

CITY ACADEMY COURSE DESCRIPTIONS 2011 - 2012

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CORE COURSES:

English Language Arts

English 8 – 1 credit: This course in English Language Arts meets CCSS English 8 standards. English 8 focuses on providing the foundational skills in writing and literary analysis required for success in further levels of English at City Academy. These skills include reading fiction and non-fiction texts for information, analyzing those same texts for point of view and technique, and performing detailed, close analyses of short selections of text. Students learn to think about their reading in terms of recognizing when meaning has been lost and identifying effective strategies for repairing meaning. With writing, students will consolidate their mastery of sentence structures while refining the organization of analytical, expository, and persuasive writing. Students will integrate specific facts and quotations into their essays to support arguments and will move beyond using these items as stand alone assertions.

English 9 – 1 credit: This course in English Language Arts meets CCSS English 9 standards. English 9 serves as a transitional step between English 8 and the pre-advanced English class at City Academy. Students independently apply specific literary terms to their study of materials ranging from novels and short stories to speeches and films. Students independently apply strategies for recognizing when meaning has been lost and will use multiple strategies to attempt to repair meaning. Student writing will focus on pieces designed to reinforce the authorial techniques studied in class and analytical essays. Students will master the standard academic essay format and appropriate voice and tone. Students will also begin working on composing short essays based on individual text excerpts.

English 10 – 1 credit: This course in English Language Arts meets CCSS English 10 standards. English 10 reinforces and expands student skills in writing and text analysis to enhance success at the pre-advanced level and beyond. Students will continue to independently utilize comprehension monitoring and repair strategies. Students refine their skills for selecting, interpreting, and integrating quotations as evidence in their papers with the goal of independence in this effort. Students will work to overcome specific obstacles to producing grammatically correct, cogently organized and academically toned writing. Students will hone their skills for reading and writing in a variety of fiction and non-fiction genres.

English 11 – 1 credit: English 11 will integrate more technology-oriented approaches to literacy in order to enhance student achievement. Students will compose a variety of works demonstrating an ability to select and employ quality evidence in support of clearly articulated positions. Students will conference with instructors individually to resolve impediments to the extraction and production of meaning in student work. This will include making student products readily accessible to a variety of audiences.

English 12 – 1 credit: English 12 provides specific, individualized instruction in developing post-secondary reading and writing skills with a concentration on non-fiction reading and analytical thinking and writing. Some assignments will seek to apply the students' skill to common real-world scenarios. This course will provide a strong foundation for college-level literacy across disciplines.

College Preparatory Pre-Advanced (Pre-A) Level English – 1 credit: Open to 10th – 12th grade students with teacher permission.

This course in Language Arts is designed to prepare students with the skills necessary to succeed in higher education and meets CCSS college readiness standards. Pre-A English prepares students for Advanced English courses either in high school or in college. This course requires independent recognition and analysis of authorial techniques. Students will refine skills for navigating difficult texts, including knowing how to access outside resources. The writing assignments favor analytical compositions over other varieties. Students by this point will demonstrate mastery of English grammar and composition, including use of a multi-step writing process. Students will revise writing as opposed to merely proof-reading it. Pre-A students will begin to write full-length essays in response to text excerpts, relating them to larger issues in the text.

Advanced Level 1 Literature in English AS – 1 credit: Open to 10th – 12th grade students with teacher permission.

This course prepares students for the Cambridge International Exam (CIE) program International Advanced (IA) Literature in English exam at the Advanced Subsidiary (AS) level. This English in Literature syllabus encourages an appreciation of, and informed personal response to, literature in English in the three main forms (Drama, Poetry, and Prose), and from different time periods and cultures. The course is designed to help students work with the interdependent skills of reading, analysis, and communication. Students will study the ways in which writers' choices of form, structure, and language shape meanings. Students will develop skills to be able to communicate clearly their knowledge, understanding, and insight appropriate to literary study. For AS and AICE Diploma qualification, candidates are required to pass two papers as follows: Paper 3 (Poetry and Prose) and Paper 4 (Drama). These papers will count as two of the four papers required for an A level qualification.

Advanced Level 2 Literature in English A-level – 1 credit: Open to 11th & 12th grade students with successful AS level completion or with teacher permission.

This course prepares students for the Cambridge International Exam (CIE) program International Advanced (IA) Literature in English exam at the Advanced (A) level. This English in Literature syllabus encourages investigation of texts from a variety of angles. Students will expand their reading to include information about historical contexts of the works, authors' biographies, and relevant theories of literary criticism. Student writing will follow two main thrusts. Long-term in-depth assignments will aim at broadening and deepening students' background knowledge and ability to integrate multiple sources. Students will also complete timed essays on thematic and textual questions in order to build confidence and familiarity with the CIE testing format. For A-level and AICE Diploma qualification, candidates are required to pass two papers as follows: Paper 5 (Shakespeare and other pre-20th Century Texts) and Paper 6 (20th Century Writing). These papers will count as two of the four papers required for an A level qualification.

Mathematics

All Mathematics Courses are designed with integrated mathematical topics (i.e., a combination of Algebra, Geometry, Statistics and Probability) and aspire to instill the following Mathematics practices in students (as recommended in the Common Core State Standards for Mathematics - <http://www.schools.utah.gov/curr/Math/Sec/commoncore.htm>)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Math 8 – 1 credit: Suggested pre-requisite is Math 7.

This integrated mathematics course meets CCSS Math 8 standards.

In this course, students will know and understand that there are numbers that are not rational but that they can be approximated by rational numbers. They will work with radicals and integer exponents. Students will develop their algebraic reasoning by understanding the connections between proportional relationships, lines, and linear equations. They will analyze and solve linear equations and pairs of simultaneous linear equations. Students will define, evaluate and compare functions. They will use functions to model relationships between quantities. Students understand congruence and similarity using physical models, transparencies, or geometry software. They solve real-world and mathematical problems involving volume of cylinders, cones and sphere. Students will investigate patterns of association in bivariate data. Students will practice communicating mathematical ideas and logical reasoning in writing on teacher led classroom activities

Secondary Mathematics I – 1 credit: Suggested for grade 9 with pre-requisite of Math 8 or Pre-Algebra.

This integrated mathematics course meets CCSS Secondary Mathematics I.

In this course, students will reason quantitatively and use units to solve problems. They will interpret the structure of expressions. They will create equations that describe numbers or relationships. Students will understand the concept of a function, interpret functions that arise in applications, analyze functions using different representations, build functions that model relationships between two quantities, compare different algebraic models and choose the model relevant to solving problems. Students will understand solving linear and exponential equations, inequalities and systems of equations as a process of reasoning and explain the reasoning. Students will summarize, represent and interpret data. Students will understand congruence by using transformations and geometric constructions. Students will understand the importance of proof and gain experience in proving simple geometric theorems algebraically. Students will practice communicating mathematical ideas and logical reasoning in writing by investigating and reporting on open ended problems.

Geometry – 1 credit (last being taught in 2011-12): pre-requisite: Algebra 1 or Core Math

This course corresponds with Utah Secondary Mathematics Core Curriculum for Geometry. The main goal of Geometry is for students to develop the structure of Euclidean geometry logically and apply the resulting theorems and formulas to address meaningful problems.

Students will engage in context based units from the *Interactive Mathematics Program* Years 2 & 3 and will use experimentation and inductive reasoning to construct geometric concepts, discover geometric relationships, and formulate conjectures. Students will employ deductive logic to construct formal logical arguments and proofs as well as solve the unit problems for the Orchard and Bees Problems. Students will extend their pre-existing experiences with algebra and geometry to trigonometry and coordinate geometry. Students will use dynamic geometry software, compass and straightedge, and other tools to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. Students will apply mathematical skills and make meaningful connections to life's experiences. Students will practice communicating mathematical ideas and logical reasoning in writing by investigating and reporting on open ended problems referred to as Problem of the Week (POW).

Secondary Mathematics II – 1 credit: Suggested for grade 10 with pre-requisite of Math I or Geometry.

This integrated mathematics course meets CCSS Secondary Mathematics II.

In this course, students will gain in depth understanding of numbers and their properties. They expand their knowledge of number sets to complex numbers. Students study functions with a special focus on quadratic functions. They will interpret functions that arise in applications in terms of a context, analyze functions using different representations, build functions to model relationships, construct and compare a variety of models including root, absolute value and piece-wise functions and determine the relevant algebraic model to solve problems. Students will use complex numbers in algebraic expressions and equations. They will understand similarity in terms of transformations. Students will prove geometric theorems involving similar figures and circles. They will prove and apply trigonometric identities. Students will understand independence and conditional probability and use them to interpret data as well as evaluate outcomes of decisions. Students will practice communicating mathematical ideas and logical reasoning by investigating and reporting in the form of a formal paper on open ended problems.

IGCSE Math – 1 credit (last being taught in 2011-12): pre-requisite: IGCSE I or Geometry

This course is the Cambridge International Examinations certificate-level course which forms the foundation for Cambridge Advanced Mathematics courses. Students will review, use and deepen understanding of algebra, geometry, and trigonometric skills in the context of complicated problems. Students will move their work in this course to higher level math concepts such as Sets, Vectors, Functions, Matrices, and the basics of Statistics and Probability. The course is designed to help students learn to engage in mathematics effectively, and build their enthusiasm and confidence towards mathematics. In addition to the Core content, students will engage in open ended investigations, think about historical and novel problems, and practice communicating their mathematical reasoning by writing Mathematics papers. Students will write coursework and take the IGCSE Extended Mathematics Examination at the end of this course.

Mathematical Analysis– 1 credit: pre-requisite: IGCSE Math or Algebra II or Pre-Calculus

In this course, students use mathematical models to understand trigonometry and pre-calculus concepts much more in depth. Throughout the courses students will have opportunity to gain extensive understanding of functions, inverses and other algebraic techniques necessary for calculus. Students will investigate concepts of calculus with considerably more depth than in a regular pre-calculus course. Students will communicate mathematical ideas and logical

reasoning in writing by investigating sophisticated, open ended problems and write formal mathematics papers reporting their findings.

Advanced Level 1 Mathematics AS – 1 credit: Open to high school students with successful completion of IGCSE Math or Pre-Calculus or with teacher permission.

This course prepares students for the Cambridge International Exam (CIE) program International Advanced (IA) Mathematics exam at the Advanced Subsidiary (AS) level. This mathematics course comprises of two units: Pure Mathematics and Mechanics. Pure Math 1 includes the study of topics similar to a Calculus AB or Calculus I course covering concepts such as integration and differentiation, as well an in-depth study of series and sequences, and functions. Mechanics involves an intense study of Kinematics, the study of motion of objects as well as forces and equilibrium and Newton's laws. Students will develop their skill in using and applying appropriate techniques in finding the solutions to a wide variety of problems. For AS and AICE Diploma qualification, candidates are required to pass two papers as follows: Pure Mathematics 1 and Mechanics 1. These papers will count as two of the four papers required for an A level qualification.

Advanced Level 2 Mathematics A-level – 1 credit: Open to high school students with successful completion of AS level or with teacher permission.

This course prepares students for the Cambridge International Exam (CIE) program International Advanced (IA) Mathematics exam at the Advanced (A) level. This mathematics course comprises of two units: Extended Pure Mathematics and Statistics. The pure mathematics content in this course is very similar to a Calculus BC or Calculus II course as students learn to find the derivatives and integrals of much more complicated equations. Students deepen their understanding of algebra as well as learning about logarithmic and exponential functions. Students expand their knowledge of trigonometric identities and their applications. They also work further on vectors and are introduced to differential equations and complex numbers. For A-level and AICE Diploma qualification, candidates are required to pass two papers as follows: Pure Mathematics 3 and Statistics 1. These papers will count as two of the four papers required for an A level qualification.

Science

Integrated Science – 8th grade core – 1 credit: This course in integrated science topics is centered on change as an organizing concept to understand energy. The class is divided into four main units. Unit 1 will focus on the essential energy changes that occur in living organisms involving photosynthesis and respiration. Unit 2 will look at the processes of change that shape and reshape the Earth. Unit 3 is about matter and how energy is absorbed or released to make new substances. Unit 4 addresses an object's motion and the description, measurement, and prediction of the energy requirements for that motion to occur and for motion to change. Students will value and use science as a process of obtaining knowledge based on observable evidence. Interest will be sustained, and competency built as students develop abilities associated with scientific inquiry, experimentation, observation, data collection, predictions, and research based reports.

Earth Systems Science – 1 credit: Open to 9th-12th students: This is a laboratory-based course in earth science that follows and expands on the Utah state core curriculum and is organized around four sets of topics. Students will have the opportunity to engage in scientific inquiry and carry out experiments each quarter. Quarter 1: The nature of science, Earth as a system, Matter and Atomic structure, Structure and composition of the solar system, The sun, stars and other galaxies, and How it all began-the big bang. Quarter 2: Composition of the earth— biotic/abiotic, ecosystems and biodiversity, Rocks and minerals, and weathering, erosion, soils. Quarter 3: the hydrosphere, the atmosphere—meteorology, storms, and climate. Quarter 4: plate tectonics, volcanoes, earthquakes, and mountain building. Earth science concepts will be integrated with concepts and skills from other curriculum areas. Reading, writing, and mathematics skills will be emphasized as integral to the learning of science. Students will have opportunities to gain insights into science related careers.

Biology – 1credit: Open to 9th-12th students: pre-requisite for 9th graders – highly successful completion of Science 8, or teacher permission. This is an in-depth laboratory course in Biology that follows and expands on the Utah state core curriculum. The Biology curriculum has two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop and refine the abilities associated with scientific inquiry. Three major concepts will be the focus of instruction: (1) the structures in all living things occur as a result of necessary functions, (2) interactions of organisms in an environment are determined by the biotic and abiotic components of the environment, and (3) evolution of species occurs over time and is related to the environment in which the species live. Biology students will design and perform experiments, and value inquiry as the fundamental scientific process. Students will have the opportunity to engage in scientific inquiry at school in the science lab and on the school grounds as well as at various locations in the community. They will be encouraged to maintain an open and inquisitive mind, to pose their own questions about objects, events, processes, and results. They will have the opportunity to plan and conduct their own experiments, and come to their own conclusions as they read, observe, compare, describe, infer, and draw conclusions. The results of their experiments need to be compared for reasonableness to multiple sources of information. They will be encouraged to use reasoning as they apply biology concepts to their lives. Biology concepts will be integrated with concepts and skills from other curriculum areas. Reading, writing, and mathematics skills will be emphasized as integral to the learning of science. This course is designed to meet the diversified needs of students who require biology for future employment or education.

Chemistry-College Preparatory – 1 credit: Pre-Requisite – Chemistry is only open to students who have successfully completed Secondary Math I or Algebra 1, or the equivalent, and/or have the teacher’s permission.

This is an in-depth laboratory course in college preparatory chemistry that follows and expands on the Utah state core curriculum and is organized around major concepts of matter, structure, and energy, emphasizing the principles and laws that describe the conservation of matter and energy. Students will have the opportunity to engage in scientific inquiry and carry out experiments each quarter to help them gain understandings of chemical structure, changes in matter, equilibrium, acid-base, thermodynamics and all subjects covered in a mathematical college preparatory chemistry class. This course focuses on the development of good laboratory technique and the understanding of all principles of a comprehensive first year chemistry class. Participation in the City Academy science fair will be strongly recommended and supported.

Honors Physics – 1 credit: Pre-Requisite – Honors Physics is only open to students who have successfully completed pre-advanced mathematics or the equivalent and/or have the teacher’s permission. Students in this course are concurrently enrolled in the year 1 Cambridge Advanced Math class. Physics students will prepare for and take the Utah Physics CRT and the Cambridge International Examination in Mechanics as a part of this course.

This course is designed to follow and expand on the Utah State Core Curriculum as well as go in-depth into Mechanics concepts. Three major areas of focus will be (1) Motion of Objects where students learn how to measure, calculate, and describe the motion of an object in terms of position, time, velocity, and acceleration; (2) Forces Acting on Objects where students learn the relation between force, mass, and acceleration along with factors determining the strength of gravitational and electric forces; and (3) Energy – types, transfer and conservation. Students will be encouraged to maintain an open and inquisitive mind, to pose their own questions about objects, events, processes, and results. Students will be encouraged to use reasoning as they apply physics concepts to their lives. They will have the opportunity to plan and conduct their own experiments, and come to their own conclusions as they read, observe, compare, describe, infer, and draw conclusions. The results of their experiments will be compared for reasonableness to multiple sources of information.

Social Studies

U.S. History, Government, & Citizenship I (8th grade): This year-long course in United States history from pre-European exploration through the Civil War is organized around four sets of essential questions: Quarter 1: Discovery and colonization - Whose country is this anyway, who were the “first Americans”? Topics covered 1st quarter include geography of the US, Native American nations, European exploration reasons and impacts, colonization. Quarter 2: American Revolution - Was the American Revolution a “Revolution” for all involved? Why or why not?; How did propaganda affect events leading up to the American Revolution?; What kind of nation did the founding fathers create?, and How does the Constitution embody the principles of democracy? Topics covered 2nd quarter include factors/events leading to the start and outcome of the Revolution, groups and people of the Revolution, effects of the Revolution, the Constitution, rights, liberties and responsibilities. Quarter 3: Expansion and US government - Why does a nation feel the need to expand?; What problems and solutions does expansion bring?; and What is the legacy of slavery? Topics covered 3rd quarter include ideas and events for the expansion of the US, conflicts during expansion, inventions, transportation, industrial revolution, political system, implementation of democracy, slavery. Quarter 4: Civil War – What could cause brother to fight brother?, Was the Civil War avoidable? Why or why not?, and How much diversity can a country tolerate? Topics covered 4th quarter include reasons for the Civil War, events and impacts of the Civil War, Reconstruction, the American West.

IGCSE Geography (9th grade): This year long course meets and expands on the requirements of the Utah state core for Geography. This course follows the curriculum for the Cambridge International Exam (CIE) program International General Certificate for Secondary Education (IGCSE) in geography. This course covers three major topics: (1) Population and Settlement - population dynamics, settlement patterns, land use and movement of peoples; (2) The natural environment - plate tectonics, landforms and landscape processes, weather, climate and natural vegetation, inter-relationships between the natural environment and human activities; and (3) Economic Development and the Use of Resources - agricultural systems, industrial activities, leisure activities, energy and water, environmental risks and benefits: resource conservation and management.

World Civilizations (10th grade): This year long course meets and exceeds the requirements of the Utah state core for World Civilizations. Students explore aspects of world history from the Neolithic Revolution to the present, tackling key questions that focus on the development of “civilization”, systems of government, inequalities of wealth and gender and war and peace. In addition to deepening their knowledge and understanding, students develop skills in handling historical evidence and assessing historical change and causation.

IGCSE World History (10th – 12th grades): This year long course meets and expands on the requirements of the Utah state core for World Civilizations. This course follows the curriculum for the Cambridge International Exam (CIE) program International General Certificate for Secondary Education (IGCSE) in world history. Students taking this course will take CIE exams for IGCSE World History. This course covers ancient history, the middle ages and the renaissance with emphasis on the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Students learn about the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies.

U.S. History, Government, & Citizenship II (11th – 12th grades): This year-long course in United States history from Civil War to present is organized around four sets of essential questions: Quarter 1: Industrialization - Is US History a history of progress?, Do new technologies always lead to progress? What is progress?, What problems and solutions do innovations produce?, What challenges faced Americans as a result of those social and technological changes? Topics covered 1st quarter include transportation, communication, business, unions, and immigration, and WWI. Quarter 2: The American Dream - What principles, hopes and ideals are included in "the American dream?", What does this dream promise, and to what extent have these promises been fulfilled?, and What does it mean to be an American? Topics to be covered 2nd quarter include Prohibition, Harlem Renaissance, Great Depression, New Deal, WWII. Quarter 3: Social Change - Is protesting/nonviolence an effective way to make social change?, How is social change accomplished?, What can we actually do to bring about social change for a more just society? Topics to be covered 3rd quarter include communism, Red Scare, civil rights movement, counter-culture, Vietnam. Quarter 4: Foreign Policy - To what extent has US foreign policy been in the best interest and the world?, As the preeminent superpower, what role should the United States play in the world?, When is it appropriate for a nation to use military force? Topics to be covered 4th quarter include Cold War, economy of today, terrorism, War in the Middle East.

Advanced Level 1 US History 1840-1968 – 1 credit: pre-requisite: teacher permission
This course prepares students for the Cambridge International Exam (CIE) program International Advanced (IA) US History exam at the Advanced Subsidiary (AS) level. The US History syllabus covers the following major topics: (1) Westward Expansion and the Taming of the West, c.1840-96, (2) Civil War and Reconstruction, 1861-1877, (3) The Impact of Economic Expansion, 1865-1917, (4) Civil Rights, 1895-1968, (5) Boom and Bust, 1920-1941, (6) The USA's Rise as a World Power, 1890-1945, and (7) Social Developments, 1945-1968. Students will study the ways in which writers' choices of form, structure, and language shape meanings. Students will study the key developments that transformed the United States from an isolated agrarian society to a world power in terms of strength, military power, political and diplomatic influence as well as the cultural and social impact on other peoples and nations. For AS and AICE Diploma qualification, candidates are required to pass a compulsory source-based question and three essay questions from a choice of seven.

Advanced Level 2 Modern European History 1789-1939 – 1 credit: pre-requisite: teacher permission
This year long course prepares students for the Cambridge International Exam (CIE) program International Advanced (IA) Modern European History exam at the Advanced Subsidiary (AS) level. The Modern European History syllabus covers the following major topics: (1) The French Revolution, (2) The Industrial Revolution, (3) 19th century Nationalism, (4) The 'New Imperialism', c.1870-1900, (5) The Russian Revolutions, and (6) Totalitarianism between the Wars, 1919-39. Students will study these key developments holistically in relation to the wider European context and in light of broader issues. Emphasis is on both historical knowledge and on the skills required for historical research. Students learn about cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. For AS and AICE Diploma qualification, candidates are required to pass a compulsory source-based question and three essay questions from a choice of seven.

ELECTIVE COURSES:

FINE ARTS

Art 1:

This semester long course follows the state core curriculum for Visual Art Foundations 1 and may be repeated for up to 2.0 total credits. This course is highly structured and discipline based. It forms the basis for studio practice, critical thinking, and the understanding and implementation of visual art expression. The course emphasizes creative and critical thinking, problem solving, visual thinking, perception and observation, as well as presenting traditional vocabulary, theory, media, and techniques of artistic practice. Students will participate in the study of art history, aesthetics, art making, and criticism. Through the course students will be expected to develop a portfolio of selected pieces in different mediums and with selected techniques, emphasizing in-class production.

Art 2: Pre-Requisite – Art 2 is only open to students who have taken at least a complete year of Art 1 and have successfully auditioned into the class and/or have the instructor's permission. This semester long course follows the state core curriculum for Visual Art Foundations 2 and may be repeated for up to 2.0 total credits. This course is for the more advanced artist. Students will continue studying the histories of various artists and cultural exemplars. Students will have the opportunity to internalize the process of visual thinking and art making. Much focus will be on drawing that will sustain and inform advanced art work in the future, and which will yield products that are evidence of creative progress. Through the course students will be expected to develop a portfolio of selected pieces in different mediums and with selected techniques; projects will be largely of self-design and motivation. Students will also accomplish finished works for exhibition.

Guitar 1:

This semester course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a guitar and may be repeated for up to 2.0 total credits. Emphasis will be placed on playing position, tone production, fundamental technique, simultaneous playing and singing, reading music, and composing songs/lyrics. Knowledge and skills will include experiences in singing, creating, playing, listening, and connecting to cultures.

Guitar 2: Pre-Requisite – Guitar 2 is only open to students who have taken a complete year of Guitar 1 and have successfully auditioned into the class and/or have the instructor's permission. This semester course and may be repeated for up to 2.0 total credits. The course focuses on the development of musical skills in three major areas 1) technique; the proper use of hands and body for most effective playing, using the fingers rather than the pick to strike the strings. 2) the elements of music; note reading, chord spelling, rhythm especially as related to strumming chord patterns, as well as reading tablature and chord diagrams, 3) solo and ensemble playing; drawn from technical studies as well as popular and traditional sources, with a special emphasis on the precision needed for ensemble and group performance. Music is drawn from Aaron Shearer Classic Guitar Technique Vol. 1 and from specially prepared written materials and handouts.

WORLD LANGUAGES

American Sign Language (ASL) 1: ASL I covers the principles, methods and techniques of manual communication with deaf individuals. We will learn to sign the alphabet and finger spelling, facial expressions while signing, etc. in order for the students to acquire a beginning knowledge of signing for communication.

American Sign Language (ASL) 2: Pre-Requisite – ASL 2 is only open to students who have successfully completed ASL 1, auditioned into the class and/or have the teacher's permission. ASL 2 will continue to develop basic conversational skills by developing language concepts through activities related to people and things within the immediate environment. Culture of the deaf community and application of basic ASL skills in actual situations will be included at this level.

American Sign Language (ASL) 3/4: Pre-Requisite – ASL 3/4 is only open to students who have successfully completed the previous year of ASL study, auditioned into the class and/or have the teacher's permission.

ASL 3/4 teaches grammar and functions of ASL, with an emphasis on communication skills. Artistic expression, songs, and colloquial conversation will be included at this level.

Spanish 1: This beginning Spanish course is offered to students who seek to understand the basics of the language, the cultures and the people in Spanish speaking countries. This course introduces students to the Spanish language by listening to, speaking, reading, and writing in the language. The focus is on basic conversational skills in a variety of settings. Students practice by means of dialogues, structured drills, reading selections, written exercises, and role plays.

Spanish 2: Pre-Requisite – Spanish 2 is only open to students who have successfully completed Spanish 1, auditioned into the class and/or have the teacher's permission.

In this year long course students build upon skills learned in Spanish 1 to expand their abilities in listening to, speaking, reading, and writing in the language. The focus is on past, future, and possible events in a variety of settings. Students practice by means of dialogues, structured drills, reading selections, written exercises, and role plays. Students also study Hispanic culture.

Spanish 3: Pre-Requisite – Spanish 3 is only open to students who have successfully completed the previous year of Spanish study, auditioned into the class and/or have the teacher's permission.

In this year long course students continue to refine skills learned in Spanish 1 & 2. Spanish is used exclusively in class. The focus is on persuasion, influence, and argumentation. Students will be introduced to the testing formats and study strategies for Advanced Placement and Cambridge International Examinations. Students study Hispanic culture and history.

AICE Spanish Language: Pre-Requisite: Teacher permission – AICE Spanish is only open to students who have a strong background in Spanish, auditioned into the class and/or have the teacher's permission. This course may be repeated for up to 2.0 total credits

In this year long course students will build fluency in the language. Spanish is used exclusively in class. Completion of the course will enable students to take the A-level Cambridge International Exam Spanish Language exam. Students study Hispanic culture, history, and current affairs.

Creative Writing:

This course will help students develop the skills, strategies, and processes for creative writing. This class focuses on personalizing reading and writing experiences for each student. As a workshop class, students will engage in both individual and shared experiences with their own writing and that of others.

PHYSICAL EDUCATION & HEALTH

Health 8th:

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good literacy and decision-making skills can contribute to a variety of healthy choices for self and others. Although the knowledge components are addressed through the seven different content sections, the development of process and life skills and attitudes will be incorporated throughout the entire curriculum.

Health 9th-12th:

The goal of Health Education at the high-school level is to help establish patterns of behavior that will assist a person in achieving complete health. Complete health is accomplished by having a balance of physical, mental, social, emotional, and spiritual well-being. This course is designed to offer students the opportunity to acquire knowledge, incorporate processes and life skills, and develop positive attitudes about life. Development of a healthy body and a healthy mind will assist young people in living active, productive, and successful lives.

Conditioning through Dance:

Dance is a universal art form with the capacity to unite aesthetics with the physical exercise. This semester course builds dance knowledge and skills while helping students develop skills and propensity for individual lifetime activity and fitness and may be repeated for up to 1.5 total credits.

Physical Education: Fitness for Life (9th-12th grades):

This semester course is an individualized, concepts-based, one-semester course designed to give students the knowledge and skills necessary to self-assess, create, conduct, evaluate, and redesign personal fitness programs. It is required of all students and there are no substitutions, including participation in athletics. The course is a combination of classroom and activity-based learning activities with a focus on proper nutrition and the mastery of skills and concepts necessary for students to become accomplished monitors of their personal lifetime fitness. Through participation, students learn to compare the fitness benefits in a variety of individual and team activities.

Physical Education: Individualized Lifetime Activity (9th-12th grades):

This semester course will emphasize individual or dual activities and may be repeated for up to 1.5 total credits. Team sports are not emphasized, and only those with carry-over value as lifetime activities are offered. Improved fitness is the goal of this course. The curriculum will provide diverse offerings to meet the individual needs of all students and to develop competency in up to three lifetime activities. Competency is defined as the ability to apply basic skills,

strategies, and rules using standardized guidelines or rubrics. Participation, sportsmanship, and citizenship are highly valued in this class.

Physical Education: Participation Skills & Technique (9th-12th grades):

This semester course contains a variety of activity, traditional sports and non-traditional and may be repeated for up to 1.5 total credits. Sports and activity will include: Basketball, Golf, Floor Hockey, Juggling, Flag Football, “Rocks,” Soccer, Dodge Ball, Softball, Kickball, Volleyball, Fitness, Swimming, Rock Climbing, Ropes Courses, Bowling, Dance, Ultimate Frisbee. Participation, sportsmanship, and citizenship are highly valued in this class.

Physical Education 8th:

This semester course contains a variety of activity, including traditional sports and non-traditional team sports and may be repeated for up to 2.0 total credits. The goals of this class are for students to: Demonstrate the correct technique for a variety of basic skills, apply the correct techniques of basic skills individually, with a partner, in small groups and team sport-specific activities, consistently throw and catch or kick and receive, assess personal fitness level and create personal fitness goals, participate in activities that promote physical fitness (develop flexibility, muscular strength and endurance, and cardiovascular fitness, and define the FITT guidelines as they relate to fitness activity. Participation, sportsmanship, and citizenship are highly valued in this class.

PRAGMATICS & SCIENCES

Internship: Academic Service Learning (11th-12th grades):

In this semester course students will learn and develop through active participation in thoughtfully organized service learning internship experiences in the field that (1) meet actual community needs, (2) are coordinated in collaboration with the school and community, (3) are integrated into each student’s academic curriculum, (4) provide structured time for students to think, talk, and write about what they did and said during the service project, (5) provide students with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities, (6) enhance what is taught in the school by extending student learning beyond the classroom, (7) help to foster the development of a sense of caring for others, and (8) help students understand career opportunities.

Financial Literacy: Open to 10th – 12th grade students

This semester course is required of all students and there are no substitutes. This course is designed to help students prepare for the choices and decisions of today’s financial challenges. Information about income, money management, spending and credit, saving and investing, consumer protection, and risk management will be addressed.

Astronomy: Open to 10th – 12th grade students

This is a semester-long in-depth lab and field-based course. The course is organized around two essential ideas from the Earth Systems Science core curriculum: (1) the big bang theory and formation and structure of the universe, and (2) structure and composition of the solar system and their relationship to the processes that exist in the universe.

Paleontology: Open to 10th – 12th grade students

This is a semester-long in-depth lab and field-based course in Paleontology. The course is organized around two essential questions: (1) “How did the dinosaurs (and other animals at the end of the Mesozoic) die anyway?,” which guides the study of fossils and reading the earth’s history, and (2) “Could Jurassic Park be real?,” which guides the study of dinosaurs, cladistics, and fossil fuels.

Food Science: Open to 8th – 12th grade students

This semester course aims to integrate science and cooking and to give students ample hands-on time in the kitchen. Students will earn their food handler’s permit. Lessons and units cover a broad range of topics including: food safety and preventing food borne illness, kitchen responsibility and clean-up, what makes food healthy and not so healthy, tracing food back to its sources including gardening and food forestry, cooking methods and skills, kitchen tools and supplies, and international foods. Science skills include performing bacteria experiments and cooking experiments, learning the chemistry of vitamins and nutrients, identifying and classifying different plants/ingredients, quantifying nutritional information, and adjusting recipes mathematically. In addition to learning, the students will provide a service to the school community by making healthy foods to sell to their peers in the student store.