



SPRINGWOOD SCHOOL

2023 - 2024

Course Catalog

Grades K4 - 12



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K4 - KINDERGARTEN

The K4 – Kindergarten program provides positive experiences for a child’s development to enable a child to be successful throughout school and life. While teaching school behaviors, the child learns letters and sounds, color words, rhyming words, patterns, simple words, fine motor skills, gross motor skills, social emotional behaviors, cognitive skills and critical thinking skills. These skills are further enhanced through field trips, Bible study, Christmas programs, Grandparent's Day, theatrical performances, and pep rallies. K4 – Kindergarten gives the child the prerequisites for a smooth transition to kindergarten.

ART

The K4 art curriculum focuses on the elements and principles of art. The units introduce: color, value, form, texture, and space. Specific skills covered are balance, rhythm, pattern, movement, emphasis, contrast, and unity. Students explore various media with hands-on projects to encourage growth of fine motor skills and critical thought process.

MEDIA

The year begins with discussing proper care of library books. Teaching check-out procedures includes using a shelf-marker and how to choose just right books based on individual reading ability. Lessons the rest of the year include:

- parts of a book, practicing the alphabet using the ABC song and visual chart.
- story elements (characters, setting, problem, solution), first and third-person narrative.
- seasonal-themed stories with comprehension questions and hands-on activities and videos.
- types of books as well as how they are shelved.
Fiction (author’s last name) and
nonfiction (Dewey Decimal System)
- language arts lessons on biography and types of literature.
- communication with teachers guides lesson planning. Media lessons reinforce what the student is learning in their classroom.

MUSIC

The primary focus of music class is singing. The primary teaching approach is based on the method developed by Zoltan Kodaly which has become the standard for music education. The Kodaly Method is a comprehensive, broadly based approach to musical education that draws on the best of past pedagogical practice. It is child developmental, experimental, and highly sequential. Its primary goal is to develop a love of music supported by understanding, knowledge, and music literacy.

PHYSICAL EDUCATION

The physical education program guides children in physical literacy so that they have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students in pre-kindergarten learn to demonstrate competence in fundamental locomotor (running, hopping, skipping, jumping) skills and non-locomotor (balancing) skills. Following directions to perform activities safely and correctly is also an emphasis along with acceptance of self and others in physical activities, and an understanding of the relationship between physical activity and good health.

K5 KINDERGARTEN

ENGLISH LANGUAGE ARTS (ELA)

Kindergarten ELA curriculum includes phonics, phonemic awareness, fluency, sight words, comprehension, and writing. Students distinguish between fiction and non-fiction and identify the author's purpose. Students identify the author and illustrator and their jobs. Students produce letter names and sounds, long and short vowels, read grade-level text, read Dolch sight words, identify characters and setting in a story and retell stories. Students write stories and illustrate in journals utilizing the following:

(1) Saxon Phonics - a systematic, explicit instruction with daily practice opportunities and ongoing assessment to ensure prior knowledge sticks and new knowledge accumulates.

(2) Heggerty - a systematic phonological and phonemic awareness program. Scott Foresman Reading Street curriculum, and trade books are resources used.

MATH

Kindergarten math curriculum includes skills from these main categories: counting and cardinality, geometry, numbers and operations, and measurement. Specific skills include telling time to the hour, identifying coins and their value, identifying 2D and 3D shapes, and solving word problems using objects. The primary resource is the *Saxon Math* program, which uses a spiral organization of skills to help students gain mastery of mathematical concepts. In addition, *IXL*, an online program that offers a more individualized approach to learning, is used. Manipulatives are used to provide hands-on learning.

SOCIAL STUDIES and SCIENCE

Kindergarten social studies curriculum includes national holidays and symbols, transportation, needs and wants, goods and services, and rules and laws. Science curriculum includes the five senses, animals and their environment, motion, push and pull, and weather. A commonly used resource is *Studies Weekly*, a curriculum in the form of student weekly newspapers, and trade books.

ART

The kindergarten art curriculum covers the elements and principles of art. The units expand the introduction of color, value, form, texture, space, balance, rhythm, pattern, movement, emphasis, contrast, and unity. Students create hands-on projects in sculpture, printmaking, acrylics, water base, drawing, mixed media, and collage. Assessments include rubrics and entry to local and AISA art shows.

MEDIA

The year begins with discussing proper care of library books. Teaching check-out procedures includes using a shelf-marker and how to choose just right books based on individual reading ability. Lessons the rest of the year include:

- parts of a book, practicing the alphabet using the ABC song and visual chart.
- story elements (characters, setting, problem, solution), first and third-person narrative.
- seasonal-themed stories with comprehension questions and hands-on activities and videos.
- types of books as well as how they are shelved.
Fiction (author's last name) and
nonfiction (Dewey Decimal System)
- language arts lessons on biography and types of literature.
- communication with teachers guides lesson planning. Media lessons reinforce what the student is learning in their classroom.

MUSIC

The primary focus of K5 General Music is singing. The primary teaching approach is based on the method developed by Zoltan Kodaly which has become the standard for music education. This method is a comprehensive, broadly based approach to musical education that draws on the best of past pedagogical practice. It is child developmental, experimental, and highly sequential. Its primary goal is to develop a love of music supported by understanding, knowledge, and music literacy.

K5 KINDERGARTEN

PHYSICAL EDUCATION

The physical education program develops physically literate children who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students in kindergarten learn to demonstrate competence in fundamental locomotor (running, hopping, skipping, jumping) skills and non-locomotor (balancing) skills. Following directions to perform activities safely and correctly is also an emphasis along with acceptance of self and others in physical activities, and an understanding of the relationship between physical activity and good health.



GRADE 1**ENGLISH LANGUAGE ARTS (ELA)**

The first-grade ELA curriculum consists of a variety of skills to enhance the written and spoken word.

Specific English skills include proper punctuation, capitalization, subject-verb agreement, and parts of speech. These skills are reinforced and assessed through creative journaling. First-grade reading skills include phonemic awareness, phonics, sight words, fluency, and comprehension. Students learn short vowels, long vowels, r-control vowel words and multi-syllable words including diphthong and digraphs. Phonemic awareness and phonics is taught through Heggerty and Saxon Phonics. Heggerty is a systematic phonological and phonemic awareness program. Saxon Phonics is systematic, explicit instruction with daily practice opportunities and ongoing assessment to ensure prior knowledge sticks and new knowledge accumulates. First-graders learn sight words through engaging games using the 220 Dolch Sight Word Lists. Sight words are taught through a spiraling technique to ensure mastery. First-grade fluent readers read a minimum of 60 words per minute on grade level passages. Students read decodable readers and leveled readers to increase fluency and accuracy. Comprehension is the reading goal of first-grade.

Trade books, Scott Foresman Reading Street curriculum, songs, chants, and games are the avenues to reach the goal of comprehension. Students learn all story elements: title, plot, setting, sequence, author's purpose, character, main idea, and details. These reading components are taught with the end goal of students being able to independently read and comprehend grade level appropriate material across the curriculum.

SOCIAL STUDIES and SCIENCE

First-grade social studies curriculum includes civics and government, geography, economics, and history. First-grade science curriculum includes weather, light and sound, space systems, and engineering design. The primary resources used are trade book literature and *Studies Weekly*, a curriculum in the form of student weekly newspapers.

MATH

The first-grade math curriculum skills are found in these main categories: numbers and operations, geometry, algebra, measurement, and data analysis. Specific skills include, addition and subtraction of whole numbers, counting to 120, telling time to the hour and half hour, 2D and 3D shapes. word problems, and fractions. Saxon math is the primary resource for math instruction. The Saxon program uses a spiral organization of skills to help students gain mastery of mathematical concepts. In addition to Saxon Math, IXL, which is an online program that offers a more individualized approach to learning, is used.

ART

The first-grade art curriculum covers introductory art skills and knowledge including elements of art, basic motor skills, and art history. The elements of line, shape, texture, and color are the main focus, and the principles of design are introduced. This is a hands-on, project-based course with rubric assessments and entry into local and AISA art shows. Students explore different art categories such as drawing, painting, printmaking, collage, and sculpture.

MUSIC

The primary focus of first-grade music class is singing. The primary teaching approach is based on the method developed by Zoltan Kodaly which has become the standard for music education. This method is a comprehensive, broadly based approach to musical education that draws on the best of past pedagogical practice. It is child developmental, experimental, and highly sequential. Its primary goal is to develop a love of music supported by understanding, knowledge, and music literacy. First grade students sing familiar songs in tune, correctly with words, rhythm duration syllables, *solfa* syllables, and hand signs. Students learn, by rote, a variety of songs to enhance knowledge of melodic and rhythmic elements. The students are encouraged to move with music as they play musical games.

GRADE 1

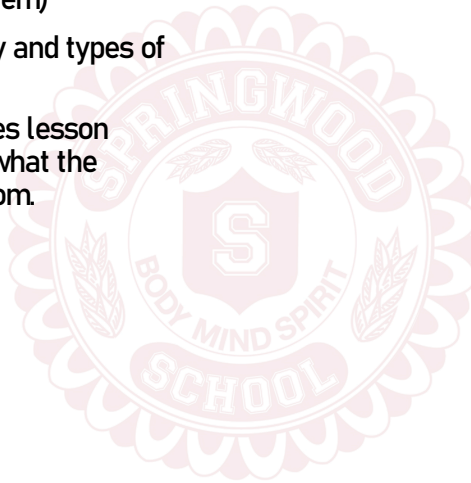
MEDIA

The year begins with discussing proper care of library books. Teaching check-out procedures includes using a shelf-marker and how to choose just right books based on individual reading ability. Lessons the rest of the year include:

- parts of a book, practicing the alphabet using the ABC song and visual chart.
- story elements (characters, setting, problem, solution), first and third-person narrative.
- seasonal-themed stories with comprehension questions and hands-on activities and videos.
- types of books as well as how they are shelved.
Fiction (author's last name) and
nonfiction (Dewey Decimal System)
- language arts lessons on biography and types of literature.
- communication with teachers guides lesson planning. Media lessons reinforce what the student is learning in their classroom.

PHYSICAL EDUCATION

The physical education program guides children in physical literacy so that they have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students in first-grade learn to demonstrate competence in fundamental locomotor (running, hopping, skipping, jumping) skills and non-locomotor (balancing) skills. Following directions to perform activities safely and correctly is also an emphasis along with acceptance of self and others in physical activities, and an understanding of the relationship between physical activity and good health.



GRADE 2

ENGLISH LANGUAGE ARTS (ELA)

The second-grade ELA curriculum consists of reading, spelling, English and writing. The reading units emphasize decoding and word recognition, vocabulary, and concept development, reading comprehension, and literary response and analysis. Specific skills in the spelling units are using word structure to spell, spelling high frequency, irregular words, and using meaning relationships to spell. The English units stress speaking and listening, research and study skills, parts of speech, and conventions. Some specific skills include parts of speech, punctuation, and sentence structure. Writing and the practice of proper handwriting technique is embedded in all parts of the ELA program with cursive writing introduced in the second-grade. The primary resource for second-graders is the Scott-Foresman Reading Street program. This series provides text selections that include realistic fiction, folk tales, expository nonfiction, biographies, dramas, and poetry. In addition, Heggerty Phonemic Awareness Curriculum—a teacher led program that through repetitive, daily instruction helps develop a student’s decoding and encoding skills, and IXL—an online program that provides individualized instruction, are used to provide a comprehensive ELA curriculum. The Star Reading Assessment is used to provide data and insight to help teachers make informed instructional decisions.

SCIENCE

The second-grade science curriculum includes skills from the following categories: the engineering design process and challenges, measurement and data, properties and states of matter, habitat, plants-seed dispersal, plants-pollination, natural disasters, landforms, bodies of water, and weather. The primary resource for second grade science is *Studies Weekly*, a curriculum in the form of student weekly newspapers. In addition, a variety of STEM-related challenges, experiments, and demonstrations, as well as audio-visual resources, are used to support classroom instruction.

MATH

The second-grade math curriculum focuses on number sense and operations, algebra, geometry, measurement, and data analysis. Within these units, a variety of skills involving place value, geometric shapes, graphs, basic arithmetic calculations, problem solving, and simple fractions are practiced. The primary resource used for math instruction is Saxon Math. This program uses a spiral organization of skills to help students gain mastery of mathematical concepts. In addition, hands-on manipulatives, daily math facts practice, the morning “math meeting”, and IXL are used to enhance math lessons. The Star Math Assessment is used to provide data and insight to help teachers make informed instructional decisions.

SOCIAL STUDIES

The second-grade social studies curriculum focuses on civics and government, geography, economics, and history. Specific skills include the understanding of a community, rules and laws, principles of democracy, important American documents, purpose and structure of the United States government, national holidays, basic map skills, regions of the world, goods and services, and historic American figures. The primary resource used for second-grade social studies is *Studies Weekly*, and hands-on activities and audio-visual resources are also utilized to enhance the learning experience.

ART

The second-grade art curriculum recalls introductory art skills and knowledge while expanding on the elements of art, basic motor skills, and art history. The elements of art are the main focus and the principles of design are reviewed. This is a hands-on, project-based course with rubric assessments and entry into local and AISA art shows. Students explore different art categories such as drawing, painting, printmaking, collage, and sculpture.

GRADE 2**MEDIA**

The year begins with discussing proper care of library books. Teaching check-out procedures includes using a shelf-marker and how to choose just right books based on individual reading ability. Lessons the rest of the year include:

- parts of a book, practicing the alphabet using the ABC song and visual chart.
- story elements (characters, setting, problem, solution), first and third-person narrative.
- seasonal-themed stories with comprehension questions and hands-on activities and videos.
- types of books as well as how they are shelved.
Fiction (author's last name) and
nonfiction (Dewey Decimal System)
- language arts lessons on biography and types of literature.
- communication with teachers guides lesson planning. Media lessons reinforce what the student is learning in their classroom.

MUSIC

The primary focus of second-grade music class is singing. The primary teaching approach is based on the method developed by Zoltan Kodaly which has become the standard for music education. This method is a comprehensive, broadly based approach to musical education that draws on the best of past pedagogical practice. It is child developmental, experimental, and highly sequential. Its primary goal is to develop a love of music supported by understanding, knowledge, and music literacy. By the end of second-grade students are able to sing in tune and correctly. Students are able to respond individually and with a group both in singing and rhythm work. Students are introduced to aspects of performing with attention to artistry, beauty, phrasing and dynamics. Students continue with rhythm duration syllables, *solfa* syllables, and hand signs.

PHYSICAL EDUCATION

The physical education program guides children in physical literacy so that they have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students in second-grade learn to demonstrate the qualities of movement (space, direction, pathways) as they perform a variety of fundamental locomotor (running, hopping, skipping, jumping, sliding, galloping) skills and non-locomotor (bending, twisting, balancing, stretching) skills. Attention is given to learning how to manipulate objects with purposeful movement (throwing, catching, striking, kicking, rolling). Students participate in a variety of fitness development exercises. Following directions to perform activities safely and correctly is also an emphasis along with acceptance of self and others in physical activities; and understanding the relationship between physical activity and good health.

SPANISH

This once-a-week class for second-grade is a broad survey of the language and culture of the Hispanic/Latino population. *Sonrisas* elementary Spanish curriculum focuses on creating an immersive classroom in which Spanish is spoken up to 90% of the class time. Throughout the curriculum, circle time introduces cultural songs, games, movement, calendar activities, story-telling, and art. *Sonrisas* covers topics such as greetings and introductions, colors, numbers, dates, time, seasons, animals, describing oneself and others, family and friends, school, sports, foods, and past-times. This class also introduces students to Hispanic culture-religion, art, music, foods, holidays and other customs and traditions-found in towns and cities right here in the U.S. to Mexico, Central and South America, Cuba, the Dominican Republic, and, of course, Spain.

GRADE 3**ENGLISH LANGUAGE ARTS (ELA)**

The third-grade ELA curriculum explores six thematic units. Topics include comprehension skills, vocabulary skills, phonics skills, and writing. The student-centered curriculum teaches reading, writing, speaking, listening, and thinking through engaging stories and lessons. Spelling, grammar, and vocabulary instruction is integrated into each daily lesson. Scott Foresman Reading Street is the primary resource used for instruction. Additionally, IXL, an online program that provides students with a more personalized learning experience, Accelerated Reader—a computer program that helps educators monitor children's independent reading practice, and novels are all utilized to help provide an engaging and individualized approach to learning for each student. The Star Reading Assessment is used to provide data and insight to help teachers make informed instructional decisions.

SCIENCE

The third-grade science curriculum explores thirty-two topics in the areas of physical science, life science, and earth science. Topics include forces and interactions which focuses on matter, energy, and magnetism, interdependent relationships in ecosystems including fossils, habitats, life cycles, and adaptations, and weather and climate which distinguishes between weather and climate and weather hazards. The primary resource for instruction is *Studies Weekly*, a curriculum in the form of student weekly newspapers. Additionally, IXL and other multimedia elements are used to enhance the curriculum.

MATH

The third-grade math curriculum covers five domains: operations and algebraic thinking, numbers and operations in base ten, fractions, measurement and data, and geometry. The primary resource used to teach math is Saxon Math, a spiral curriculum which has a philosophy that mathematics builds on prior learning. In addition to Saxon Math, IXL and manipulatives are used to provide students with a highly effective and comprehensive mathematics program. The Star Math Assessment is used to provide data and insight to help teachers make informed instructional decisions.

SOCIAL STUDIES

The third-grade social studies curriculum incorporates deep learning strategies that facilitate student acquisition of knowledge, skills and dispositions. All topics of study include critical thinking, communication, collaborations, creativity, character, and citizenship. Specific units of study include community, government, map skills, geography, and regions of the world. The primary resources used to teach social studies is *Studies Weekly* and IXL.

ART

The third-grade art curriculum recalls introductory art skills and knowledge while expanding on the elements of art, principles of design, basic motor skills, and art history. This is a hands-on, project-based course with rubric assessments and entry into local and AISA art shows. Students explore different art categories and media such as drawing, painting, printmaking, collage, and sculpture.

GRADE 3**MEDIA**

The year begins with discussing proper care of library books. Teaching check-out procedures includes using a shelf-marker and how to choose just right books based on individual reading ability. Lessons the rest of the year include:

- parts of a book, practicing the alphabet using the ABC song and visual chart.
- story elements (characters, setting, problem, solution), first and third-person narrative.
- seasonal-themed stories with comprehension questions and hands-on activities and videos.
- types of books as well as how they are shelved. Fiction (author's last name) and nonfiction (Dewey Decimal System)
- language arts lessons on biography and types of literature.
- communication with teachers guides lesson planning. Media lessons reinforce what the student is learning in their classroom.

SPANISH

This once-a-week class for third-grade is a broad survey of the language and culture of the Hispanic/Latino population. *Sonrisas* elementary Spanish curriculum focuses on creating an immersive classroom in which Spanish is spoken up to 90% of the class time. Throughout the curriculum, circle time introduces songs, games, movement, calendar activities, story-telling, and art. *Sonrisas* covers topics such as greetings and introductions, colors, numbers, dates, time, seasons, animals, describing oneself and others, family and friends, school, sports, foods, and past-times. This class also introduces students to Hispanic culture—religion, art, music, foods, holidays and other customs and traditions—found in towns and cities right here in the U.S. to Mexico, Central and South America, Cuba, the Dominican Republic, and, of course, Spain.

PHYSICAL EDUCATION

The physical education program guides children in physical literacy so that they have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students in third-grade learn to demonstrate the qualities of movement (space, direction, pathways) as they perform a variety of fundamental locomotor (running, hopping, skipping, jumping, sliding, galloping) skills and non-locomotor (bending, twisting, balancing, stretching) skills. Attention is given to learning how to manipulate objects with purposeful movement (throwing, catching, striking, kicking, rolling). Students participate in a variety of fitness development exercises. Following directions to perform activities safely and correctly is also an emphasis along with acceptance of self and others in physical activities; and understanding the relationship between physical activity and good health.

MUSIC

The primary focus of third-grade music is singing. The primary teaching approach is based on the method developed by Zoltan Kodaly which has become the standard for music education. This method is a comprehensive, broadly based approach to musical education that draws on the best of past pedagogical practice. It is child developmental, experimental, and highly sequential. Its primary goal is to develop a love of music supported by understanding, knowledge, and music literacy. By the end of third grade students are able to sing in tune and correctly. Students are able to respond individually and with a group both in singing and rhythm work. Students are introduced to aspects of performing with attention to artistry, beauty, phrasing and dynamics. Students continue with rhythm duration syllables, *solfa* syllables, and hand signs.

GRADE 4**ENGLISH LANGUAGE ARTS (ELA)**

The fourth-grade ELA curriculum explores six thematic units. Topics include identifying story elements, identifying main ideas and supporting details, sequencing, identifying author's purpose, distinguishing fact and opinion, drawing inferences, organizing information, using graphic sources, comparing and contrasting, understanding cause and effect, and making generalizations. The student-centered curriculum teaches reading, writing, speaking, listening, and thinking through engaging stories and lessons. Spelling, grammar, and vocabulary instruction is integrated into each daily lesson. Instructional methods include using a wide variety of literature for exploration, collaborative learning, and project-based inquiry to build phonological awareness, increase vocabulary, and improve comprehension and fluency for each student. Scott Foresman Reading Street is the primary resource for fourth-grade English Language Arts instruction. Additionally, interactive programs such as Accelerated Reader, IXL, and Quizizz are utilized to help provide an engaging and individualized approach to learning for each student. Students are assessed throughout the year using the Star Reading Assessment.

SCIENCE

The fourth-grade science curriculum explores thirty-two topics in the areas of physical science, life science, earth and space science, and engineering design. Topics include units of measurement, the energy, waves and information, earth's systems, structure, function, and information processing. Instructional methods include real-life science application, hands-on activities, and project-based learning opportunities. *Studies Weekly* is the primary resource used for fourth-grade science instruction. This thematically organized program offers every student online and hard copy versions of the written materials. Additionally, interactive programs such as IXL and Quizizz are utilized to provide an engaging approach to learning for each student.

MATH

The fourth-grade math curriculum covers skills found in these categories: numbers and operations, algebra, geometry, measurement, data analysis and probability, and problem solving. Specific skills include addition, subtraction, multiplication, division, and rounding whole numbers and money; addition, subtraction, and multiplication of decimal numbers and fractions; identify factors, multiples, square roots, and order of operations; conversion of fractions, decimals, and percents; analyze a pattern and name a rule; formulate equations with unknown variables; describe the properties and relationships of segments, rays, angles, lines, including 2 and 3 dimensional figures; use customary units of length area, volume, weight, capacity; use temperature scales, measure time and elapsed time; and measure area and perimeter.

SOCIAL STUDIES

The fourth-grade social studies curriculum explores Alabama history through strands of civics and government, geography, economics, and history. The primary resource used is *Alabama Studies Weekly*. This program offers every student online and hard copy versions of the text and includes online supplemental information, activities, and videos. Other online interactive programs such as IXL and Quizizz are also utilized to provide an engaging approach to learning.

ART

The fourth-grade art curriculum recalls introductory art skills and knowledge while expanding on the elements of art, principles of design, advanced motor skills, and art history. This is a hands-on, project-based course with rubric assessments and entry into local and AISA art shows. Students explore different art categories and media such as drawing, painting, printmaking, collage, and sculpture.

GRADE 4**MEDIA**

The year begins with discussing proper care of library books. Teaching check-out procedures includes using a shelf-marker and how to choose just right books based on individual reading ability. Lessons the rest of the year include:

- parts of a book, practicing the alphabet using the ABC song and visual chart.
- story elements (characters, setting, problem, solution), first and third-person narrative.
- seasonal-themed stories with comprehension questions and hands-on activities and videos.
- types of books as well as how they are shelved. Fiction (author's last name) and nonfiction (Dewey Decimal System)
- language arts lessons on biography and types of literature.
- communication with teachers guides lesson planning. Media lessons reinforce what the student is learning in their classroom.

MUSIC

The primary focus of fourth-grade music is singing. The primary teaching approach is based on the method developed by Zoltan Kodaly which has become the standard for music education. This method is a comprehensive, broadly based approach to musical education that draws on the best of past pedagogical practice. It is child developmental, experimental, and highly sequential. Its primary goal is to develop a love of music supported by understanding, knowledge, and music literacy. By the end of fourth-grade students are able to sing in tune and correctly. Students are able to respond individually and with a group both in singing and rhythm work. Students are introduced to aspects of performing with attention to artistry, beauty, phrasing and dynamics. Students continue with rhythm duration syllables, *solfa* syllables, and hand signs.

RECORDER BAND

The fourth-grade recorder band covers the fundamentals of music including music notation, different forms of music and music history. Students learn the fundamentals of playing and performing on the recorder and site-reading instrumental music.

PHYSICAL EDUCATION

The physical education program guides children in physical literacy so that they have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students in fourth-grade learn to demonstrate the qualities of movement (space, direction, pathways) as they perform a variety of fundamental locomotor (running, hopping, skipping, jumping, sliding, galloping) skills and non-locomotor (bending, twisting, balancing, stretching) skills. Attention will be given to learning how to manipulate objects with purposeful movement (throwing, catching, striking, kicking, rolling). Students participate in a variety of fitness development exercises. Following directions to perform activities safely and correctly is also an emphasis along with acceptance of self and others in physical activities; and understanding the relationship between physical activity and good health.

SPANISH

This once-a-week class for fourth-grade is a broad survey of the language and culture of the Hispanic/Latino population. *Sonrisas* elementary Spanish curriculum focuses on creating an immersive classroom in which Spanish is spoken up to 90% of the class time. Throughout the curriculum, circle time introduces songs, games, movement, calendar activities, story-telling, and art. *Sonrisas* covers topics such as greetings and introductions, colors, numbers, dates, time, seasons, animals, describing oneself and others, family and friends, school, sports, foods, and past-times. This class also introduces students to Hispanic culture—religion, art, music, foods, holidays and other customs and traditions—found in towns and cities right here in the U.S. to Mexico, Central and South America, Cuba, the Dominican Republic, and, of course, Spain.

GRADE 5

ENGLISH LANGUAGE ARTS (ELA)

The fifth-grade ELA curriculum explores six thematic units. Topics include identifying story elements, distinguishing fact and opinion, drawing inferences, organizing information, understanding cause and effect, and analyzing meaning and tone. The student-centered curriculum teaches reading, writing, speaking, listening, and thinking through engaging stories and lessons. Spelling and grammar instruction is integrated into each daily lesson. Instructional methods include using a wide variety of literature for exploration, collaborative learning, and project-based inquiry to build phonological awareness, increase vocabulary, and improve comprehension and fluency for each student. Additionally, interactive programs such as IXL, AR, and Quizizz help provide an engaging and individualized student learning approach. Weekly IXL diagnostic tests and quarterly Star Reading tests are used for assessment and intervention. Scott Foresman Reading Street is the primary resource for fifth-grade ELA instruction.

SCIENCE

The fifth-grade science curriculum explores thirty-two topics in physical science, life science, and earth science. Topics include units of measurement, the scientific method, the water cycle, conservation, moon phases, and gravitational force. Instructional strategies include real-life science application, hands-on activities, and project-based learning opportunities. *Studies Weekly* is the primary resource for fifth-grade science instruction. This thematically organized program offers every student online and hard copy versions of the written material. Interactive programs such as IXL and Quizizz are also utilized to help provide an engaging and individualized approach to learning for each student.

MATH

The fifth-grade math curriculum covers skills found in these main categories: numbers and operations, geometry, algebra, measurement, and data analysis. Specific skills include addition, subtraction, multiplication, division, and rounding of whole numbers and money; addition and subtraction of fractions with common denominators; solving problems using elapsed time; interpreting pictures of fractions, decimals, and percents; classification of polygons and geometric solids; understanding divisibility rules; writing whole numbers in standard, word, and expanded notation; using decimals to ten thousandths; reading rulers of different units of measure; converting units of measure in standard and metric systems; calculating exponents and square roots; identifying mean, median, mode, and range of whole numbers; and figuring area and perimeter of simple and complex shapes. With the use of the Saxon Math program, students are challenged with a spiral organization of skills to help them gain mastery of mathematical concepts. In addition to Saxon Math, online programs, such as Xtra Math that requires practice of basic math facts and IXL, an individualized learning resource, and manipulatives to provide hands-on learning are used to provide students with a highly effective and comprehensive mathematics program.

SOCIAL STUDIES

The fifth-grade social studies curriculum spans the time of American history of the 15th-19th centuries. Government, geography, economics, people, places, and main events are studied. The primary resource used is *Studies Weekly*. This thematically-organized program offers every student online and hard copy versions of the written material while also providing hands-on learning opportunities. Other online, interactive programs such as IXL and Quizizz are also utilized to help provide an engaging, yet more individualized approach to learning.

GRADE 5**BAND**

The fifth-grade band curriculum covers skills in these main categories: music notation, musical instruments, different forms of music and music history. How to use music is an opportunity for self-expression. The program helps students become selective in their choices of music brass, woodwinds, and percussion.

MEDIA

The year begins with discussing proper care of library books. Teaching check-out procedures includes using a shelf-marker and how to choose just right books based on individual reading ability. Lessons the rest of the year include:

- parts of a book, practicing the alphabet using the ABC song and visual chart.
- story elements (characters, setting, problem, solution), first and third-person narrative.
- seasonal-themed stories with comprehension questions and hands-on activities and videos.
- types of books as well as how they are shelved.
Fiction (author's last name) and
nonfiction (Dewey Decimal System)
- language arts lessons on biography and types of literature.
- communication with teachers guides lesson planning. Media lessons reinforce what the student is learning in their classroom.

MUSIC

The primary focus of fifth-grade music is singing. The primary teaching approach is based on the method developed by Zoltan Kodaly which has become the standard for music education. This method is a comprehensive, broadly based approach to musical education that draws on the best of past pedagogical practice. It is child developmental, experimental, and highly sequential. Its primary goal is to develop a love of music supported by understanding, knowledge, and music literacy. Students in fifth grade demonstrate music literacy by applying learned concepts to increasingly sophisticated music literature. Students continue to sing in two parts and are introduced to three- and four-part singing. Students are introduced to dotted rhythms and will continue to work with simple and compound meters. Students continue with rhythm duration syllables, *solfa* syllables, and hand signs.

ART

The fifth-grade art curriculum focuses on advanced knowledge of the elements of art, principles of design, motor skills, and art history. Students begin to develop their individual unique style and specific skills through choice-based work. This is a hands-on, project-based course with rubric assessments and entry into local and AISA art shows. Students explore different art categories and media such as drawing, painting, printmaking, collage, and sculpture.

PHYSICAL EDUCATION

The physical education program guides children in physical literacy so that they have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students in fifth-grade learn to demonstrate combinations of movement using locomotor (running, hopping, skipping, jumping, sliding, galloping) and non-locomotor (bending, twisting, balancing, stretching) skills. Attention is given to learning correct technique for using manipulatives (throwing, catching, striking, kicking, trapping, and dribbling) and applying locomotor, non-locomotor, and manipulative skills to a variety of modified game play. Students participate in a variety of fitness development exercises. Following directions to perform activities safely and correctly is also an emphasis along with acceptance of self and others in physical activities; and understanding the relationship between physical activity and good health.

SPANISH

This once-a-week class for fifth grade is a broad survey of the language and culture of the Hispanic/Latino population. *Sonrisas* elementary Spanish curriculum focuses on creating an immersive classroom in which Spanish is spoken up to 90% of the class time. Throughout the curriculum, circle time introduces songs, games, movement, calendar activities, story-telling, and art. *Sonrisas* covers topics such as greetings and introductions, colors, numbers, dates, time, seasons, animals, describing oneself and others, family and friends, school, sports, foods, and past-times. This class also introduces students to Hispanic culture—religion, art, music, foods, holidays and other customs and traditions—found in towns and cities right here in the U.S. to Mexico, Central and South America, Cuba, the Dominican Republic, and Spain.

GRADE 6**ENGLISH LANGUAGE ARTS (ELA)**

The sixth-grade ELA curriculum explores six thematic units. Topics include identifying themes, analyzing characters, understanding Greek and Latin roots, utilizing text features, organizing evidence to support a claim, and interpreting poetry. The student-centered curriculum teaches reading, writing, speaking, listening, and thinking through engaging stories and lessons. Spelling and grammar instruction is integrated into each daily lesson. Instructional methods include using a wide variety of literature for exploration, collaborative learning, and project-based inquiry to build phonological awareness, increase vocabulary, and improve comprehension and fluency for each student. Additionally, interactive programs such as IXL, AR, and Quizizz are utilized to help provide an engaging and individualized student learning approach. Weekly IXL diagnostic tests and quarterly Star Reading tests are used regularly for assessment and intervention. Scott Foresman Reading Street is the primary resource used for sixth-grade ELA instruction.

SOCIAL STUDIES

The sixth-grade social studies curriculum focuses on the time of post-Civil War through September 11, 2001. Units focus on the events and people significant during this time-period with emphasis placed on their direct relation to the United States. In addition, an extensive unit of Inquiry is included which provides students the skills needed to extend their learning outside of the given material. The primary resource used is *Studies Weekly*. This thematically organized program offers every student online and hard copy versions of the written material while also providing hands-on learning opportunities. Other programs such as IXL, Quizlet, and Quizizz are also utilized to help provide students with a more personalized learning experience.

MATH

The sixth-grade math curriculum covers skills found in these main categories: numbers and operations, geometry, algebra, measurement, and data analysis. Specific skills include adding, subtracting, multiplying, dividing, rounding, comparing, simplifying whole numbers, fractions, mixed numbers, and decimals; converting fractions, decimals, and percents; classification of quadrilaterals; using prime factorization to simplify fractions; computing area, capacity and volume; classifying, finding area, and identifying complementary and supplementary angles of triangles; using place value through trillions and ten thousandths; understanding a number line using positive and negative integers; using a compass; understanding and solving problems using order of operations; figuring least common multiples and greatest common factors; solving problems using circle graphs, histograms, line plots, line graphs, and stem and leaf plots; working with symmetry and transformations; and solving two step equations. With the use of the Saxon Math Program, students are challenged with a spiral organization of skills to help them gain mastery of mathematical concepts. In addition to Saxon Math, online programs, such as *Xtra Math* that requires practice of basic math facts and *IXL*, which offers a more individualized approach to learning, and manipulatives to provide hands-on learning are used to provide students with a highly effective and comprehensive mathematics program.

SCIENCE

The sixth-grade science curriculum explores twenty-eight topics in physical science, life science, and earth science. Topics include properties of matter, energy and motion, genetics and heredity, global climate, and space exploration. Instructional methods include real-life application, hands-on activities, and project-based learning opportunities. *Studies Weekly* is the primary resource used for fifth-grade science instruction. This thematically organized program offers every student online and hard copy versions of the written materials. Interactive programs such as IXL and Quizizz are also utilized to help provide an engaging and individualized approach to learning for each student.

GRADE 6**ART**

The sixth-grade art curriculum focuses on advanced knowledge of the elements of art, principles of design, motor skills, and art history. This is a hands-on, project-based course with rubric assessments and entry into local and AISA art shows. Students begin to focus on their unique style and specific skills through choice-based work. Students explore different art categories and media such as drawing, painting, printmaking, collage, and sculpture.

MUSIC

The primary focus of sixth-grade music is singing. The primary teaching approach is based on the method developed by Zoltan Kodaly which has become the standard for music education. This method is a comprehensive, broadly based approach to musical education that draws on the best of past pedagogical practice. It is child developmental, experimental, and highly sequential. Its primary goal is to develop a love of music supported by understanding, knowledge, and music literacy. Sixth-grade students are introduced to more sophisticated literature as well as literature from multiple genres. Students develop more skills in singing increasingly complicated music. Students continue with rhythm duration syllables, *solfa* syllables, and hand signs.

SPANISH

This once-a-week class for sixth grade is a broad survey of the language and culture of the Hispanic/Latino population. *Sonrisas* elementary Spanish curriculum focuses on creating an immersive classroom in which Spanish is spoken up to 90% of the class time. Throughout the curriculum, circle time introduces songs, games, movement, calendar activities, story-telling, and art. *Sonrisas* covers topics such as greetings and introductions, colors, numbers, dates, time, seasons, animals, describing oneself and others, family and friends, school, sports, foods, and past-times. This class also introduces students to Hispanic culture—religion, art, music, foods, holidays and other customs and traditions—found in towns and cities right here in the U.S. to Mexico, Central and South America, Cuba, the Dominican Republic, and, of course, Spain.

BAND

The sixth-grade band curriculum covers skills in these main categories: music notation, musical instruments, different forms of music and music history. How to use music is an opportunity for self-expression. The program helps students become selective in their choices of music brass, woodwinds, and percussion.

PHYSICAL EDUCATION

The physical education program guides children in physical literacy so that they have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students in sixth-grade learn to demonstrate combinations of movement using locomotor (running, hopping, skipping, jumping, sliding, galloping) and non-locomotor (bending, twisting, balancing, stretching) skills. Attention is given to learning correct technique for using manipulatives (throwing, catching, striking, kicking, trapping, and dribbling) and applying locomotor, non-locomotor, and manipulative skills to a variety of modified game play. Students participate in a variety of fitness development exercises. Following directions to perform activities safely and correctly is also an emphasis along with acceptance of self and others in physical activities; and understanding the relationship between physical activity and good health.

MEDIA

The year begins with discussing proper care of library books. Teaching check-out procedures includes using a shelf-marker and how to choose just right books based on individual reading ability. Lessons the rest of the year include:

- parts of a book, practicing the alphabet using the ABC song and visual chart.
- story elements (characters, setting, problem, solution), first and third-person narrative.
- seasonal-themed stories with comprehension questions and hands-on activities and videos.
- types of books as well as how they are shelved.
Fiction (author's last name) and
nonfiction (Dewey Decimal System)
- language arts lessons on biography and types of literature.
- communication with teachers guides lesson planning. Media lessons reinforce what the student is learning in their classroom.

GRADE 7**07 ENGLISH**

This course provides a study of grammar, mechanics, and usage developing knowledge of the parts of a sentence, the parts of speech, and the ability to identify and parse different types of sentences. The study of vocabulary is a weekly study using *Vocabulary for the College Bound* to introduce, explore, and learn new words. Basic writing skills are a focus including how to write introductions, conclusions, and thesis statements, as well as, how to structure and form different types of essays. This includes an introduction to critical/literary analysis. In the literature anthology various short stories, drama, and poetry are studied. In addition to a literature anthology, novels studied include *The Witch of Blackbird Pond*, *White's Deathwatch*, *The Wanderer*, and *A Christmas Carol*.

CIVICS

This focus of civics class is to prepare students to take an active part in exercising their political responsibilities as informed citizens. Emphasis is placed on the history and foundations of our government, the U.S. Constitution, government structure, and the rights and responsibilities of U.S. citizens. The primary resource used is the text book entitled *American Civics*.

WORLD GEOGRAPHY

The study of World Geography focuses on the relationships among people, places, and environments that result in geographic patterns on the earth. The students will use maps and other geographic methods to acquire, process, and report information from a spatial perspective. Students will identify, analyze, and compare cultural, political, economic, and religious differences of groups of peoples from particular regions around the world. Students will use a variety of primary and secondary sources such as maps, pictures, and documents to learn about the physical geography of different world regions. The primary resource used is the text book entitled *World Geography – National Geographic Society*.

LIFE SCIENCE

The seventh-grade life science curriculum serves as an introductory course to biology. Units explore a wide range of topics from the structure and function of cells and their connections to organs and organ systems to the interactions between living organisms and their environment. Life science also introduces the mechanisms of genetic variation, natural selection and the reproduction and survival of a population. The primary resource for this course is *Glencoe Life Science*. A variety of hands-on laboratory investigations and outdoor classroom activities provide students with subject-matter reinforcement. Students work both independently and in collaborative groups, using the scientific method to solve curriculum related problems.

MATH

The seventh-grade math curriculum covers skills found in these main categories: numbers and operations, algebra, geometry, measurement, problem solving, data analysis & probability. Specific skills include performing operations of arithmetic with whole numbers, decimal numbers/money and fractions; solving equations for unknowns; writing division answers as mixed numbers and as decimal numbers; solving word problems; reading function tables; differentiating between prime and composite numbers; introducing two step problem solving skills; rounding whole, mixed, and decimal numbers; adding and subtracting fractions; unit conversion; finding area and perimeter of rectangles, triangles, circles, and complex figures; introducing the distributive property; introducing repeating decimals; converting decimals to fractions and vice versa; using order of operations to solve more complex problems; introducing negative exponents and scientific notation, and classifying quadrilaterals and triangles. The *Saxon Math* program uses a spiral organization of skills to help students gain mastery of mathematical concepts. In addition to the traditional problems/assessments in *Saxon Math*, students will complete investigative activities to familiarize themselves with the vocabulary of new concepts and to receive hands-on exploratory learning of new concepts.

GRADE 7**ALGEBRA $\frac{1}{2}$**

The Algebra $\frac{1}{2}$ math curriculum covers skills found in these main categories: Number & Operations, Algebra, Geometry, Measurement, Problem Solving, Data Analysis & Probability. Specific skills include performing operations of mathematics with integers, decimal numbers/money, fractions, roots, and powers; the introduction of rational numbers and irrational numbers; finding perimeter and area of polygons; calculating volume and surface area of geometric solids; expanding and factoring with the distributive property; combining like terms in equations; using properties of equality to solve equations; introducing, solving, and graphing functions; using scientific notation for large/small numbers and performing operations of arithmetic with numbers in scientific notation; graphing solutions to inequalities on a number line; graphing inequalities and pairs of inequalities; using unit multipliers to convert measures; using experimental probability and probability of dependent events; creating scale drawings; differentiating between proportional and nonproportional relationships; using line plots and box-and-whisker plots to organize data. The *Saxon Math* program uses a spiral organization of skills to help students gain mastery of mathematical concepts. In addition to the traditional problems/assessments in *Saxon Math*, students will complete investigative activities to familiarize themselves with the vocabulary of new concepts and to receive hands-on exploratory learning of new concepts.

THEATRE

Students incorporate sensory and emotional experiences and observation techniques into presentational theatre activities. They apply vocal and movement techniques appropriate to theatre activities and presentations. The students learn beginning technical theatre skills such as lighting and staging. Students begin performing, and/or working backstage in local school productions and participate in activities and workshops to enhance drama skills.

INTRODUCTION TO TECHNOLOGY

The focus of the Introduction to Technology class is to introduce students to alphanumeric keys, spacing, punctuation keys, and command keys. The class will further instruct students on keying positions and posture. The applications will include word processing, speed, spreadsheets, and proper presentation of term papers.

JUNIOR HIGH ART

This course provides an exploratory study of all the categories of art including drawing, painting, collage, mixed media, printmaking, sculpture, photography, and art history. This is a project-based course, in addition to weekly sketchbook requirements and exercises. Students review elements of art and principles of design and explore different media and styles of art in order to further develop an individual art style. Assessments include rubrics and entry into local and AISA art shows. Students are expected to complete bi-weekly projects and one final exam project.

BAND

Band provides an enriching and diverse instrumental music education. The class provides a number of performance opportunities, including football games, and seasonal concerts. The class meetings are structured to foster musical growth and technical development in students through their instrumental practice. As a member of the band program, group effort, cooperation, and participation are required.

PHYSICAL EDUCATION

The seventh grade Foundational Fitness curriculum focuses on building a basis of physical fitness for all students to work on. Strategies include proper lifting techniques, safety techniques, and a baseline to work from. Baselines include lifts in bench exercises, squat exercises, and deadlift exercises. Using the baseline method, it measures a standard of push and pull for each athlete to build on from novice to experienced lifters for years to come.

GRADE 8**08 ENGLISH**

This course provides a study of grammar, mechanics, and usage developing knowledge of the parts of a sentence, the parts of speech, and the ability to identify and parse different types of sentences. The study of vocabulary is a weekly study using *Vocabulary for the College Bound* to introduce, explore, and learn new words. Writing skills are further developed with the focus on developing the critical/literary analysis essay. In the literature anthology various short stories, drama, and poetry are studied. A study of Shakespeare's *Romeo and Juliet*, Dickens's *Great Expectations*, and an overview of the *Odyssey* are included in the anthology. In addition to a literature anthology, novels studied include *Farewell to Manzanar*, *Treasure Island*, and *Across Five Aprils*.

PHYSICAL SCIENCE

The eighth-grade physical science curriculum serves as an introduction course to chemistry and physics. Over the course of the year, students study the composition and properties of matter, the laws of motion, energy transformations and applications, and types and properties of waves. The primary resource for this course is *Glencoe Physical Science*. During the year students work both independently and in collaborative groups, using the scientific method to solve curriculum related problems. A variety of hands-on laboratory investigations provide students with subject-matter reinforcement.

WORLD HISTORY I

This course will introduce ancient peoples, the development of civilizations and track migration routes of the earliest known humans from the Middle East throughout the world. The development of cultures, religions, and technological advances from the Old Stone Age period through 1500 A.D. will be covered. This course analyzes the economic and political development of Europe, the Middle East, Asia and the Americas. This course further focuses on how the Renaissance, the Reformation, and the age of

exploration dramatically changed Europe and much of the world. The primary resource used is the text book entitled *World History – The Human Experience – The Early Ages*.

ALGEBRA $\frac{1}{2}$

The Algebra $\frac{1}{2}$ math curriculum covers skills found in these main categories: Number & Operations, Algebra, Geometry, Measurement, Problem Solving, Data Analysis & Probability. Specific skills include performing operations of mathematics with integers, decimal numbers/money, fractions, roots, and powers; the introduction of rational numbers and irrational numbers; finding perimeter and area of polygons; calculating volume and surface area of geometric solids; expanding and factoring with the distributive property; combining like terms in equations; using properties of equality to solve equations; introducing, solving, and graphing functions; using scientific notation for large/small numbers and performing operations of arithmetic with numbers in scientific notation; graphing solutions to inequalities on a number line; graphing inequalities and pairs of inequalities; using unit multipliers to convert measures; using experimental probability and probability of dependent events; creating scale drawings; differentiating between proportional and nonproportional relationships; using line plots and box-and-whisker plots to organize data. The *Saxon Math* program uses a spiral organization of skills to help students gain mastery of mathematical concepts. In addition to the traditional problems/assessments in *Saxon Math*, students will complete investigative activities to familiarize themselves with the vocabulary of new concepts and to receive hands-on exploratory learning of new concepts.

GRADE 8**ALGEBRA I**

The Algebra 1 curriculum covers skills in the following concepts: Solving Equations and Inequalities including graphing solutions on a number and representing the solutions in interval and inequality notation and properties of equality; Linear Functions including domain, range, standard form, slope-intercept form, slope, and graphing; Systems of Equations and Inequalities including graphing, substitution, elimination, consistent and inconsistent solutions and application problems; Polynomials including exponent rules, classification, degree, adding, subtraction, multiplication, power, application of area and perimeter and standard form; Quadratic Functions including parent graph with basic transformation, standard to vertex form, characteristics of a graph, factoring, solving by factoring, quadratic formula, and graphing; Radical Expressions and Equations including simplifying expressions, adding, subtracting, multiplying and dividing radicals, and solving radical equations. First semester will be focused on developing and strengthening fundamental algebra skills where a calculator will not be utilized. Second semester will have students exploring the use of the scientific and/or graphing calculator and Desmos.

JUNIOR HIGH ART

This course provides an exploratory study of all the categories of art including drawing, painting, collage, mixed media, printmaking, sculpture, photography, and art history. This is a project-based course, in addition to weekly sketchbook requirements and exercises. Students review elements of art and principles of design and explore different media and styles of art in order to further develop an individual art style. Assessments include rubrics and entry into local and AISA art shows. Students are expected to complete bi-weekly projects and one final exam project.

INTRODUCTION TO TECHNOLOGY

The focus of the Introduction to Technology class is to introduce students to alphanumeric keys, spacing, punctuation keys, and command keys. The class will further instruct students on keying positions and posture. The applications will include word processing, speed, spreadsheets, and proper presentation of term papers.

THEATRE

Students continue to apply ensemble skills through pantomime, improvisation, and acting. They design and create simple scenery, costumes, props, lighting, sound, music, and/or makeup for dramatic presentations, using research skills as needed to gather resources. Students begin to create original scripts and adapt appropriate literature into scripted material for presentation.

PHYSICAL EDUCATION

The eighth grade Foundational Fitness curriculum focuses on building a basis of physical fitness for all students to work on. Strategies include proper lifting techniques, safety techniques, and a baseline to work from. Baselines include lifts in bench exercises, squat exercises, and deadlift exercises. Using the baseline method, it measures a standard of push and pull for each athlete to build on from novice to experienced lifters for years to come.

BAND

Band provides an enriching and diverse instrumental music education. The class provides a number of performance opportunities, including football games, and seasonal concerts. The class meetings are structured to foster musical growth and technical development in students through their instrumental practice. As a member of the band program, group effort, cooperation, and participation are required.

GRADUATION REQUIREMENTS

To graduate and receive a Springwood School Diploma, students must earn a minimum of twenty-four (24) credits in grades 9-12.

English	4 credits
Mathematics	4 credits
Science	4 credits
Social Studies	4 credits
Physical Education	1 credit
World Language	2 credits
Health	0.5 credit
Fine Arts	1 credit
Electives	3.5 credits
TOTAL	24 credits

Eligibility for a diploma requires that a student earn a minimum of 25 hours of school-approved community service for each year of attendance in grades 9-12. A form for students to record Community service hours is located on the school website.

HIGH SCHOOL COURSE LEVELS

- Honors courses hold students to a greater degree of accountability and demand even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources.
- Advanced Placement (AP) courses are college-level courses that follow the curriculum specified by the College Board. These courses are designed to prepare student for success on AP exams, providing students the opportunity to earn credit at most of the nation's colleges and universities.
- Dual enrollment courses allows students to take college classes while still enrolled in high school and earn credit for both high school and college. High school students who complete dual enrollment may need to take fewer classes in college due to earning transferable college credit.

- Pre-requisites for honors, AP, and Dual Enrollment include:

- 1) 90 or higher average in the previous honors -level class (if offered) in that subject area
- 2) a teacher recommendation in that subject area

Note: Some dual enrollment, and AP courses may have additional requirements.

All high school courses last two semesters unless noted otherwise.

ENGLISH

(These courses fulfill the English Credit Requirement)

ENGLISH APPRECIATION

This course is designed to explore different types of literature, to read and analyze using literary elements, to understand how to use context clues to aid in vocabulary development, and to enhance your critical analysis writing. A continual study of mechanics and usage is reviewed weekly using review videos, worksheets and quizzes. The study of vocabulary is a weekly study using *Vocabulary for the College Bound* to introduce, explore, and learn new words. The major work from the literature anthology is Shakespeare's *The Tragedy of Julius Caesar*. In addition to the literature anthology, novels studied include *Animal Farm*, *Lord of the Flies*, and *A Separate Peace*, and *To Kill a Mockingbird*.

HONORS ENGLISH APPRECIATION

This course provides an exploration of different types of literature, an opportunity to read at a higher level and a mastery of critical analysis writing. A continual study of mechanics and usage is reviewed weekly using review videos, worksheets and quizzes. The study of vocabulary is a weekly study using *Vocabulary for the College Bound* to introduce, explore, and learn new words. The major work from the literature anthology is Shakespeare's *The Tragedy of Julius Caesar*. In addition to the literature anthology, novels studied include *Animal Farm*, *Lord of the Flies*, and *A Separate Peace*, and *To Kill a Mockingbird*.

ENGLISH**WORLD LITERATURE**

World Literature offers students ample experiences in reading, writing, and critical thinking about literature from the earliest written story to the present day. Students read, analyze, and write about nonfiction, fiction, poetry, and drama from a diversity of world cultures and time periods. The course also helps students to refine their study skills, higher order thinking, essay writing, vocabulary, creative reflection, and research skills, while broadening their worldviews. In addition to the anthology, major works studied throughout the course include, but are not limited to, *Night* and *I Am Malala*. The literary works provide opportunities for critical writing, creative projects, and class discussions. Finally, students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

HONORS WORLD LITERATURE

World Literature Honors is an English course that offers students ample experiences in reading, writing, and critical thinking about literature from the earliest written story to the present day. Students read, analyze, and write about nonfiction, fiction, poetry, and drama from a diversity of world cultures and time periods. The course also helps students to refine their study skills, higher order thinking, essay writing, vocabulary, creative reflection, and research skills, while broadening their worldviews. The honors section provides a higher level of sophisticated scholarship through extensive research and literature review, critical essays, and opportunities for scholarly presentation, student-generated discussions, and self-directed projects. Students leave World Literature Honors as true students of literature, reading on the lines, between the lines, and beyond the lines. Major works studied throughout the course include, but are not limited to, *Night*, *Cry My Beloved Country* and *The Book Thief*. The literary works provide opportunities for critical writing, creative projects, and class discussions. Finally, students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

AMERICAN LITERATURE

This course is a survey of American literature from the Colonial Period to the Modern Era. It focused on the acquisition of higher level reading, writing, speaking, listening, and language skills. This course focuses on the study of American literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. Students read a variety of informational and literary texts in all genres and modes of discourse. They also engage in research, timed writing, and the writing process. Students also demonstrate an understanding of speaking and listening for a variety of purposes. Major works studied during the course include, but are not limited to, *The Scarlet Letter*, *The Crucible*, *To Kill a Mockingbird*, *Huckleberry Finn*, and *The Great Gatsby*. The literary works provide opportunities for critical writing, creative projects, and class discussions.

AP LANGUAGE and COMPOSITION

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. Major works studied include titles such as *The Things They Carried* and *The Bluest*

ENGLISH

Eye. Most of the reading done throughout the course comes from excerpts of historical documents, speeches, and sermons. Note: The course culminates with the AP Language and Composition Exam, which assesses student understanding of the learning objectives outlined in the course framework. Students receiving a qualifying score on the exam may be eligible for course exemption and/or academic credit hours at their chosen college or university (College Board).

BRITISH LITERATURE

This course is designed to explore various selections of British literature from 449 to modern day delving into the social and political issues, as well as, cultural and scientific advancements of the various time periods. Special attention is given to *Beowulf*, *The Canterbury Tales*, *Macbeth*, *Gulliver's Travels*, and *Frankenstein*. Analytic writing is also an emphasis including critically analyzing and discussing with a focus on literary elements. A continual study of mechanics and usage is reviewed weekly using review videos, worksheets and quizzes. The study of vocabulary is a weekly study using *Vocabulary for the College Bound* to introduce, explore, and learn new words.

AP LITERATURE and COMPOSITION

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Key skills to be enhanced throughout the course include: explain the function of character; explain the function of setting; explain the function of plot and structure; explain the function of the narrator

or speaker; explain the function of word choice, imagery, or symbols; and explain the function of comparison. Major works studied include titles such as *Frankenstein*, *The Importance of Being Earnest*, *Things Fall Apart*, *A Raisin in the Sun*, *Heart of Darkness*, and *A Doll's House*. The course culminates with the AP Literature and Composition Exam, which assesses student understanding of the learning objectives outlined in the course framework. Students receiving a qualifying score on the exam may be eligible for course exemption and/or academic credit hours at their chosen college or university (College Board).

ENGLISH for INTERNATIONAL STUDENTS

This is an academic support course designed to develop nonnative speaker oral skills that are relevant to establishing and maintaining direct conversation and communication with native speakers of English. The course focuses on a range of skill sets, including improving listening comprehension, participating in class discussions, understanding conversational strategies, giving presentations, asking and answering questions, interacting effectively with native speakers, and improving through self-evaluation of speech. This course also offers aid in general school life, providing an opportunity to stay up to date on activities at the school, communication with teachers, and understanding the eccentricities of general American life.

MATHEMATICS**MATHEMATICS**

(These courses fulfill the Mathematics Credit Requirement)

ALGEBRA I

The Algebra I curriculum covers skills in the following concepts: Solving Equations and Inequalities including graphing solutions on a number and representing the solutions in interval and inequality notation and properties of equality; Linear Functions including domain, range, standard form, slope-intercept form, slope, and graphing; Systems of Equations and Inequalities including graphing, substitution, elimination, consistent and inconsistent solutions and application problems; Polynomials including exponent rules, classification, degree, adding, subtraction, multiplication, power, application of area and perimeter and standard form; Quadratic Functions including parent graph with basic transformation, standard to vertex form, characteristics of a graph, factoring, solving by factoring, quadratic formula, and graphing; Radical Expressions and Equations including simplifying expressions, adding, subtracting, multiplying and dividing radicals, and solving radical equations. First semester will be focused on developing and strengthening fundamental algebra skills where a calculator will not be utilized. Second semester will have students exploring the use of the scientific and/or graphing calculator and Desmos.

ALGEBRA II

The Algebra II curriculum covers skills in the following concepts: A brief reinforcement of Solving Equations/Inequalities and Linear Equations. An overview of Parent Functions will be addressed including characteristics, graphing and transformations. Quadratic Functions will be covered reviewing concepts from Algebra 1 and addressing completing the square, the discriminant, and Descartes's Rule of Signs. Polynomial Functions will be introduced with higher level degree, graphing and special characteristics. Multiplication, addition,

subtraction, and division with polynomials will also be explored. Radical equations will be solved, graphed and examined. Exponential and Logarithmic Equations will be graphed, solved, and applied in many different real-world applications. Rational functions will be graphed, solved, and examined for special characteristics. New mathematical ideas will be introduced and explored in the areas of Matrices, Sequences and Series (arithmetic and geometric), Probability and Statistics (basic counting principle, standard deviation). Trigonometry will be introduced and applied using right triangle trigonometry and the Law of Sines.

GEOMETRY

The Geometry curriculum covers skills in the following concepts: Geometric Basics (Undefined Terms, Identifying and Labeling key concepts). Logic and Proof will be introduced and mastered using Geometric ideologies. Parallel and Perpendicular Linear Equations will be reviewed from Algebra I and II and relationships will be discovered. Congruent Triangles will be introduced and proven. Algebraic concepts will be intertwined throughout the principles of Congruent Triangles. Other relationships in triangles will be introduced including SAS, AAS, ASA, HL, SSS, CPCTC. Similar triangle Theorems will also be explored and applied. Right Triangle relationships including The Pythagorean Theorem and Trigonometry will be mastered. A physical proof of The Pythagorean Theorem will be constructed. The eight Basic Geometric Constructions will be introduced and will culminate in a presentation of the concepts. Polygons and Quadrilaterals will be examined with many properties and theorems being applied. Transformations of point and polygons will be explored in Coordinate Geometry including dilations, reflections, rotations and translations. Circle Theorems will be introduced and applied. Volume and Surface Area of 3-Dimensional Figures will be analyzed. Each Geometric Concept will be introduced theoretically, technologically, physically and applied to real-world scenarios.

MATHEMATICS

PRECALCULUS

The Precalculus curriculum covers skills in the following concepts: Fundamental Algebraic Skills will be reviewed from Algebra I and Algebra II including solving, graphing, analyzing, and applying linear equations. All elements of functions will be reinforced including graphing and solving quadratic equations and systems of equations. Polynomial and Rational Functions will be reviewed and examined more closely for unique characteristics and elements of graphing. Exponential and Logarithmic Equations will be solved, graphed, and examined closely. All the algebraic functions will be applied to real-world scenarios and the use of technology will be utilized throughout the course of study. A Trigonometric Unit will cover right-triangle trigonometry and the Unit Circle. The Law of Sines and Cosines will be reinforced and applied to application problems. All six trigonometric functions will be graphed and analyzed. The Trigonometric Identities will be introduced and developed through verification and proving true. The identities will also be used to solve complex equations. Second Semester will culminate by introducing concepts from Polar Coordinates, Vectors, Conic Sections, and Sequences and Series. The course will end with an Introduction to Calculus (Limits, Derivatives, and Integrals).

PROBABILITY and STATISTICS

The Probability and Statistics curriculum covers skills in the following concepts: Sampling and Data, Descriptive Statistics, Probability, Discrete Random Variables, Continuous Random Variables, Normal Distribution, Central Limit Theorem, Confidence Intervals for One and Two Samples, Hypothesis Tests for One and Two Samples, Chi Square Distribution, and Linear Regression and Correlation. Student will use a graphing calculator to represent data graphically and run statistical tests to make conclusions. Online Textbook from Open Stax: Introductory Statistics: <https://openstax.org/details/books/introductory-statistics>

CALCULUS (Dual Enrollment)

The Calculus curriculum covers skills in the following concepts: Limits, Derivatives, Applications of Derivatives, Integration, Applications of Integration, Techniques of Integration, Introduction to Differential Equations, Sequences and Series, Power Series, and Parametric Equations and Polar Coordinates. Online Textbook from Open Stax: Calculus Volume 1: <https://openstax.org/details/books/calculus-volume-1> Calculus Volume 2: <https://openstax.org/details/books/calculus-volume-2>

SCIENCE**SCIENCE**

(These courses fulfill the Science Credit Requirement)

BIOLOGY

The biology course provides students with a solid foundational understanding of living organisms and how they function. Students begin with the study of biological chemistry and the structures and functions of cells. They then move on to an in-depth study of heredity, genetics, and biotechnology. Students investigate ecology and a survey of microorganisms, plants, and animals. The primary resource for this course is *Modern Biology* by Holt, Rinehart and Winston. Students work both independently and in collaborative groups, using the scientific method to solve curriculum related problems. A variety of hands-on laboratory investigations and outdoor classroom activities provide students with subject-matter reinforcement.

HONORS BIOLOGY

Honors Biology is an inquiry-based course focused on preparing ninth graders for AP Biology in their junior or senior year. The emphasis is on increased sophistication and rigor of a limited number of core ideas. The first core idea, "From Molecules to Organisms: Structures and Processes," concentrates on the structure of cells and how their functions are necessary for supporting life, growth, behavior, and reproduction. The second core idea, "Ecosystems: Interactions, Energy, and Dynamics" investigates the positive and negative interactions between living organisms and their environment. The third core idea, "Heredity: Inheritance and Variation of Traits," centers on the formation of proteins that affect the trait expression and the passing of distinguishing genetic information throughout generations. The fourth core idea, "Unity and Diversity," examines the variation of traits within a population over a long period of time that results in diversity among organisms (*Alabama Course of Study*). Students work both independently and in collaborative groups, using the scientific method to solve curriculum related problems. A

variety of hands-on laboratory investigations and outdoor classroom activities provide students with subject-matter reinforcement. The primary resource for this course is *Modern Biology* by Holt, Rinehart and Winston. External resources, including evidenced-based literature found within scientific journals as well as those specific to the local area, are also utilized.

CHEMISTRY

The Chemistry course provides high school students with investigations on the properties and interactions of matter. Content standards are organized into units that cover the structure of atoms, the periodic table of elements and their various interactions, and stability and instability in chemical systems. A variety of hands-on laboratory investigations provide students with subject-matter reinforcement. Resources include *Modern Chemistry* by Holt, Rinehart and Winston. External resources utilize evidenced-based literature found within scientific journals.

HONORS CHEMISTRY

Honors Chemistry is designed to equip students with the prerequisite skills required for postsecondary studies and careers in the science, technology, engineering, and mathematics (STEM) fields. Using the practices of science, including laboratory investigations, the units described in the Chemistry course are explored in greater detail and refined with increased sophistication and rigor. Students use the academic language of science in context to communicate claims, evidence, and reasoning for chemical phenomena. Resources include *Modern Chemistry* by Holt, Rinehart and Winston. Additional external resources, including evidence-based research found in scientific journals, are utilized to provide students with a broad scientific experience.

SCIENCE

PHYSICS (Dual Enrollment)

This course covers the material of a standard undergraduate physics program sequence and is non-calculus based. The first semester covers mechanics and includes: introduction to vector algebra, Newton's three laws of motion, conservation of momentum and energy, rotational motion and gravitation. The second semester covers electricity and magnetism: Coulomb's law, Ohm's law with applications to electronics, and applying the Maxwell equations to various problems. Thermodynamics is covered if time permits. There is a significant laboratory component for example, students are expected to become proficient with a multimeter in order to assemble practical electronic circuits. Students are taught how to use a spreadsheet program for laboratory calculations (covering principles of data analysis and statistics), tabling data and preparing graphs. The textbook is *College Physics* which is provided for free through Openstax from Rice University.

ENVIRONMENTAL SCIENCE

Environmental Science introduces students to a broad view of the biosphere and the physical parameters that affect it. Students learn by constructing explanations from evidence acquired through analysis and interpretation of data from laboratory investigations, field investigations, and case studies. Core component areas of study include natural resources, natural hazards, and human impacts on Earth systems (*Alabama Course of Study*). The primary resource for this course is *Environmental Science: A Study of Interrelationships* by McGraw-Hill.

AP ENVIRONMENTAL SCIENCE

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, chemistry, and geography. The AP Environmental Science course is designed to be the

equivalent of a one-semester, introductory college course in environmental science. Instructional time is spent in lecture and hands-on laboratory work, with an emphasis on inquiry-based laboratory and/or fieldwork investigations. The course culminates with the AP Environmental Science Exam, which assesses student understanding of the science practices and learning objectives outlined in the course framework. Students receiving a qualifying score on the exam may be eligible for course exemption and/or academic credit hours at their chosen college or university. Resources include *Environmental Science: A Study of Interrelationships* published by McGraw-Hill. External resources, including College Board © resources (*AP Classroom*) and evidenced-based literature found within scientific journals as well as those specific to the local area, are also utilized.

Prerequisite: Successful completion of high school biology and chemistry courses.

AP BIOLOGY

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: cellular processes, energy and communication, genetics, information transfer, and interactions. The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors. Instructional time is spent in both lecture and hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. The course culminates with the AP Biology Exam, which assesses student understanding of the science practices and learning objectives outlined in the course framework. Students receiving a qualifying score on the exam may be eligible for course exemption and/or academic credit hours at their chosen college or university. Resources include *Campbell's Biology* published by Pearson. External resources, including College Board © resources (*AP Classroom*) and evidenced-based literature found within scientific journals as well as those specific to the local area, are also utilized.

Prerequisite: Successful completion of high school biology and chemistry courses.

SOCIAL STUDIES**SOCIAL STUDIES**

(These courses fulfill the Social Studies Credit Requirement)

WORLD HISTORY II

This course traces the development of revolutionary changes that transformed early modern Europe and the United States. The ideas of liberalism, nationalism, and democracy are also explored as well as analysis of the rapid political, social, and cultural changes that transformed the world in the 1700s and 1800s. This course further explores global conflicts that gripped the world including the rise of fascism and communism, World War I, and World War II. This course analyzes the political trends of the post-World War II era, including the origins and effects of the cold war; decolonization in Asia, Africa, and the Middle East. The decline of communism and the end of the Cold War is also discussed.

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HONORS SOUTHERN HISTORY

This course is designed to study the development of Southern culture and regional identity using sound sociological methods. It examines Southerners of all races and places their experiences and actions, both good and bad, into proper context. One goal of this course is to provide a balanced study of a unique region of the United States and challenge long held assumptions and stereotypes in a way that fosters real insight and understanding. The class begins with a detailed study of the seven theories of Southern distinctiveness: the Cavalier vs. Yankee Puritan theory; the Celtic Herding vs. English Farming theory; Agrarian vs. Industrial theory; The Lost Cause mythology; Tradition/Resistance to change vs. Modern theory; Collective Experience theory; and Continuity within Change Theory. This section of the class is college level academic work. The class then looks at the history, culture, music and food of the Southern states from Virginia to Texas. Students complete a major project on the passion and history of Southeastern Conference football.

U.S. HISTORY I

This course traces American history from Columbus to Reconstruction. The survey includes political, social, economic, and cultural developments in this time frame. The focus is on the creation of the Republic and its subsequent unraveling in the Civil War. Strong emphasis is placed on the understanding and written analysis of primary source documents including the Declaration of Independence, Federalist Papers, U.S. Constitution, Bill of Rights, and Supreme Court cases. The course also focuses on a close reading of significant historical speeches and cuttings from autobiographies including those of Upton Sinclair, John Steinbeck, Woody Guthrie, John Hersey, William Styron, John Kennedy, and Martin Luther King, Jr. Students write analytical essays, art analyses, and objective responses.

SOCIAL STUDIES

U.S. HISTORY II

This course traces American history since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, the Great Depression, domestic and foreign policies of the Cold War and post-Cold War eras, the labor movement, and reform movements including civil rights. Strong emphasis is placed on the understanding and written analysis of historical speeches and cuttings from autobiographies including those of Upton Sinclair, John Steinbeck, Woody Guthrie, John Hersey, William Styron, John Kennedy, and Martin Luther King, Jr. Important assessments will include analytical essays, art analysis, and objective responses. The primary text is David Kennedy's "The American Pageant."

AP U.S. HISTORY

The Advanced Placement United States History course is designed to engage and challenge high school students. Students not only learn about the people and events that shaped our collective past, they also learn the skills necessary to read, analyze and synthesize United States History in a way that gives context and meaning to these events. Critical to this learning process is the student's ability to evaluate primary and secondary historical documents, newspaper articles, political cartoons, maps, statistical tables and other numerous forms of written and visual material. The ultimate goal of this course is to enable students to learn the skills necessary to develop theses based on these forms of evidence and present their arguments clearly and persuasively in written format. The time management, thoughtful discussion, analytical reading and writing skills that this Advanced Placement course teaches are the foundations of student success in college. A field trip is taken at the end of the class to Virginia and Pennsylvania to tour battlefields and museums covering major events in the Civil War.

POST WORLD WAR II U.S. HISTORY

Through this course, not only students learn about the people and events that shaped our collective, they learn the skills necessary to read, analyze, and synthesize United States History in a way that gives context and meaning to these events. Critical to this learning process is the student's ability to evaluate primary and secondary historical documents, newspaper articles, political cartoons, maps, statistical tables, and other numerous forms of written and visual material. The ultimate goal of this course is to enable students to learn the skills necessary to develop theses based on these forms of evidence and present their arguments clearly and persuasively in written format. This class covers major events following World War II that affect our modern country and politics. The Cold War, Nuclear Arms Race, Vietnam, Civil Rights movement, September 11, 2001, Radical Islam and the Global War on Terror are all covered in detail.

ECONOMICS

The focus of this class is the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

WORLD LANGUAGE

WORLD LANGUAGE

(These courses fulfill the World Language Credit Requirement)

SPANISH I

Spanish I is an introduction to the language and culture of the Hispanic/Latino population. This course covers the basic grammar, sentence structure, and vocabulary of the Spanish language in present and past tenses. Topics include greetings, the calendar, time, and seasons, describing oneself and others, family and friends, school and sports, foods and past-times, travel and geography, among others. Cultural topics encompass religion, art, music, foods, holidays and other customs and traditions that make up the Spanish-speaking world—from towns and cities right here in the U.S. to Mexico, Central and South America, Cuba, the Dominican Republic, and, of course, Spain. Projects include researching and presenting on a Spanish-speaking country and on a famous Hispanic for Hispanic Heritage Month, creating and presenting a Family Tree, researching and cooking a cultural dish to share with the class, and creating a travel brochure or video to highlight a country. Through listening, speaking, reading and writing in Spanish, and using McGraw-Hill's *¡Así se dice!*, the foundation is laid for students to communicate well in a multicultural society.

SPANISH II

Spanish II is a continuation of the introductory course to the Spanish language. The intention of this course is to continue to build Spanish vocabulary as well as Spanish grammar with a special emphasis on learning to communicate effectively through spoken and written Spanish. The text for the course is *¡Así se dice!* Level 2, McGraw-Hill Education, 2016. In each of the units, students learn vocabulary, grammar, translation, listening skills, and speaking skills. In this course, students also have the opportunity to participate in debates and various presentations entirely in Spanish.

Prerequisite: Successful completion of Spanish I

FINE ARTS

FINE ARTS

(These courses fulfill the Fine Arts Credit Requirement)

VISUAL ARTS

This elective course provides students opportunities to explore the visual arts through choice-based assignments and projects. Students explore different art media such as graphite, charcoal, colored pencil, clay, printing ink, acrylic, watercolor, photography, and collage. Students are expected to complete bi-weekly projects and one final exam project. Assessments include rubrics and entry into local and AISA art shows.

ADVANCED ART

This course provides an individualized study of visual art in the form of independent choice-based projects and media. Students are expected to develop and refine an advanced personal art style. Projects are assessed by informal critiques, self-assessment rubrics, and entry into local and AISA art shows.

Prerequisite: Successful completion of Visual Arts

MIXED PERFORMING ARTS

This course is designed to be performance-based. Students will study the artistic technical, management, and performance elements of a live theatre production. As a part of the planning, rehearsal, and performance, students assume positions of responsibility and demonstrate basic knowledge and skills in acting, directing, artistic criticism, script analysis, staging, character creation, vocal techniques, and physical movement. Students recognize the responsibilities of the producer, director, actors, designers, technicians, and managers through collaboration in the creation of a theatre performance.

BAND

Band provides an enriching and diverse instrumental music education. The class provides a number of performance opportunities, including football games, and seasonal concerts. The class meetings are structured to foster musical growth and technical development in students through their instrumental practice. As a member of the band program, group effort, cooperation, and participation are required.

GUITAR

This course is designed for students of varying abilities to become better players as they perform, respond, create, and/or connect to music through the guitar. Students will learn practice techniques, appropriate music theory, and research skills specific to the guitar in order to find chord charts, sheet music, guitar lessons, and other multitudinous resources available on the internet. Students will use class time to work individually, with other students, and/or with the teacher to enhance their knowledge and skills related to the guitar.

PHYSICAL EDUCATION/HEALTH

PHYSICAL EDUCATION

(These courses fulfill the Physical Education Credit Requirement)

FOUNDATIONAL FITNESS

The ninth through twelfth grade Foundational Fitness curriculum focuses on building a basis of physical fitness for all students to work on. Strategies include proper lifting techniques, safety techniques, and a baseline to work from. Baselines include lifts in bench exercises, squat exercises, and deadlift exercises. Using the baseline method, it measures a standard of push and pull for each athlete to build on from novice to experienced lifters for years to come.

HEALTH

(These courses fulfill the Health Credit Requirement)

HEALTH

Health education provides students with the knowledge and skills that promote a lifestyle of health and wellness. Course content and discussions challenges students to assess and explore their health through the following topics: personal health and wellness; influences of media and marketing; diseases and disorders; physical fitness; safety; nutrition; drugs, alcohol, and tobacco; mental health topics; and other environmental health issues.



ELECTIVES**ELECTIVES**

(These courses fulfill the Elective Credit Requirement)

CHURCH HISTORY

The High School Church History curriculum begins with a foundational study of *The Acts of the Apostles* in the New Testament. Following this, students begin a journey of the origins of the Church using the textbook *Sketches from Church History*. During the first half of the course, the class studies key figures and movements in the development of the Church from the 1st Century through the Protestant Reformation. The curriculum highlights theological developments within the construct of a Church/State power struggle, revealing a population without access to the Scriptures. The class examines both those influential individuals who used the Bible and Christ's language regarding the "Kingdom of God" for personal gain and those who understood these words as something mutually beneficial for God's entire creation. Students are assessed via classroom discussion, testing, and by participating in a mock Council of Nicea on a modern-day topic. During the second half of the course, the class examines the book that propelled the Church into the Protestant Reformation: *The Bible*. Students are required to use a modern translation of the scripture (ESV or NIV). The curriculum teaches the Bible from a literary perspective, helping students understand the overarching meta-narrative of scripture, the various genres of text and provides the research tools necessary for correct biblical interpretation. Special guests from our local community will attend on occasion to speak on how the Kingdom of God is being revealed in his/her ministry. Off-site excursions to encounter historic liturgy in worship, as well as a visit to the local Biblical History Center are included. The course concludes with each student leading the class devotionally, modeling the tools he/she has learned in correct biblical interpretation.

ROBOTICS

The Robotics curriculum is a lab-based course that uses a hands-on approach to introduce the basics of robotics, with a focus on collaboration, teamwork, and task completion. Course information is tied to lab challenges. Students work either solo or in groups to complete a task or challenge, making sure to abide by all constraints listed.

SENIOR SEMINAR

This course aims to provide students with a Christ-centered perspective from which they will be able to understand, discern, and think more critically about American culture, resulting in a maturing approach to their decision-making practices in areas such as family, finances, college, work, and relationships. Through various readings, video series, and class discussions, students will have the opportunity to reflect on their positions as they develop. Consistent with the school's mission, it is important to note that all opinions are welcome and invited as students engage with the challenges of the world.

YEARBOOK

In this course, students will produce the annual yearbook. As the year progresses, students learn photography, editing, page design, time management, marketing, copywriting, teamwork, and leadership. The course culminates with the production of a timeless, creative, and professional publication that provides a permanent archive of the school's community, memories and events from the school year. Students on the yearbook staff are required to attend selected school activities to take photographs and gather information to be used in the yearbook. They are also expected to assist in selling advertising space in the book to local vendors.