 3 or higher on each but do not have a 3 or higher on four other AP exams, will receive a Seminar and Research Certificate from the College Board.

AP Capstone Seminar

Prerequisite: Honors/AP English
Credit:1

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

Prerequisite: Honors/AP English
Credit:1

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 the product where applicable) and a presentation with an oral defense. Students must have successfully completed the AP Seminar course.

Suggested Pathways

Advanced Mathematics Pathway

Middle School Math Honors (Grades 6-8):

Qualifying students for the math honors program in Middle School must have earned an A in the previous year of mathematics and a recommendation from the teacher. Students new to Sagemont Prep who have difficulty obtaining the prerequisites may be eligible to sit a qualifying diagnostic exam, based on the score received during the admissions entrance exam.

Entering the honors mathematics program at Sagemont Prep means the student will in essence, be skipping a math grade level. For example, students in Grade 6 honors math programs will take math Grade 7 honors. Students in the Middle School math honors will be on track to take Algebra I in the 8th grade, which is typically a grade 9 high school course.

Students with a particular aptitude for mathematics wishing to accelerate their studies at an even faster pace, who have earned a Percentile Rank in National Norm score of 85% or higher on the CTP Mathematics (Part 1 & 2) and Quantitative Reasoning, may be eligible to sit a diagnostic exam in order to accelerate an additional year. Students must earn 80% or higher on the end-of-year grade-level assessment of the grade level they would be skipping. For example, a 7th grade honors student would sit the end-of-year pre-algebra exam and need to score an 80% or higher to move into the Algebra I course.

Mathematics Accelerated Pathway Options

Grade	Pathway 1: Honors	Pathway 2: Honors + Grade Level Advancement	Pathway 3: Honors + Course Stacking
6th	Math 7 Honors	Math 8 Honors (Pre-Algebra)	Math 7 Honors
7th	Math 8 Honors (Pre-Algebra)	Algebra I Honors	Math 8 Honors (Pre-Algebra)
8th	Algebra I Honors	Geometry Honors	Algebra I Honors
9th	Geometry Honors	Algebra II Honors	Geometry Honors & Algebra II Honors *Geometry may be taken at the same time or over the summer between 8th and 9th grade
10th	Algebra II Honors	Pre-Calculus Honors	Pre-Calculus Honors
11th	Pre-Calculus Honors	AP Calculus AB	AP Calculus AB
12th	AP Calculus AB	AP Calculus BC	AP Calculus BC

Please keep in mind these pathways are generic options and that individual pathways may be created based on ability and interest. Students have the option to stack math courses and take summer classes. Students may even advance through the pathways mentioned above at a quicker rate and be eligible for university coursework by their junior and senior years in high school.

It is important to note that some of the options provided above require students to advance past foundational coursework, so students may need to work independently at home, with a tutor, or with other math programs.

Computer Science and Engineering Pathway

This is a suggested pathway for students who are interested in a career in computer science and or engineering. It includes an innovative, integrated learning environment that focuses on computers, technologies and engineering. Foundational computer science courses are offered in addition to our higher-level, cutting-edge programming and advanced placement coursework options. *If eligible, students can combine both computer science and engineering pathways.*

Computer Science

9th Grade	Java/ Python Programming
10th	Computer Science Principles
11th	AP Computer Science Principles
12th	AP Computer Science A

Engineering

9th	Intro to Engineering Design
10th	Intro to Engineering Principles
11th	Civil Engineering and Architecture
12th	AeroSpace Engineering

Performing Arts Pathway

This is a suggested pathway for highly committed and talented students who are seriously interested in the Performing Arts. Students interested in this pathway must pass an audition as part of the entrance criteria.

Theater

9th	Theater I
10th	Theater I/ Film
11th	Theater III HI/ Theatre Production
12th	Theater IV H

Music

9th	Keyboard/Guitar I
10th	Keyboard/Guitar II
11th	Keyboard/Guitar III
12th	Keyboard/Guitar IV H/Rock Band

- **Students are also encourage to take Percussion as an elective**

Medical Sciences Pathway

This is a suggested pathway designed to provide students with the medical skills and training necessary to succeed in a post-secondary healthcare education or to successfully transition into the healthcare workforce.

Accelerated Pathway

8th	Biology Honors
9th	AP Bio
10th	Chemistry Honors **and** Genetics Honors
11th	AP Chem **or** Physics Honors
12th	Anatomy and Physiology / Forensic Science

Normal Pathway

9th	Biology Honors
10th	AP Bio and Chemistry Honors
11th	Genetics and AP Chem
12th	Anatomy and Physiology

Entrepreneurship Pathway

This suggested pathway is designed to provide students with the entrepreneurial skills and training necessary to succeed in business. They will learn the business fundamentals, what makes a business successful, launch, promote, and grow a business while developing communication, networking, negotiation, and technology skills.

9th	Social Media Marketing
10th	Principles of Entrepreneurship
11th	Business Strategies / Marketing Essentials
12th	Lean Six Sigma / Executive Internship

- **All 8th grade students cycle through the required Future Cities and Intro to Entrepreneurship**