

Calvary Episcopal Preparatory Upper School Course Descriptions, 2014-2015 Distinguished Diploma Plan

ACADEMIC LEARNING: DIGITAL CURRICULUM – APEX LEARNING

Apex Learning[®] digital curriculum provides teachers with standards-based instructional tools to deliver student-centered instruction with integrated formative, summative, and diagnostic assessment. Apex Learning[®] digital curriculum creates active learning experiences that keep students attentive and engaged as they read, watch, listen, inquire, write, discuss, and manipulate. The use of multimedia tutorials provides students with opportunities to explore and understand new concepts, allowing each student to move at his or her own pace. A typical lesson comprises a number of activities including studies, practices, readings, journals, labs, discussions, projects, explorations, reviews, and embedded assessments.

ACADEMIC LEARNING: DIGITAL CURRICULUM – BLENDED MODEL OF LEARNING

CEP teachers take the blended learning approach to delivery instruction. In combination to digital learning, students will interact with the teacher in face-to-face instruction through a variety of ways:

- Discussion sessions: 1:1 or in a group
- Lectures
- Hands on labs
- Individual tutoring

Course Design

Courses are either one or two semesters in length. Semesters are divided into units, lessons, and activities. Units break the course into major topics and are subdivided into lessons; each lesson contains activities. The following are examples of the comprehensive curriculum but may not be represented in every course:

Unit Overview- invites students into the content of the unit using text, images, and occasionally interactive pieces.

Unit Pretest- unit pretest to identify what has been learned. Prescriptive pathway only.

Lesson Overview- invites students into the content of the lesson using text, images, and occasionally interactive pieces. Includes lesson objectives and key terms.

Study- Direct instruction of course concepts using text, images, multimedia, and active learning opportunities.

Quiz- Study-level or lesson-level assessment.

Checkup- Free-response activity that is self-assessed.

Practice- Helps students apply and extend learned concepts.

Discuss- Open-ended prompts that promote online class discussions or in class discussions.

Explore- Enrichment activities that often include guided research using external web links.

Journal-Writing activities that offer opportunities for personal reflection on or analysis of unit concepts, themes, or readings.

Lab- Students perform hands-on (wet), virtual (dry), or hybrid (both wet and dry) laboratory work. Science courses only.

Review-Reviews content and skills to prepare students for comprehensive unit tests or semester exams.

Diagnostic-Formative unit assessment. Used for unit review, pre- or post- test. Generates an individualized study plan for further study.

CS-Test- Summative unit-level assessment.

TS-Test- Summative unit-level assessment.

Exam- Summative unit-level assessment.

Final Exam- Summative unit-level assessment.

UNDERSTANDING APEX LEARNING DIGITAL CURRICULUM

Understanding the role of the teacher in blended learning comes with examining the flexibility of digital curriculum and considering its potential for meeting student needs in any number of learning scenarios.

Common misconceptions about teachers in online contexts:

- Technology will displace teachers and meet every student's need.
- Online learning happens with a teacher at a distance; it isn't something that happens in schools.
- Experienced educators across the country use digital curriculum to effectively provide student-centered instruction both in schools and at a distance.

The Role of the Teacher

Through their design and implementation, Apex Learning® courses:

- Reinforce the value of actively involved teachers in guiding and supporting student learning
- Assist teachers in dynamically and personally redefining their role in the learning environments that digital curriculum offers
- A teacher who can shift attention away from content delivery and assessment tasks can focus on:
 - Differentiating instruction
 - Motivation and encouragement
 - Offering formative feedback
 - Helping students problem solve, set goals, and plan and pace their learning

Teacher Resources

Teachers are supported with a variety of important tools and resources:

- Robust and consistent scoring guidelines
- Answers for all computer-scored activities

- Model responses for subjective exercises
- Model processes for strategy learning and process writing
- Tips for offering feedback where appropriate

CORRELATIONS TO STATE STANDARDS

All courses offered through Apex Learning are aligned to national and state standards. Please contact the curriculum coordinator for more information

ACADEMIC PATHWAY OPTIONS

APEX course pathways share many important features:

- They meet national and state standards for college preparatory coursework.
- They make rich and purposeful use of media to engage students and support their learning.
- They balance instruction with constructive practice and both formative and summative assessment techniques.

Academic:

This pathway is recommended for a student when the answer to any of the following questions is yes.

- Is this student ready for grade-level academic work?
- Is this student reading at or very close to grade level and likely to achieve success in rigorous academic content with little or no comprehension support?
- Is this student still learning to work efficiently on academic tasks and therefore likely to benefit from some additional time and support with constructive assignments?
- Would this student benefit from graphic organizers, note-taking aides, and stepped-out approaches to complex learning tasks?
- Would this student benefit from audio assistance with instructional text?

The academic course curriculum option recognizes that most students who are ready for high school are able to develop greater efficiency and confidence as problem solvers facing many and varied complex tasks in school. Regular courses support high school students with opt-in scaffolds for improving study efficiency, developing a tool kit of problem-solving strategies, and mastering academic processes essential to success in upper-level coursework.

Honors/PreAP:

This pathway is recommended for a student when the answer to any of the following questions is yes.

- Has this student achieved consistent success in rigorous grade-level academic work?
- Is this student reading at or above grade level?
- Is this student able to work quickly, efficiently, and with little or no support?
- Is this student motivated by learning extensions and enrichment activities?
- Is this student interested in taking AP courses during his or her high school career?

Honors courses assume a high level of efficiency, academic maturity, and confidence. Therefore, they can extend requirements over and above grade-level college preparatory standards to include increased frequency of higher-order assignments and enrichment projects.

Students in the Honors pathway will thrive on the faster pace, the increased workload, and the opportunity to solve problems independently with little embedded guidance.

Advanced Placement:

This pathway is recommended for a student when the answer to all of the following questions is yes and are considered a junior or senior.

- Has this student achieved consistent success in rigorous grade-level academic work?

- Is this student able to read college-level text?
- Is this student a capable writer?
- Does this student demonstrate intellectual maturity?
- Does this student have advanced academic skills and strategies?

Advanced Placement* courses are approved by the College Board and represent one of the highest levels of curricular challenge available to high school students. With lengthy course durations, college-level reading material, and frequent high-stakes assignments, AP courses require maturity, stamina, focus, and advanced academic skills.

* Advanced Placement and AP are registered trademarks of the College Board.

ACCELERATION/REMEDIATION OPTIONS

Students may be enrolled in the APEX program as a middle or high school student to support them in their regular academic courses through tutorial studies, remediation or acceleration. Acceleration/remediation work track will be determined by the availability of staff and at the discretion/recommendation of administrators, teachers and parents. **\$200.00 course fee for one student license.**

Tutorial Studies

Students may enroll in the tutorial option to help support them in their current course work. The tutorial program is designed to focus on the concepts students are having difficulty with. The tutorial program offers online practice, and assessments to get student caught up to continue with regular course work.

Remediation

Students may enroll in remediation classes pending administrative approval or recommendation. This class will provide an alternative course and have one on one instructor time. This is a great option for students who are currently enrolled in a course that is academically challenging or the student lacks the concepts that is needed to be successful in their current on level course.

Acceleration

Students may enroll in the accelerated option. This class is to provide an alternative course for students who are currently enrolled in a course that is not academically challenging enough. This program is designed to get students prepared for advanced, pre-AP, and AP course work in their future studies.

ADDITIONAL INFORMATION

High School Credits

In general, one (1) credit at CEP is equivalent to a full year's instruction in a given high school course of study. Enrolled students will earn course credits on a semester-by-semester basis. Each semester will typically be no less than 17 weeks in duration. All students who graduate from CEP are on the distinguished diploma plan, which consists of 26 credits

Drop/Adding a Course

Changes to a student's schedule must be done with a DROP/ADD form and done within the first two weeks of the semester. If a student is dropping an AP course they must drop no later than two weeks into the 2nd quarter in first semester and the same for second semester if applicable. Any courses dropped after the designated time will reflect a WP for withdraw passing or a WF withdraw failing.

Advanced Placement Program

The Advanced Placement (AP) program is a cooperative program between high schools, colleges and universities that allows students to pursue college-level studies while still in high school. It is sponsored by the College Entrance Examination Board (which also administers the SAT college entrance exam). College Board offers standardized courses to high school students that are generally recognized to be equivalent to undergraduate courses in college. AP Courses are college level courses that require (or optional depending on the course) a college level textbooks, labs, and other materials. Therefore, the work is also college level ie., papers, labs, etc.

Each AP course concludes with a college-level exam designed to demonstrate mastery of the course. Each student is required to take the AP exam or the final for the course. There are no exemptions from finals for AP courses. AP exams are scored on a 1-5 scale. Most colleges and universities will accept scores of 3, 4, or 5, and allow students to receive college credit, grade points, and/ or advanced placement in college courses. This is at the discretion of the university, and it is not guaranteed that all AP scores will be accepted and allow students to place out of course work. Students should check with specific universities of interest to ascertain advanced placement policies.

CEP families are encouraged to enroll in AP courses if they meet eligibility requirements. High academic standards are required to enter and maintain enrollment in AP courses.

Dual Credit Program

CEP students who meet eligibility requirements may take courses for dual credit (toward high school diploma and college credit) through a partnership with Houston Baptist University and/or the University of St. Thomas. To be eligible to participate in a dual credit class, a student must have a minimum GPA of 3.5 or higher and a good behavior record or seek special admission consideration from the Dean of Students.

Academic Performance Standards

If a student is in danger of failing a course for three consecutive weeks (please see grading scale) he or she may not be allowed to continue the honors course and may be dropped down to the regular course work option. This will be determined on a case-by-case basis and at the discretion of administration and teacher of record.

ENGLISH- 4 YEARS

9th English- English Composition I

Course Code, 1st and 2nd Semester: 0901ENG/0902ENG

Introduction to Literature and Composition is a course that covers literature study, reading, writing, and language. Students read literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

9th English- Honors English Composition I*

Course Code, 1st and 2nd Semester: 0903ENG/0904ENG

Introduction to Literature and Composition covers literature study, reading, writing, and language. Students explore literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials.

In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions. They also learn to create and evaluate media presentations and oral presentations and to fine-tune their listening skills.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Prerequisites: At least a B-grade (85+) in most recent English course

10th English- English Composition II

Course Code, 1st and 2nd Semester: 1001ENG/1002ENG

Critical Reading and Effective Writing is a course that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, modern drama works, and a contemporary novel. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Grammar review and vocabulary development are included in every unit.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

10th English-Honors English Composition II*

Course Code, 1st and 2nd Semester: 1003ENG/1004ENG

Critical Reading and Effective Writing offers a balanced curriculum that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, Shakespearean and modern drama, and contemporary novels. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Throughout both semesters, students build active reading strategies as they question, predict, clarify, and evaluate events and ideas presented in text.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice. Students compose using the writing process. Grammar review and vocabulary development are included in every unit.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Prerequisites: At least a B-grade (85+) in most recent English course

11th English-English III (American Literature)

Course Code, 1st and 2nd Semester: 1101ENG/1102ENG

American Literature is a literature and composition course offering organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

11th English-Honors English III (American Literature)*

Course Code, 1st and 2nd Semester: 1103ENG/1104ENG

American Literature is a general studies program in literature and composition, organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. American Literature expands upon and deepens understanding of literary and communication skills covered in Critical Reading and Effective Writing,

including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills in online discussions.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They are encouraged to respond critically and personally to these works and to use them as a context for thinking about the unique and universal aspects of culture. They learn and practice skills for workplace communication in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Prerequisites: At least a B-grade (85+) in most recent English course

12th English- British & World Literature

Course Code, 1st and 2nd Semester: 1201ENG/1202ENG

British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature.

Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

12th English- Honors British & World Literature*

Course Code, 1st and 2nd Semester: 1203ENG/1204ENG

British and World Literature offers a survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature.

Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Prerequisites: At least a B-grade (85+) in most recent English course

AP English Language and Composition I*

Course Code, 1st and 2nd Semester: 2001ENG/2002ENG

In AP* English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts.

The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in communications, creative writing, journalism, literature, and composition.

This course has been authorized by the College Board to use the AP designation.

Prerequisites: At least a B-grade (85+) in most recent English course

AP English Language and Composition II*

Course Code, 1st and 2nd Semester: 2101ENG/2102ENG

AP* English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge.

The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices.

The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.

This course has been authorized by the College Board to use the AP designation.

Prerequisites: At least a B-grade (85+) in most recent English course

MATH- 4 YEARS

9th Math- Algebra I

Course Code, 1st and 2nd Semester: 0901MATH/0902MATH

Algebra I provides a curriculum focused on the mastery of critical skills and the understanding of key algebraic concepts, preparing students to recognize and work with these concepts. Through a "Discovery-Confirmation-Practice" based exploration of algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability.

Within each Algebra I lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before moving on to a formal assessment. Unit-level Algebra I assessments include a computer-scored test and a scaffolded, teacher-scored test.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Algebra I includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

9th Math - Honors Algebra I *

Course Code, 1st and 2nd Semester: 0903MATH/0904MATH

Algebra I is a comprehensive course that provides an in-depth exploration of key algebraic concepts. Through a "Discovery-Confirmation-Practice" based exploration of algebraic concepts, students are challenged to work

toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability.

Within each Algebra I lesson, students are supplied with a post-study "Checkup" activity, providing them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra I lessons include interactive-tool-based exercises and/or math explorations to further connect lesson concepts to a variety of real-world contexts.

To further assist students for whom language presents a barrier to learning, this course includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Prerequisites: At least a B-grade (85+) in most recent Math class

10th Math –Geometry

Course Code, 1st and 2nd Semester: 1001MATH/1002MATH

Geometry provides a curriculum focused on the mastery of critical skills and the understanding of key geometric concepts. Through a "Discovery-Confirmation-Practice" based exploration of geometric concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include reasoning, proof, and the creation of a sound mathematical argument; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry.

Within each Geometry lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before moving on to a formal assessment. Unit-level Geometry assessments include a computer-scored test and a scaffolded, teacher-scored test.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Geometry includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

10th Math -Honors Geometry *

Course Code, 1st and 2nd Semester: 1003MATH /1004MATH

Geometry provides a curriculum focused on the mastery of critical skills and the understanding of key geometric concepts. Through a "Discovery-Confirmation-Practice" based exploration of geometric concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include reasoning, proof, and the creation of a sound mathematical argument; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry.

Within each Geometry lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before moving on to a formal assessment. Unit-level Geometry assessments include a computer-scored test and a scaffolded, teacher-scored test.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Geometry includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Prerequisites: At least a B-grade (85+) in most recent Math class

11th Math –Algebra II

Course Code, 1st and 2nd Semester: 1101MATH /1102MATH

Algebra II provides a curriculum that builds on the algebraic concepts covered in Algebra I. Through a "Discovery-Confirmation-Practice" based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.

Within each Algebra II lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before moving on to a formal assessment. Unit-level Algebra II assessments include a computer-scored test and a scaffolded, teacher-scored test.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

11th Math -Honors Algebra II *

Course Code, 1st and 2nd Semester: 1103MATH /1104MATH

Algebra II is a comprehensive course that builds on the algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Through a "Discovery-Confirmation-Practice" based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.

Within each Algebra II lesson, students are supplied with a post-study "Checkup" activity, providing them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra II lessons include interactive-tool-based exercises and/or math explorations to further connect lesson concepts to a variety of real-world contexts.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Prerequisites: At least a B-grade (85+) in most recent Math class

12th Math- Pre-Calculus

Course Code, 1st and 2nd Semester: 1201MATH /1202MATH

Algebra II is a comprehensive course that builds on the algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Through a "Discovery-Confirmation-Practice" based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.

Within each Algebra II lesson, students are supplied with a post-study "Checkup" activity, providing them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra II lessons include interactive-tool-based exercises and/or math explorations to further connect lesson concepts to a variety of real-world contexts.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

12th Math – Honors Pre-Calculus*

Course Code, 1st and 2nd Semester: 1203MATH /1204MATH

Precalculus is a comprehensive course that weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Precalculus lesson, students are supplied with a post-study "Checkup" activity, providing them the opportunity to hone their computational skills in a low-stakes problem set before moving on to a formal assessment. Additionally, connections are made throughout the Precalculus course to calculus, art, history, and a variety of other fields related to mathematics.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Prerequisites: At least a B-grade (85+) in most recent Math class

AP 12TH AP Calculus AB*

Course Code, 1st and 2nd Semester: 2001MATH /2002MATH

In AP* Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP Exam and further studies in science, engineering, and mathematics.

This course has been authorized by the College Board to use the AP designation.

Prerequisites: At least a B-grade (85+) in Honors Pre-Calculus

AP 12th AP Statistics*

Course Code, 1st and 2nd Semester: 2101MATH /2102MATH

In AP* Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP Exam and further studies in science, engineering, and mathematics.

This course has been authorized by the College Board to use the AP designation.

Prerequisites: At least a B-grade (85+) in Honors Pre-Calculus

SCIENCE-4 YEARS

9th Science- Biology

Course Code, 1st and 2nd Semester: 0901SCI/0902SCI

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help develop a deeper understanding of the nature of science.

The content is based on the National Science Education Standards (NSES) and is aligned to state standards.

9th Science- Honors Biology*

Course Code, 1st and 2nd Semester: 0903SCI/0904SCI

Biology is an in-depth course that furthers mastery of scientific skills, fosters a deep understanding of key concepts, and promotes the application of the scientific method to biological topics.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Lab activities reinforce critical thinking, writing, and communication skills and help develop a deeper understanding of the nature of science.

Biology students are frequently asked to respond to scientific problems and issues via written assignments. Moreover, Exploration activities challenge Honors students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research.

The content is based on the National Science Education Standards (NSES) and is aligned to state standards.

Prerequisites: At least a B-grade (85+) in most recent Science class

10th Science- Chemistry

Course Code, 1st and 2nd Semester: 1001SCI/1002SCI

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply concepts learned in the Studies and practice their writing skills.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

10th Science- Honors Chemistry*

Course Code, 1st and 2nd Semester: 1003SCI/1004SCI

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply concepts learned in the Studies and practice their writing skills. Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Prerequisites: At least a B-grade (85+) in most recent Science class

11th Science- Physics

Course Code, 1st and 2nd Semester: 1101SCI/1102SCI

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply concepts learned in Studies and practice their writing skills.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

11th Science- Honors Physics*

Course Code, 1st and 2nd Semester: 1103SCI/1104SCI

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities to apply concepts learned in the Studies and practice their writing skills.

Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Prerequisites: At least a B-grade (85+) in most recent Science class

AP 12TH AP Biology*

Course Code, 1st and 2nd Semester: 2001SCI/2002SCI

AP* Biology builds students' understanding of biology on both the micro and macro scales. After studying cell

biology, students move on to understand how evolution drives the diversity and unity of life. Students will examine how living systems store, retrieve, transmit, and respond to information and the processes used by organisms to utilize free energy. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Biology course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve performance as they progress through each activity. Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college biology course.

Students will perform hands-on labs that give them insight into the nature of science and help them understand biological concepts, as well as how evidence can be obtained to support those concepts. Students will also complete several virtual lab studies where they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate.

Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam.

This course has been authorized by the College Board to use the AP designation.

Prerequisites: At least a B-grade (85+) in most recent Science class, and Algebra I & Algebra II

AP 12TH AP Chemistry*

Course Code, 1st and 2nd Semester: 2101SCI/2102SCI

AP* Chemistry builds students' understanding of the nature and reactivity of matter. After studying chemical reactions and electrochemistry, students move on to understand how the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the forces between those molecules. Students will examine the laws of thermodynamics, molecular collisions, and the reorganization of matter in order to understand how changes in matter take place. Finally, students will explore chemical equilibria, including acid-base equilibria. The equivalent of an introductory college-level biology course, AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Chemistry course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve performance as they progress through each activity.

Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college chemistry course. Students will perform hands-on labs that give them insight into the nature of science and help them understand chemical concepts, as well as how evidence can be obtained to support those concepts. Students will also complete several virtual lab studies where they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions.

During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items.

Robust scaffolding, rigorous instruction, relevant material and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam.

This course has been authorized by the College Board to use the AP designation.

Prerequisites: At least a B-grade (85+) in most recent Science class, and Algebra I & Algebra II

SOCIAL STUDIES-4 YEARS

9th Social Studies- Geography and World Cultures

Course Code, 1st and 2nd Semester: 0901SS/0902SS

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Geography and World Cultures is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary documents.

9th Social Studies- Honors Geography and World Cultures*

Course Code, 1st and 2nd Semester: 0903SS/0904SS

Geography and World Cultures is a robust, one-semester course that explores how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

At the intersection of culture and geography, students learn about art, science, individuals and communities, and history and current events. Students discover how a mountain in the distance can inspire a Sufi poet, how a river blocking a passage occupies a civil engineer and a ship builder alike, and how the sound of a busy Cairo street inspires a musician. Human history is all about cultures meeting — how they influence and inspire each other; what sets one apart from the next; and how they battle each other for land, natural resources, religious dominance, and more.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches analytic writing, and introduces students to the close examination of primary documents.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Prerequisites: At least a B-grade (85+) in most recent Social Studies class

10th Social Studies- World History

Course Code, 1st and 2nd Semester: 1001SS/1002SS

In World History, students learn to see the world today as a product of a process that began thousands of years ago when humans became a speaking, traveling, and trading species. Through historical analysis grounded in primary sources, case studies, and research, students investigate the continuity and change of human culture, governments, economic systems, and social structures.

Students build and practice historical thinking skills, learning to connect specific people, places, events and ideas to

the larger trends of world history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claim. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills.

This course is aligned to state standards and the Common Core State Standards for Literacy in Social Studies.

10th Social Studies- Honors World History*

Course Code, 1st and 2nd Semester: 1003SS/1004SS

World History is a robust, writing-intensive course that uses multiple perspectives to trace the development of civilizations around the world from prehistory to the present. Students are encouraged to use their knowledge of critical points in history to develop their points of view and apply what they have learned to the promotion of civic action in a rapidly globalizing world. The course explores how human-geographic relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in these civilizations. Students investigate the major religions and belief systems throughout history and learn about the importance of trade and cultural exchange. Other topics include the development of agriculture, the spread of democracy, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th century.

World History is designed as the second course in the social studies sequence. Students continue to improve their analytic writing and develop confidence by writing multiple short analytic pieces and longer essays, including document-based questions. Primary documents are embedded in the instruction to encourage students to make frequent connections to evidence from the past.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Prerequisites: At least a B-grade (85+) in most recent Social Studies class

11th Social Studies – US History

Course Code, 1st and 2nd Semester: 1101SS/1102SS

U.S. History traces the nation's history from the pre-colonial period to the present. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system.

Students investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs.

Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

11th Social Studies – Honors US History*

Course Code, 1st and 2nd Semester: 1103SS/1103SS

U.S. History traces the nation's history from the pre-colonial period to the present. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system.

Students investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs.

Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

Students perfect their ability to use logic and evidence to create persuasive written arguments in five-paragraph essays and in shorter exercises such as document-based questions and analytic discussions.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Prerequisites: At least a B-grade (85+) in most recent Social Studies class

12th Social Studies – US Government and Politics/Macroeconomics

Course Code, 1st and 2nd Semester: 1201SS/1202SS

U.S. Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government.

Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles.

The course covers fundamental properties of economics, including an examination of markets from both historical

and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

12th Social Studies – Honors US Government and Politics/Macroeconomics*

Course Code, 1st and 2nd Semester: 1203SS/1204SS

U.S. Government and Politics is a vigorous, writing-intensive course that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Students are encouraged to use their knowledge of the structures and processes of governing to develop their own views on current political issues and apply what they have learned to the promotion of civic action.

Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It looks closely at the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. Students perform frequent close readings of primary documents and apply those documents to the course content.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. and Global Economics is a wide-ranging course that provides an introduction to key economic principles.

Students gain an understanding of choices they must make as producers, consumers, investors, and taxpayers. They have ample opportunity to develop their points of view and apply what they learn to the promotion of civic action.

Topics include an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read extensive selections from crucial primary documents and apply those readings to the course content.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Prerequisites: At least a B-grade (85+) in most recent Social Studies class

12th Social Studies – AP US Government and Politics/Macroeconomics*

Course Code, 1st and 2nd Semester: 2201SS/2202SS

AP* U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians.

Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics.

They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions.

The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP Exam and for further study in political science, law, education, business, and history. This course has been authorized by the College Board to use the AP designation.

AP* Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline.

They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production.

The equivalent of a 100-level college-level class, this course prepares students for the AP Exam and for further study in business, political science and history. This course has been authorized by the College Board to use the AP designation.

Prerequisites: Algebra II & at least a B-grade (85+) in most recent Social Studies class

FINE ARTS- 1.5 CREDITS

9-12th Fine Arts – Art Appreciation

Course Code, 1st or 2nd Semester: 0101FA/0102FA

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students end their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will also be exposed to art of Asia and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art.

Art Appreciation is based on national standards developed by the Consortium of National Arts Education Associations, as well as key state standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art.

9-12th Fine Arts – Art IA- Fundamental Drawing & Painting

Course Code, 1st or 2nd Semester: 0103FA/0104FA

Art IA- Fundamental Drawing & Painting: This course is the first half of Art I and is required if you are pursuing a high school art credit upon leaving CEP. Express yourself through prisma colored pencil and charcoal pencil. You may paint an acrylic masterpiece that you will treasure forever. Create a self-portrait to capture this important time in your life. Individual instruction helps you to become the best artist you can be. There will be opportunities to enter contests so you can share your talents with the public. **Note: Art IA and Art IB do not have to be taken in the same school year to fulfill the Art I credit requirements** (Fee for supplies and materials is \$25 per semester plus purchase of individual supplies to include: The Find Touch 12-Piece Premium Sketch Set (sku# 140939-Hobb Lobby) and Sargent Art Watercolor Pencils 24-Piece Set (sku# 250266-Hobby Lobby) and optional: The Fine Touch Gouache Paint Set (sku# 636324-Hobby Lobby)

9-12th Fine Arts – Art IB- Fundamental Drawing & Painting

Course Code, 1st or 2nd Semester: 0105FA/0106FA

Art IB: This course is the second half of Art I and is required if you are pursuing a high school art credit upon leaving CEP. The semester is divided into two segments: Segment 1: Artistic Expression: "What kind of artist am I? What kind of art am I interested in creating and learning more about? How can I express myself in art? How can I tell my story in art? How can I critique a work of art?" This class will be a light-hearted exploration of famous artists (both past and present) and the study of art as expression. At the end of the quarter, the student will have a sketchbook which will display the knowledge gathered about the artists studied and of their own expressive art. (Note: this segment of Art IB is not a project based art class. All classwork will be done in the sketchbook and will include a museum field trip.) Segment 2: Calvary Crafters: This quarter is focused on students working and creating with their hands. An ability to draw is helpful, but not required. Some of the media covered will include sculpture, working with clay, printmaking, paper mache and other traditional crafts. **Note: Art IA and Art IB do not have to be taken in the same school year to fulfill the Art I credit requirements** (Fee for supplies and materials is \$25 per semester plus purchase of individual supplies to include: sketchbook such as Master's Touch 8 ½ X 11 Wire Bound Sketch Book (sku# 261784-Hobby Lobby).

9-12th Fine Arts – Art and Digital Media

Course Code, 1st or 2nd Semester: 0113FA/0114FA

Art and Digital Media: Creativity & Technology: Students will have the opportunity to enhance and develop their artworks using not only traditional methods of drawing and painting, but with the added opportunity of creating digital art. Students will learn the basics of PhotoShop and apply them to their own and group designs. Course will cover PhotoShop basics, creating artworks on PhotoShop, graphic design & layout, design basics & principles, marketing & advertising. (Fee for supplies and materials is \$25 per semester.)

9-12th Fine Arts – Art IB- Art and Creativity

Course Code, 1st or 2nd Semester: 0115FA/0116FA

Art and Creativity: Design-Thinking, Process and Product: Everyone has the ability to be creative! Students will explore the creative process and the wide range of tools that can be used to enhance their problem-solving and creative skills in both individual and group-based projects. Artistic abilities are not a requirement. Class time will be spent in both art room and mini-lab and will consist of largely group-based project formed along the themes of: "Creativity Gives" / "Creativity Serves" / "Creativity Works" / "Creativity Expresses" / "Creativity Plays" (Fee for supplies and materials is \$25 per semester.)

9-12th Fine Arts – MS/HS Choir

Course Code, 1st or 2nd Semester: 0109FA/0110FA

MS/HS Choir: Students will be involved in a performance-based class where they will further develop their knowledge of the elements of music, proper vocal technique, and music reading skills. Students will sing a wide variety of both liturgical and choral music and will have opportunities to perform in school programs and out in the community many times throughout the year. Students should enjoy vocal music and the opportunity to perform.

9-12th Fine Arts – Praise Team

Course Code, 1st or 2nd Semester: 0111FA/0112FA

Praise Team: Students will be involved in planning for and performing in MS-HS chapel services and occasionally all school chapel services. The team consists of students who play instruments and/or sing and seeking opportunities to serve in a leadership role.

PHYSICAL EDUCATION-1.5 CREDITS

9-12th Physical Education – Health Opportunities through Physical Education (HOPE)

Course Code, 1st or 2nd Semester: 0001SS/0002SS

Health Opportunities through Physical Education (HOPE) combines instruction in health and physical education in a full-year, integrated course. It focuses on developing skills, habits and attitudes to maintain a healthy lifestyle and applying lessons learned to physical fitness. Through active participation and real-world simulations, the course aims to demonstrate firsthand the value of conscientious lifestyle management.

HOPE lays a foundation for making healthy decisions by building seven skills: accessing valid health information; analyzing internal and external influences; self-management; interpersonal communication; decision-making; goal setting; and advocacy. Students apply these skills to a variety of topics throughout the course, including mental and social health; physical activity; nutrition; substance prevention; disease and disorders; injury prevention and safety; and personal health.

HOPE requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

This course is based on and aligns to the National Science Teachers Association (NSTA) standards and the Florida Next Generation Sunshine State Standards for health and physical education.

9-12th Physical Education – P.E.

Course Code, 1st or 2nd Semester: 0003SS/0004SS

P.E. is a required course unless exempt (This program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities. The students will also have opportunities to become involved in life-long physical activities through individual sports units. The program promotes the spirit of cooperation, leadership, fair play, and friendly competition.

PE exemption policy:

Students who are in a sport providing daily (or almost daily) exercise may be exempted from PE at their parents' request and with the appropriate written documentation if the activity is outside of CES. The appropriate documentation must be signed by the coach or instructor in charge. In this case, you will be allowed one additional elective instead of PE.

OTHER ELECTIVES- 4 CREDITS

9-12th Social Studies – Sociology

Course Code, 1st or 2nd Semester: 3001SS/3002SS

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments and journals provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics.

The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

9-12th Social Studies –Multicultural Studies

Course Code, 1st or 2nd Semester: 3003SS/3004SS

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.

Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity. focus of this interdisciplinary course is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).

9-12th Social Studies –Psychology*

Course Code, 1st or 2nd Semester: 3005SS/3006SS

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction.

Students learn about all the domains the American Psychological Association (APA) emphasizes: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

Prerequisites: Algebra II

9-12th Career and Technology Education –Business Applications

Course Code, 1st or 2nd Semester: 3001EC/3002EC

Business Applications prepares students to succeed in the workplace. Students begin by establishing an awareness of the roles essential to an organization's success, and then work to develop an understanding of professional

communications and leadership skills. In doing so, students gain proficiency with word processing, email, and presentation management software.

This course allows students to explore careers in business while learning skills applicable to any professional setting. Through a series of hands-on activities, students will create, analyze, and critique reports, letters, project plans, presentations, and other professional communications. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities that are of interest to them.

Business Applications is an introductory level Career and Technical Education course applicable to programs of study in business, management, and administration; information technology; and other career clusters. This course is aligned with state and national standards. Students who successfully complete the course can go on to obtain the Microsoft® Office Specialist: Microsoft® Office Word certification.*

*Microsoft is a registered trademark of Microsoft Corporation in the United States and/or other countries.

9-12th Career and Technology Education –Introduction to Health Science

Course Code, 1st or 2nd Semester: 3003EC/3004EC

Introduction to Health Science provides the foundational knowledge and skills students need for careers in health care. Students begin by exploring the services, structure, and professions of the health care system. The remainder of the course focuses on day-to-day skills and expectations for health professionals, which include promoting wellness, maintaining a safe environment, creating medical records, and practicing good communication, collaboration, and leadership.

Using real-life scenarios and application-driven activities, students learn the responsibilities and challenges of being health care professionals. In addition to building their understanding of technical concepts and skills, students evaluate the qualifications required for specific careers and develop personal career plans to pursue work in the health care industry.

Introduction to Health Science is an introductory-level Career and Technical Education course for programs of study in health sciences. This course is aligned with state and national standards.

9-12th Study Skills –Study Hall

Course Code, 1st or 2nd Semester: 3005EC/3006EC

Study Hall: Students will spend this class period working on homework assignments and AR reading. A good work ethic and an ability to stay focused and on task will help a student make the most of this elective option. (please note that no credit is awarded unless the student is enrolled in an independent study elective)

9-12th English- Yearbook

Course Code, 1st or 2nd Semester: 3007EC/3008EC

Yearbook: Students will be involved in photography, as well as the organization, planning, and development of the school's yearbook and other publications throughout the year. (.5 credit course)

11-12th English- Creative Writing

Course Code, 1st or 2nd Semester: 3009EC/30010EC

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore

poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

All English elective content is based on the National Council of Teachers of English (NCTE) standards.

9-12th English- Speech

Course Code, 1st or 2nd Semester: 3011EC/30012EC

This is an activity based class that allows students to become better speakers in both formal and informal situations. Students learn to speak in front of a group, organize thoughts, deliver speeches, and refine skills through reflection and self-evaluations. (.5 credit course)

11-12th Religion- Old Testament/New Testament

Course Code, 1st or 2nd Semester: 3013EC/30014EC

Religious studies in the Upper School consist of a two days a week period (45 minutes), Wednesday and Thursday mornings. The curriculum has been adopted through a two-year college-level curriculum provider. The textbook, which covers the Old Testament and the New Testament is a two year cycle to complete the book along with an e-book approach. The textbook is called, "Encountering the Old Testament" by Bill T. Arnold and Bryan E. Beyer. (1 credit course over 2 year period)

9-10th Character Education- Christian Character Education

Course Code, 1st or 2nd Semester: 3015EC/30016EC

Christian Character Education class centers on age appropriate discussion, reading, and writing, to facilitate and strengthen the pillars of character in our students. Character pillars: trustworthiness, respect, responsibility, fairness, caring, citizenship, volunteerism

Please Notes: Courses with an * have prerequisites and some courses may have fees.