

# Classical Preparatory School



## Upper School Academic Handbook

(updated Spring 2020)



## TABLE OF CONTENTS

<b>TOPIC</b>	<b>PAGE</b>
A Letter from the Upper School Deans .....	3
Our Classical Philosophy .....	4
Mission, Vision, and Core Values .....	4
State Accreditation .....	4
Grading Scale .....	5
Graduation Requirements .....	6
Graduation Cords.....	6
Scholar Diploma Requirements.....	7
AP Scholar Awards Requirements .....	7
Advanced Placement (AP) Courses.....	8
AP Capstone™ Program .....	9
College-Level Exam Program .....	9
Valedictorian / Salutatorian.....	10
Valedictorian Respondeo / Salutatorian Respondeo.....	11
Testing.....	12
Bright Futures Scholarships .....	13
Community Service vs. Volunteer Service.....	14
Courses of Study .....	15
Upper School Progression Plan – Logic School (Grades 6-8) .....	16
Upper School Progression Plan – Rhetoric School (Grades 9-12).....	17-18
Classics Department Courses .....	19
English Department Courses .....	20-22
Fine Arts Department Courses .....	23-24
History Department Courses .....	25-27
Mathematical Arts Department Courses.....	28-30
Philosophy Department Courses .....	31-32
Physical Education Department Courses.....	33
Science Department Courses.....	34
World Languages Department Courses.....	35
Online Courses Requirement.....	36



## A LETTER FROM THE UPPER SCHOOL DEANS

Dear Classical Prep Families,

The mission of Classical Preparatory School is to pursue academic excellence and character enrichment through rigorous, content-rich curriculum, imparting to our students the ability to excel and a desire to continuously pursue learning throughout their lives.

We are proud to share with you our Upper School Academic Handbook. This handbook serves as a document that helps our mission come alive by offering clarity of facts regarding CPS's academic expectations and programming. Not only will this handbook provide you with the requirements necessary for graduation from Classical Preparatory School, but it will also illuminate the rich content of courses that scholars will encounter and the order in which they will progress through them.

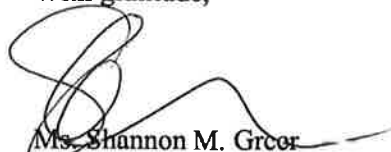
At Classical Prep, we expect more from our scholars. We are proud to be an academically rigorous school. That doesn't mean that our school is simply more "structured," or that it is strict in the sense that we focus on punishing any scholar who steps out of line. Academically rigorous at Classical Prep means that we will endeavor to teach your children not what to think, but how to think rationally for themselves, aware that as human beings we possess appetites and emotions that may sometimes get in the way of logic. This is no small feat—for your children or for our teachers.

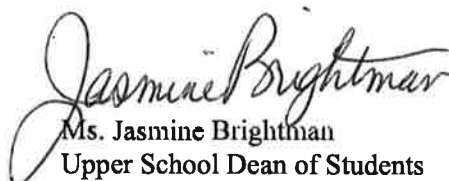
Upper School scholars at Classical Prep will carefully examine the seven liberal arts and engage with the Great Books that have historically defined the Western Tradition. Such a pursuit consistently requires time, attention, and fortitude. We make sure Florida educational standards are addressed and then move onward and upward with expectations and assignments couched in the pursuit of that which is Good, True, and Beautiful, ultimately leading scholars to cultivate good habits, intellectual prowess, wisdom, and virtue.

We could not do this work without you, the parents. Your steady reinforcement of our ten habits, our dedication to careful study of the Trivium and Quadrivium, our mode of instruction, the necessity of proper conduct in all places, and our insistence on respect for the dignity of all persons creates for our scholars a climate of consistency, freeing them to pursue their intellectual and moral leadership potential in a safe and caring environment.

For your partnership and commitment, we thank you.

With gratitude,

  
Ms. Shannon M. Greer  
Upper School Dean of Academics  
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Ms. Jasmine Brightman  
Upper School Dean of Students  
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## OUR CLASSICAL PHILOSOPHY

We believe truth exists and is objective, ordered, and knowable. We pursue knowledge in an effort to find truth, acknowledging, as Socrates did, the difficulties of this as well as the limits of our intellect, yet agreeing with him that “the unexamined life is not worth living.”

We are dedicated to providing a liberal education, seeking to encourage scholars to better understand themselves and the world in order to challenge unexamined opinion, to allow them to contemplate the nature of things and the results of human endeavors, and to enable them to make reasoned choices in public and private life.

We seek to develop in our scholars knowledge of the human condition, a desire to seek truth throughout their lives, and an ability to analyze complex issues. Through the development of these mental capacities, our ultimate desire is that our scholars will learn to seek truth, beauty, and goodness, thus enriching both their own lives and the lives of those around them.

## MISSION, VISION, AND CORE VALUES

### **Vision Statement**

*Classical Preparatory School exists to provide students with the tools to excel in higher education and to be moral and intellectual leaders in a self-governing society.*

### **Mission Statement**

*The mission of Classical Preparatory School is to pursue academic excellence and character enrichment through rigorous, content-rich curriculum, imparting to our students the ability to excel and a desire to continuously pursue learning throughout their lives.*

### **Core Values**

**Dignity:** *We respect the inherent value and worth of each person.*

**Justice:** *A just society demands all students receive an education characterized by excellence in leadership, excellence in teaching, and excellence in curriculum.*

**Responsibility:** *What matters is measured.*

## STATE ACCREDITATION

Classical Prep is fully accredited by AdvancEd.



## GRADING SCALE

Florida High Schools

Letter Grade	Number Grade	GPA	Honors GPA (weighted)	AP GPA (weighted)	
A	90-100	4.0	4.5	5.0	Excellent
B	80-89	3.0	3.5	4.0	Very Good
C	70-79	2.0	2.5	3.0	Average
D	60-69	1.0	1.5	2.0	Below Average
F	0-59	0	0	0	Failing

University Averages

Letter Grade	Number Grade	GPA
A	94-100	4.6
A-	90-93	3.67
B+	87-89	3.33
B	84-86	3.00
B-	80-83	2.67
C+	77-79	2.33
C	74-76	2.00
C-	70-73	1.67
D+	67-69	1.33
D	64-66	1.00
D-	60-63	0.67
F	0-59	0

**(see individual course syllabi for grading categories and expectations)**



## GRADUATION REQUIREMENTS

Classical Preparatory School requires that scholars successfully complete a rigorous load of 28 credits (minimum), including core and elective classes, to graduate. No student may participate in graduation activities/ceremonies without meeting all graduation requirements. Each student must meet the following criteria to be classified:

<b>Freshman</b>	<b>N/A</b>
<b>Sophomore</b>	<b>6 core credits</b>
<b>Junior</b>	<b>12 core credits</b>
<b>Senior</b>	<b>18 core credits</b>
<b>Graduate</b>	<b>28 total credits</b>

**The following areas should be successfully completed:\***

Online Class	1 credit
English	4 credits
Fine Arts	2 credits
History	4 credits
Humanities	4 credits
Mathematics	4 credits
Physical Education (HOPE)	1 credit
Science	3 credits
World Language	2 credits

\*For those scholars transitioning to Classical Preparatory School, we will make every effort to adapt their current credits to our subject studies and credit requirements.

## GRADUATION CORDS

ACADEMIC CORDS are worn at graduation to signify academic success:

GOLD—3.8 GPA or higher

SILVER—3.5-3.79 GPA

RED—3.0-3.49 GPA

SERVICE CORDS are worn at graduation to represent concentrated effort to serve the community:

BLUE—100 hours



## SCHOLAR DIPLOMA REQUIREMENTS

Scholars will also want to consider the possibility of earning a Florida Scholars Diploma from Classical Preparatory School. In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC\*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC\*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

\*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit

## AP SCHOLAR AWARDS REQUIREMENTS

### ***AP Scholar***

Awarded to students who score 3 or more on at least three AP exams

### ***AP Scholar with Honor***

Awarded to students who have averaged a minimum of 3.25 on the AP exams they take and score 3 or more on at least four of those exams

### ***AP Scholar with Distinction***

Awarded to students who average a minimum of 3.5 on all their AP exams and score 3 or more on at least five of these exams

### ***State AP Scholar***

Awarded to one male and female student in each state. The student must have a score of 3 or more on the highest number of AP exams, as well as the highest average score on all the exams they take

### ***AP Seminar and Research Certificate™***

Awarded to students who score 3 or more in both AP Research and AP Seminar

### ***AP Capstone Diploma™***

Awarded to students who get a score of 3 or more in AP Research and AP Seminar and any four additional AP exams of their choice



## ADVANCED PLACEMENT (AP) COURSES

Scholars with exceptional ability, achievement, and diligence may be admitted to the AP Program. Completion of the course does not guarantee college credit. An exam in the subject area will be administered by the College Boards at the end of the semester. A score of 3 or higher is required to be considered by colleges as having earned the credit. Each college and university sets the criteria for Advanced Placement credit. We plan to continue adding more AP course over the next few years to grow our AP program. In preparation for the senior thesis requirement, we expect for all juniors to take AP Capstone™ Seminar.

### Why are we an AP School?

1. **Transferability:** Because AP is a College Board nationally recognized program, students who take an AP class earn credit that is transferable to universities and colleges across the country.
2. **Equity:** Anyone can take an AP class. Students are not required to hold a particular GPA in order to participate in the program.
3. **Consistency:** The AP program mandates that particular content be covered within a class with an eye toward preparing students for college. There is no question as to what has been taught in an AP class.
4. **Rigor:** AP content is more comprehensive and rigorous, aligned with our course progression plan and our mission/vision.
5. **Accountability:** AP classes will be taught on our campus by an AP-certified teacher who is available for observation and who abides by the professional standards of our school.

Current AP Courses Offered at CPS	New AP and Pre-AP Courses Planned for 20-21	Additional AP Courses Planned for 21-22
<ul style="list-style-type: none"> <li>• AP Calculus (AB)</li> <li>• AP Capstone Seminar</li> <li>• AP Capstone Research</li> <li>• AP English Language and Composition</li> <li>• AP English Literature and Composition</li> <li>• AP Government</li> <li>• AP Latin</li> <li>• AP Physics</li> <li>• AP US History</li> </ul>	<ul style="list-style-type: none"> <li>• AP 2-D Art</li> <li>• AP Economics</li> <li>• AP European History</li> <li>• Pre-AP World History</li> </ul>	<ul style="list-style-type: none"> <li>• AP Biology</li> <li>• AP Music Theory</li> </ul>





## **AP CAPSTONE™ PROGRAM**

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone™ is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

## **COLLEGE-LEVEL EXAM PROGRAM (CLEP)**

Additional college credits (that are not covered by our AP course offerings) are available via the College-Level Exam Program (CLEP). These exams are intended to demonstrate mastery of a particular course, allowing the student to bypass the class altogether and move forward, thus saving the cost of taking that course. It is important to note that there is a fee associated with the CLEP exams, but it is minimal compared to the cost for a college course. There is no limit to how many CLEP credits students may attempt; students are advised to research how many CLEP credits each college/university of interest accepts.



## **VALEDICTORIAN / SALUTATORIAN**

The Valedictorian ranks first in weighted GPA and is considered the top student of the class; the Salutatorian ranks second in weighted GPA and is considered the second highest student in the class. Students are eligible for recognition as Valedictorian or Salutatorian only if they have attended the same school for the last four semesters prior to graduation. More than one student may qualify for the Valedictorian and Salutatorian distinctions.

The Head of School or Upper School Dean of Students will inform them of their honor and to begin preparing for their roles in the commencement ceremony.

Beginning with the Class of 2024, the criteria for the Valedictorian/Salutatorian Respondeo will become the criteria for the Valedictorian/Salutatorian at Classical Preparatory School (pending board approval).



## **VALEDICTORIAN RESPONDEO / SALUTATORIAN RESPONDEO**

In addition to the standard criteria for Valedictorian and Salutatorian, Classical Preparatory School also recognizes students who not only have high GPAs but have also successfully completed advanced classes and earned high test scores. These students are honored as the Valedictorian Respondeo and the Salutatorian Respondeo, meaning they “resound” and “conform to” the highest academic standards. More than one student may qualify for the Valedictorian Respondeo and Salutatorian Respondeo distinctions.

The point totals from the three categories below will be used to determine Valedictorian Respondeo and Salutatorian Respondeo. The criteria for the Respondeo designation are based primarily on cumulative GPA, but the number of successfully completed advanced classes and scores on SAT/ACT tests are also considered at mid-3<sup>rd</sup> quarter of the senior year. Candidates must attend classes at Classical Preparatory School during their junior and senior years.

Any student who has a category 2M or higher violation based on the Discipline Matrix of the Pasco County School Code of Conduct is automatically disqualified from consideration. Any student who has a violation between 2A and 2L must be reviewed and approved by the board to be considered for inclusion in the Valedictorian Respondeo and Salutatorian Respondeo process.

The Head of School or Upper School Dean of Students will inform them of their honor and to begin preparing for their roles in the commencement ceremony.

### **The following point system is used to determine Valedictorian Respondeo and Salutatorian Respondeo:**

1. Cumulative GPA shall be determined at the end of the 1<sup>st</sup> semester of the senior year. The top five seniors shall be ranked by GPA and given the following point values.  
1<sup>st</sup>: 30 points; 2<sup>nd</sup>: 27 pts; 3<sup>rd</sup>: 24 pts; 4<sup>th</sup>: 21 pts; 5<sup>th</sup>: 18 pts. (60%)
2. The number of advanced classes taken by the top five GPA seniors shall be determined at mid-3<sup>rd</sup> quarter of the senior year. If an AP course has been taken and a score awarded, the test taker must have scored a 3 or above to have the course be included in this category for consideration for Valedictorian Respondeo and Salutatorian Respondeo. The following point values will be awarded:  
1<sup>st</sup>: 10 points; 2<sup>nd</sup>: 9 points; 3<sup>rd</sup>: 8 points; 4<sup>th</sup>: 7 points; 5<sup>th</sup>: 6 points. (20%)
3. The top score on the SAT or ACT tests earned by the top five GPA seniors shall be determined at 3<sup>rd</sup> quarter of the senior year. To compare SAT and ACT scores for ranking, the following score conversion chart should be used. <https://blog.prepscholar.com/act-to-sat-conversion> The last SAT or ACT score to be considered for this honor is a December score of their senior year. The following point values will be awarded:  
1<sup>st</sup>: 10 points; 2<sup>nd</sup>: 9 points; 3<sup>rd</sup>: 8 points; 4<sup>th</sup>: 7 points; 5<sup>th</sup>: 6 points. (20%)



## TESTING

### *Florida Standards Assessments (FSA) and End-of- Course Assessments (EOC)*

#### **All scholars are required to sit for state testing.**

Scholars must **pass** the following statewide assessments:

- Grade 10 ELA Writing
- Grade 10 ELA Reading (or ACT/SAT)
- Algebra I (EOC) and score calculated as 30 percent of final course grade

Scholars must take the following EOC assessments and the score will be calculated as 30 percent of the final course grade for Civics (8<sup>th</sup> grade), Biology I, Geometry, and U.S. History (11<sup>th</sup> grade).

#### ***ACT/SAT***

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is given to all sophomores and juniors. Students who score high nationally may qualify for scholarships given by various corporations. Eligible students will be notified by the Dean of Students. The college ACT or SAT is not given at our school. A junior or senior should contact the Dean of Students during the first week of school to receive the materials necessary for registering for the college ACT or SAT.

ACT: [www.actstudent.org](http://www.actstudent.org)

(American College Test)

SAT: [www.collegeboard.com/student](http://www.collegeboard.com/student)

(Scholastic Aptitude Test)

#### ***Classical Learning Test (CLT)***

The Classical Learning Test (CLT) is a rigorous exam that provides scholars with a more accurate representation of the academic intensity they will be expected to handle in collegiate study. Classical Prep scholars are offered the opportunity to take the CLT 10 for free in their sophomore year for the opportunity to earn the distinction of CLT Scholar and a scholarship of \$2500 from CLT partner schools; additional scholarships are possible for scholars that opt to take the regular CLT. Scholars can send their CLT scores to colleges of their choosing for free in a timely manner since scores are usually released on the same day as the test.

#### ***National Latin Exam (NLE)***

The National Latin Exam is well-known and respected among the Classics community as a test that many Latin programs use as an objective measure. Questions regarding grammar, comprehension, mythology, derivatives, literature, Roman life, history, geography, oral Latin, and Latin in use in the modern world are featured in this 40-question test. All Rhetoric Latin scholars will take this exam on campus in the spring of each year in accordance to the level of Latin in which the scholar is placed. The sponsors of this exam, the American Classical League and the National Junior Classical League, recognize high performing test takers; awards of recognition are based upon the annual, national average for each separate exam.



## BRIGHT FUTURES SCHOLARSHIPS

At the end of their 8<sup>th</sup> grade year, scholars should begin planning for completing the requirements necessary to earn the Bright Futures Scholarships provided by the state of Florida. Scholars earn the following scholarships if they meet the criteria.

**Florida Academic Scholars: (100%)**

**GPA: 3.5 AND SAT: 1330 or ACT: 29 AND 100 Community Service Hours**

**Florida Medallion Scholars: (75%)**

**GPA: 3.0 AND SAT: 1210 or ACT: 25 AND 75 Community Service Hours**

Scholars can find more information on the Classical Preparatory School web site under Student Resources.

The following page has more information about Community Service Hours.

*To access an award through the Bright Futures Program, a student must complete a program of community service work, as approved by the school, which will require the student to identify a social problem that interests him or her, develop a plan for his or her personal involvement in addressing the problem, and through papers or other presentations, evaluate and reflect upon his or her experience. (Florida Statute 1009.534)*



## COMMUNITY SERVICE VS. VOLUNTEER SERVICE

Many scholarship and graduation requirements include service hours, but there is a difference between community service and volunteer service. The following is information provided by Pasco County.

### What is Community Service?

- An altruistic uncompensated volunteer effort that benefits the community and/or special populations

### What is Volunteer Service?

- Assistance that does not address a social issue.
- These hours are **not** recorded on the transcript and do not count toward Bright Futures Scholarships
- Students can keep a log of these activities for use when applying for college, job applications, awards and scholarships **other** than Bright Futures
- Students may turn these hours into their school volunteer coordinator for school or individual recognition

### How do I ensure that my community service hours will be accepted?

- Students complete a Community Service Proposal Form and submit it for approval to the Community Service
- Designee at the school site **prior to beginning** the service.
- Students should keep copies of **all** documentation that is submitted to the schools.
- Projects done during the summer before beginning 9th grade will be considered **if a proposal is submitted and approved by the high school the student plans to attend.**
- Students must perform the service during **non-school** hours.
- **All community service hour documentation MUST be submitted by the school's graduation date. Any community service hours submitted after the graduation date even if earned prior to graduation will not be accepted. No Exceptions.**

### Hours not acceptable for Community Service:

- Family related activities or service to family members, defined as: parents, grandparents, siblings, aunts, uncles, cousins, nieces, nephews, and spouses, including all step relations.
- Hours that are compensated either financially or with some other material benefit (including grades).
- Court mandated community service.
- Service for the sole benefit of a religious house of worship and/or its congregation. Activities sponsored by these organizations that benefit the community (mission trips, community cleanup events, vacation Bible School) are acceptable for Bright Futures.
- Service for promoting a political candidate.
- Co-curricular activities that are course requirements.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.
- Donations (ex. blood, Locks of Love)
- Hours submitted after graduation.



## **COURSES OF STUDY**

Classical Preparatory offers a unique course of study to provide a well-rounded education for every student. Scholars are expected to follow the course progression plan that includes core classes and unique courses such as, Latin, Logic (Critical Thinking), Rhetoric (Speech), Philosophy and Senior Thesis.



## Upper School Progression Plan 2020-2021 Logic School (Grades 6-8)

\*High School Course

Grade Level	Regular Track	Honors Track	# of High School Courses
6	<ul style="list-style-type: none"> <li>• English 6</li> <li>• Math 6</li> <li>• History 6 (World History)</li> <li>• Science 6</li> <li>• Beginning Latin</li> <li>• Performing Arts Course (Band/Chorus/Strings)</li> <li>• PE or Intensive Class</li> <li>• Art (sem.)</li> <li>• Personal, Career, and School Development Skills (sem.)</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced English 6</li> <li>• Advanced Math 6</li> <li>• Advanced History 6 (World History)</li> <li>• Advanced Science 6</li> <li>• Beginning Latin</li> <li>• Performing Arts Course (Band/Chorus/Strings)</li> <li>• PE</li> <li>• Art (sem.)</li> <li>• Personal, Career, and School Development Skills (sem.)</li> </ul>	0
7	<ul style="list-style-type: none"> <li>• English 7</li> <li>• Math 7</li> <li>• History 7 (U.S. History)</li> <li>• Science 7</li> <li>• Intermediate Latin</li> <li>• Logic I</li> <li>• Health/PE</li> <li>• 1 Elective:               <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Chorus</li> <li>○ Strings</li> <li>○ Art</li> <li>○ Intensive Class</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Advanced English 7</li> <li>• Advanced Math 7 (Pre-Algebra)</li> <li>• Advanced History 7 (U.S. History)</li> <li>• Advanced Science 7</li> <li>• Intermediate Latin</li> <li>• Logic I</li> <li>• Health/PE</li> <li>• 1 Elective:               <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Chorus</li> <li>○ Strings</li> <li>○ Art</li> </ul> </li> </ul>	0
8	<ul style="list-style-type: none"> <li>• English 8</li> <li>• Math 8 (Pre-Algebra or Algebra 1*)</li> <li>• History 8 (Civics)</li> <li>• Science 8</li> <li>• Advanced Latin</li> <li>• Logic II</li> <li>• PE (sem.)/Art (sem.) or Intensive Class</li> <li>• 1 Elective:               <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Chorus</li> <li>○ Intensive Class</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Advanced English 8</li> <li>• Advanced Math 8 (Algebra 1 Honors*)</li> <li>• Advanced History 8 (Civics)</li> <li>• Advanced Science 8</li> <li>• Advanced Latin or Latin 1 Honors*</li> <li>• Logic II</li> <li>• PE (sem.)/Art (sem.)</li> <li>• 1 Elective:               <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Chorus</li> </ul> </li> </ul>	2





## Upper School Progression Plan 2020-2021 Rhetoric School (Grades 9-12)

\*\*Additional CPS Requirement

Grade Level	Regular Track	Honors/AP Track	# of AP Courses
9	<ul style="list-style-type: none"> <li>• English I</li> <li>• Algebra 1A or Algebra 1</li> <li>• Pre-AP World History (Ancient World - 1200 &amp; Geography)</li> <li>• Biology</li> <li>• Latin 1**</li> <li>• Health/PE (HOPE)</li> <li>• Semantics and Logic** (sem.)</li> <li>• Writing 1** (sem.)</li> <li>• 1 Elective:               <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Chorus</li> <li>○ Art</li> <li>○ PE</li> <li>○ Intensive Class</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• English I Honors</li> <li>• Algebra 1 Honors or Geometry Honors</li> <li>• Pre-AP World History (Ancient World - 1200 &amp; Geography)</li> <li>• Biology Honors</li> <li>• Latin 1 Honors** or Latin 2 Honors**</li> <li>• Health/PE (HOPE)</li> <li>• Semantics and Logic** (sem.)</li> <li>• Writing 1** (sem.)</li> <li>• 1 Elective:               <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Chorus</li> <li>○ Art</li> <li>○ PE</li> </ul> </li> </ul>	Pre-AP 1
10	<ul style="list-style-type: none"> <li>• English II</li> <li>• Algebra 1B or Geometry Honors</li> <li>• Eastern and Western Heritage</li> <li>• Anatomy &amp; Physiology</li> <li>• Latin 1** or Latin 2**</li> <li>• Band/Music/Art/PE/Intensive Class</li> <li>• Philosophy Honors 2**</li> <li>• 2 Electives:               <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Chorus</li> <li>○ Art</li> <li>○ PE</li> <li>○ Intensive Class</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• English II Honors</li> <li>• Geometry Honors or Algebra 2 Honors</li> <li>• AP European History</li> <li>• Chemistry Honors</li> <li>• Latin 2 Honors** or Latin 3 Honors</li> <li>• Philosophy Honors 2**</li> <li>• 2 Electives:               <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Chorus</li> <li>○ AP Music Theory</li> <li>○ Art</li> <li>○ PE</li> </ul> </li> </ul>	AP 2



Grade Level	Regular Track	Honors/AP Track	# of AP Courses
11	<ul style="list-style-type: none"> <li>• English III (American Literature)</li> <li>• Geometry Honors or Algebra 2</li> <li>• U.S. History</li> <li>• Chemistry</li> <li>• Latin 2, Latin 3, or Spanish 1</li> <li>• AP Capstone™ Seminar**</li> <li>• Philosophy Honors: Ethics**</li> <li>• 1 Elective:               <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Chorus</li> <li>○ Art</li> <li>○ PE</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• AP Language and Composition (American Literature)</li> <li>• Algebra 2 Honors or Pre-Calculus Honors</li> <li>• AP U.S. History</li> <li>• Physics Honors</li> <li>• Latin 4 Honors or Spanish 1</li> <li>• AP Capstone™ Seminar**</li> <li>• Philosophy Honors: Ethics**</li> <li>• 1 Elective:               <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Chorus</li> <li>○ AP 2-D Studio Art</li> <li>○ PE</li> </ul> </li> </ul>	AP 4
12	<ul style="list-style-type: none"> <li>• English IV (British Literature)</li> <li>• Algebra 2 or Math for College Readiness</li> <li>• Government (sem.)</li> <li>• Economics (sem.)</li> <li>• Physics</li> <li>• Latin 4 or Spanish 2</li> <li>• Financial Literacy (sem.)</li> <li>• Senior Thesis** (sem.)</li> <li>• 2 Electives:               <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Chorus</li> <li>○ Art</li> <li>○ PE</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• AP Literature and Composition (British Literature)</li> <li>• Pre-Calculus Honors or AP Calculus</li> <li>• AP Government (sem.)</li> <li>• AP Microeconomics (sem.)</li> <li>• AP Physics</li> <li>• Latin 4 Honors, AP Latin or Spanish 2</li> <li>• AP Capstone™ Research</li> <li>• Financial Literacy (sem.)</li> <li>• Senior Thesis** (sem.)</li> <li>• 1 Elective:               <ul style="list-style-type: none"> <li>○ Band</li> <li>○ Chorus</li> <li>○ AP 2-D Studio Art</li> <li>○ PE</li> </ul> </li> </ul>	AP 7

**NOTES**

On the following pages you will find specific course descriptions for Rhetoric School Courses.

Scholars are required to complete one (1) online course for graduation (commonly completed courses are H.O.P.E. and Driver’s Education). Taking H.O.P.E. online will allow scholars more flexibility to take band, art, or other AP courses.

Some courses listed on the following pages are offered on a rotation, based on student interest and registration.



## CLASSICS DEPARTMENT COURSES

### LATIN 1\*\*

(1 credit)

Latin 1 provides scholars with a preliminary view of Latin which encourages the scholars to make distinctions between the functionalities of Latin and English. At this level scholars begin with declining nouns and adjectives and conjugating verbs. By developing an understanding of the parts of one word, scholars attain the ability to translate simple sentences and passages.

### LATIN 2\*\*

(1 credit)

Latin 2 continues to develop scholars' conjugating and declining skills by learning more verb tenses and noun and pronoun declensions. At this level scholars evolve from looking at the parts of a word to understanding how the entire word itself plays its role in a sentence.

### LATIN 3

(1 credit)

Latin 3 continues to develop scholars' Latin skills by focusing on the passive voice, the subjunctive mood, as well as indirect speech, among other grammatical and syntactical elements. Scholars will be challenged to identify and translate Latin clauses rather than focusing on individual Latin words.

### LATIN 4

(1 credit)

Latin 4 gives scholars a strong foundation in Latin grammar and syntax, so they will begin exploring primary sources in Latin such as the works of Virgil, Julius Caesar, and Cicero, among other Latin authors.

### AP LATIN

(1 credit)

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's *Aeneid* and Caesar's *Gallic War*. The course requires scholars to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, scholars consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context. This course requires scholars to take the AP Exam in May.

**\*\*Additional CPS Requirement**



## ENGLISH DEPARTMENT COURSES

### **INTENSIVE READING**

**(1 credit)**

Intensive Reading provides instruction that enables scholars to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support scholars in meeting the knowledge demands of increasingly complex text. Scholars enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for scholars to collaborate with their peers. Scaffolding is provided as necessary as scholars engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of scholars improve over time.

### **INTENSIVE WRITING**

**(1 credit)**

Intensive Writing emphasizes the development and use of fundamental writing and language skills for original expression in a variety of academic, technical, and creative formats using a variety of grade appropriate texts encompassing a range of complexity. Scholars enrolled in the course will engage in research, write in response to reading, and cite evidence to answer text dependent questions both orally and in writing. The course provides extensive opportunities for scholars to collaborate with their peers. The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional level.

### **ENGLISH I: ANCIENT LITERATURE**

**(1 credit)**

English I examines the selected works of literature from the ancient world in a historical context. Works will also be studied for ethical and moral content and will serve as patterns and types in varied writing assignments and projects. In addition to the study of literature, scholars will also improve their skills with grammar, writing, vocabulary, memorization, and oral communication. Scholars should develop and apply expansive knowledge of words and word meanings to communicate; comprehend, respond to, interpret, and evaluate a variety of texts of increasing length, difficult, and complexity; produce, analyze, and evaluate effective communication; and use Standard English grammar, mechanics, and sentence structure to communicate. At the conclusion of this course, scholars will be prepared to successfully take the FSA Writing Assessment and the FSA Reading Assessment.



## **ENGLISH II: MODERN LITERATURE**

**(1 credit)**

English II examines the selected works of literature from Ancient Rome to modernity in a historical context. Works will also be studied for ethical and moral content and will serve as patterns and types in varied writing assignments and projects. In addition to the study of literature, scholars will also improve their skills with grammar, writing, vocabulary, memorization, and oral communication. Scholars should develop and apply expansive knowledge of words and word meanings to communicate; comprehend, respond to, interpret, and evaluate a variety of texts of increasing length, difficult, and complexity; produce, analyze, and evaluate effective communication; and use Standard English grammar, mechanics, and sentence structure to communicate. The course will usually include critiquing the performance of selected works in video format and possibly field trips to live performances. At the conclusion of this course, scholars will be prepared to successfully take the FSA Writing Assessment and the FSA Reading Assessment, which must be passed for graduation.

## **ENGLISH III: AMERICAN LITERATURE**

**(1 credit)**

English III examines the literature of the American people in chronological order so that scholars can learn about the literature within the social, cultural, and historical contexts. Works will also be studied for ethical and moral content and will serve as patterns and types in varied writing assignments and projects. In addition to the study of literature, scholars will also improve their skills with grammar, writing, vocabulary, memorization, and oral communication. Scholars should develop and apply expansive knowledge of words and word meanings to communicate; comprehend, respond to, interpret, and evaluate a variety of texts of increasing length, difficult, and complexity; produce, analyze, and evaluate effective communication; and use Standard English grammar, mechanics, and sentence structure to communicate. The course will usually include critiquing the performance of selected works in video format and possibly field trips to live performances.

## **AP LANGUAGE AND COMPOSITION**

**(1 credit)**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires scholars to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Scholars evaluate, synthesize, and cite research to support their arguments. Throughout the course, scholars develop a personal style by making appropriate grammatical choices. Additionally, scholars read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. In addition to this description from CollegeBoard, this course examines the literature of the American people in chronological order so that scholars can learn about the literature within the social, cultural, and historical contexts. Works will also be studied for ethical and moral content and will serve as patterns and types in varied writing assignments and projects. This course requires scholars to take the AP Exam in May.



#### **ENGLISH IV: BRITISH LITERATURE**

**(1 credit)**

English IV examines selected works of literature beginning with the ancient British Empire through modernity in chronological order so that scholars can learn about the literature within the social, cultural, and historical contexts. Works will also be studied for ethical and moral content and will serve as patterns and types in varied writing assignments and projects. In addition to the study of literature, scholars will also improve their skills with grammar, writing, vocabulary, memorization, and oral communication. Scholars should develop and apply expansive knowledge of words and word meanings to communicate; comprehend, respond to, interpret, and evaluate a variety of texts of increasing length, difficulty, and complexity; produce, analyze, and evaluate effective communication; and use Standard English grammar, mechanics, and sentence structure to communicate. The course will usually include critiquing the performance of selected works in video format and possibly field trips to live performances.

#### **AP LITERATURE AND COMPOSITION**

**(1 credit)**

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages scholars in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, scholars consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require scholars to analyze and interpret literary works. In addition to this description from CollegeBoard, this course examines selected works of literature beginning with the ancient British Empire through modernity in chronological order so that scholars can learn about the literature within the social, cultural, and historical contexts. This course requires scholars to take the AP Exam in May.

#### **AP CAPSTONE™ SEMINAR\*\***

**(1 credit)**

AP Capstone™ Seminar is a foundational course that engages scholars in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, scholars practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Scholars learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip scholars with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

#### **AP CAPSTONE™ RESEARCH\*\***

**(1 credit)**

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

**\*\*Additional CPS Requirement**



## FINE ARTS DEPARTMENT COURSES

### ART

#### **2D STUDIO ART 1**

**(1 credit)**

Two-Dimensional Studio Art 1 allows scholars to experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Scholars practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, scholars evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

#### **ART AND WORLD CULTURE**

**(.5 credit)**

Art and World Culture provides scholars with an overview of fine art, beginning with ancient Greek work and continuing through the Postmodern Movement. Special emphasis is given to Renaissance art and exploring the significant role master artists like Raphael, DaVinci, and Michelangelo played in communicating and expressing liberal art themes.

#### **DIGITAL PHOTOGRAPHY/YEARBOOK**

**(1 credit)**

Digital Photography/Yearbook is designed specifically for the purpose of producing the Lion's Roar yearbook. There are no textbooks used, other than the publications and materials provided by the yearbook publisher. Layout work is done digitally. An emphasis is placed on graphic design via computers and the artistic designing concepts. Yearbook class is a year-long commitment. Journalism serves as an extension of the course and involves writing, interviews, and written productions.

#### **AP 2D ART AND DESIGN**

**(1 credit)**

AP 2-D Art and Design is an introductory college-level two-dimensional design course. Scholars refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design.

Scholars create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, scholars submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Scholars may choose to submit any or all of the AP Portfolio Exams.

AP Art and Design courses are for all scholars who are interested in inquiry-based thinking and making. Although there is no prerequisite for AP Art and Design courses, prior experiences learning about and making art and design support student success in AP Art and Design. Scholars who have not had opportunities to take art or design classes prior to AP will likely need assistance in developing a foundational understanding of art and design materials, processes, and ideas to prepare them for success.



## **MUSIC**

### **RHETORIC BAND**

**(1 credit)**

Rhetoric Band is a year-long, intermediate-level course designed for scholars who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Scholars may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require scholars to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **RHETORIC CHORUS**

**(1 credit)**

Rhetoric Chorus emphasizes the practical application of musical concepts learned in grammar school (solfege, rhythms, harmony, etc.) and the performance concepts learned in logic school. This enables scholars to become more well-rounded musicians, and will aid those who want to pursue music as a career. Scholars in this class learn to sing in an ensemble and are expected to perform in multiple concerts throughout the year.

### **AP MUSIC THEORY**

**(1 credit)**

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, scholars develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Scholars understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized. This course requires scholars to take the AP Exam in May.

## **THEATER**

### **THEATER APPRECIATION**

**(1 credit)**

Theater Appreciation increase scholars' understanding, appreciation, and critical perceptions of the theatrical event. Readings will focus on the elements of theatrical practice; artists and innovators of theater throughout history; and on the theater's development as an art form and a social phenomenon. Scholars will read and study a variety of classic drama texts in order to apply their knowledge of the theater to the texts. The course will usually include critiquing the performance of selected works in video format and possibly field trips to live performances.





## HISTORY DEPARTMENT COURSES

### PRE-AP WORLD HISTORY AND GEOGRAPHY

(1 credit)

Pre-AP World History and Geography focuses deeply on building the skills, knowledge and confidence that will propel scholars through high school coursework, college, careers, and civic life. The course focuses on size big ideas that are addressed across all units: geography, populations, culture, state building, economics systems, and social structures.

Three enduring ideas this social studies course is built around make it engaging and relevant:

1. **History is an interrelated story of the world.**

The course explores the invisible structures and forces that shape and reflect the regions, communities, governments, economies, and cultures of humanity. These big ideas help scholars develop an organized and meaningful understanding of time and space.

2. **History and geography are inherently dynamic.**

As historians and geographers uncover new evidence, current assumptions are challenged and previous arguments and narratives gain complexity, nuance, and context. This course teaches scholars how to examine sources and data, establish inferences, and ultimately build and critique arguments.

3. **Historians and geographers are investigators.**

Learning in Pre-AP World History and Geography is designed to be a disciplinary apprenticeship where scholars participate in the process of discovery. Scholars will play the role of historian and geographer by practicing the detective skills and using the tools of each field of study.

### EASTERN/WESTERN HERITAGE

(1 credit)

The Eastern and Western Heritage course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Content will include, but is not limited to, the birth of civilizations throughout the world, including the origins of societies from Mesopotamia, Africa, China, India, and Mesoamerica from the perspective of cultural geography, growth, dissemination, and decline of four classic civilizations of India, China, Greece, and Rome, the role of isolation and interaction in the development of the Byzantine Empire, African and Mesoamerican civilizations, India, China, Japan, and Europe, and the emergence of social, political, economic, and religious institutions and ideas.

### AP EUROPEAN HISTORY

(1 credit)

AP European History is an introductory college-level European history course. Scholars cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation. This course requires scholars to take the AP Exam in May.



## **UNITED STATES HISTORY**

**(1 credit)**

United States History is focused on the Americas, mostly North America, and U.S. History, taking a close look at the United States as it exits the Civil War and enters onto the world stage as a power comparable to even those mighty empires of Europe. At the conclusion of this course, scholars will be prepared to successfully take the U.S. History end of course (EOC) exam that will count as 30% of their course grade.

## **AP UNITED STATES HISTORY**

**(1 credit)**

AP United States History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History scholars investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Scholars develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that scholars explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. This course requires scholars to take the AP Exam in May.

## **PERSONAL FINANCIAL LITERACY**

**(.5 credit)**

Personal Financial Literacy consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, and Language Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data. The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable scholars to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

## **ECONOMICS**

**(.5 credit)**

Economics is the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

## **AP MICROECONOMICS**

**(.5 credit)**

AP Microeconomics is an introductory college-level microeconomics course. Scholars cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy. This course requires scholars to take the AP Exam in May.



### **UNITED STATES GOVERNMENT AND POLITICS**

**(.5 credit)**

United States Government and Politics is the study of the democratic form of government, a history of government from the earliest documentation through man's leading into the United States of America. The student will understand how the principles of moral self-governing relates to this form of government. Scholars will study the principles of government found in the Declaration of Independence, the Constitution, Bill of Rights, and other founding documents of the USA.

### **AP UNITED STATES GOVERNMENT AND POLITICS**

**(.5 credit)**

AP United States Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Scholars will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. This course requires scholars to take the AP Exam in May.



## MATHEMATICAL ARTS DEPARTMENT COURSES

### **INTENSIVE MATH**

**(1 credit)**

Intensive Math courses have been designed so that the teacher will select the appropriate standards when developing curricula tailored to meet the needs of individual scholars, taking into account their grade and instructional level. This course should not be used in place of a core mathematics course but is intended to provide intervention for scholars who require extra mathematics instruction.

### **ALGEBRA 1A/1B**

**(1A = 1 credit / 1B = 1 credit)**

Algebra 1A and Algebra 1B formalize and extend the mathematics that scholars learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and scholars engage in methods for analyzing, solving, and using quadratic functions. This is a two-year progression (1A and 1B) intended to prepare the student to pass the Algebra 1 end of course exam (EOC) after finishing Algebra 1B in year two of the progression. Scholars will take an end of course exam (EOC) in May that will count as 30% of their course grade.

**1. Algebra 1A (Year 1)**

Unit 1- Relationships between Quantities and Reasoning with Equations

Unit 2- Linear and Exponential Relationships

**2. Algebra 1B (Year 2)**

Unit 3- Descriptive Statistics

Unit 4- Expressions and Equations

Unit 5- Quadratic Functions and Modeling

### **ALGEBRA 1**

**(1 credit)**

Algebra 1 formalizes and extends the mathematics that scholars learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and scholars engage in methods for analyzing, solving, and using quadratic functions. At the conclusion of this course, scholars will be prepared to successfully take the Algebra 1 end of course (EOC) exam that will count as 30% of their course grade.

Unit 1- Relationships Between Quantities and Reasoning with Equations

Unit 2- Linear and Exponential Relationships

Unit 3- Descriptive Statistics

Unit 4- Expressions and Equations

Unit 5- Quadratic Functions and Modeling

### **MATH FOR COLLEGE READINESS**

**(1 credit)**

Mathematics for College Readiness is targeted for scholars who are not yet “college ready” in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.



## **GEOMETRY**

**(1 credit)**

Geometry was developed by the ancient Greeks and finds its best exposition in the works of Euclid, who compiled most of the known proofs into a concise logical argument in a text referred to simply as *The Elements*. This text provides the scholars with the single best example of the use of logic to develop complicated ideas from simple ones. The biggest drawback to using *The Elements* as a textbook is Euclid's lack of the use of modern Arabic numbers to work out the implications of the ideas. This course will supplement Euclid's work, therefore, with computer generated problems sets, so that the student will be exposed to everything to which scholars using modern geometry texts are exposed. The course provides the student with tools to gain an understanding of geometry: skills of drawing, measurement, visualization; knowledge of its properties and deductive nature; its many uses and further applications in higher mathematics. The course will be completed with an introduction to Trigonometry. At the conclusion of this course, scholars will be prepared to successfully take the Geometry end of course (EOC) exam that will count as 30% of their course grade

## **ALGEBRA 2**

**(1 credit)**

Algebra 2 builds on previous work with linear, quadratic, and exponential functions, scholars extend their repertoire of functions to include polynomial, rational, and radical functions. Scholars work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The critical areas for this course, organized into five units, are as follows:

- Unit 1- Polynomial, Rational, and Radical Relationships
- Unit 2- Trigonometric Functions
- Unit 3- Modeling with Functions
- Unit 4- Inferences and Conclusions from Data
- Unit 5- Applications of Probability

## **PRE-CALCULUS**

**(1 credit)**

Pre-Calculus prepares scholars for Calculus by reinforcing and introducing algebraic skills required for success in Calculus. The first part of the course will focus on simplifying algebraic expressions, solving equations and inequalities, functions, graphing, transformations, higher degree polynomial functions, rational functions, and inverse functions. The next part of the course will focus on the transcendental functions of the exponential and logarithmic, and on trigonometry. Scholars will learn and apply fundamental identities and the Unit Circle to a variety of problems, and apply transformations to graph trigonometric functions. Inverse trig functions, and applying the laws of cosines and sines will also be covered. The course concludes with the introduction of the Calculus topics of differentiation and integration.

## **CALCULUS**

**(1 credit)**

Calculus is devoted to topics in differential and integral calculus. The course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches scholars to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Scholars learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.



**AP CALCULUS (AB)**

**(1 credit)**

AP Calculus AB was developed in collaboration with college faculty. The curriculum is equivalent to that of a first-semester college calculus course. The course is challenging and demanding but intended to be taught over the course of one school year. The first semester will focus on the development of differential calculus, including limits, chain rule derivatives, implicit differentiation, derivatives of trigonometric and logarithmic functions. The second semester focuses on the inverse of differential calculus - integral calculus, including the definite integral, methods of substitution, area and volume. This course requires scholars to take the AP Exam in May.



## PHILOSOPHY DEPARTMENT COURSES

### **SEMANTICS AND LOGIC\*\***

**(.5 credit)**

Semantics and Logic provides scholars' knowledge of the principles of semantics and logic using texts of high complexity and advanced integrated language arts study.

### **WRITING I\*\***

**(.5 credit)**

Writing 1 enables scholars to develop and use grade level 9-10 writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.

### **CLASSICAL RHETORIC (PHILOSOPHY HONORS II)\*\***

**(1 credit)**

Classical Rhetoric utilizes and perfects the linguistic skills acquired through prior instruction at the levels of grammar (that is, the ordinary use of language) and logic (that is, proper reasoning and argumentation in any language) in order to cultivate the art of rhetoric, or the extraordinary use of language for the purposes of persuasion. Scholars will approach the art of rhetoric from a twofold vantage of theory and practice. They will satisfy the former, theoretical approach by examining the philosophical nature of rhetoric through engagement of the writings and ideas of those who first formulated it (Aristotle, Cicero, Quintilian, Socrates, and others). They will address the perennial question of whether rhetoric amounts to "mere manipulation" or an "art of the good man speaking well," all while coming to see the necessary connection between the practice of the art and the virtue of the practitioner. Scholars will satisfy the latter, practical vantage of the course through comprehensive study and practice of each of Cicero's Five Canons of Rhetoric (that is, the five, essential components of rhetoric): invention, arrangement, style, memory, and delivery. In so doing, scholars will encounter the situated nature of rhetoric as an art of "discovering all available means of persuasion in any given situation." The course will culminate in each student's writing and delivery of a personal oration, which will employ each of the requisite Five Canons enshrined within the classical approach.

### **MORAL PHILOSOPHY (PHILOSOPHY HONORS: ETHICS)\*\***

**(1 credit)**

Moral Philosophy synthesizes and refines the definitional, logical reasoning, critical thinking, and close reading skills cultivated at the levels of Logic and Rhetoric so as to pose the most fundamental and universal questions of being itself and human being: questions which have proven seminal to the Western Tradition, and which mark the summit of classical learning. Scholars will explore the development of Western, philosophical thought from the twofold vantages of chronology and theme, focusing especially on the latter through close, textual analysis of such primary sources as Aristotle's *Nicomachean Ethics*, Cicero's *De Finibus*, and Thomas Aquinas' *Summa Theologica*. Scholars will hone their capacities for conversational, dialectical learning and instruction through frequent, collaborative analysis of texts and ideas; they will understand the nuanced similarities, differences, and interactions between various philosophers, schools, and traditions through treatment of such themes as being and essence, the transcendent ideas of truth, goodness, beauty, and justice, the Good Life, the relationship between philosophy and tradition, the relationship between philosophy and politics, the relationship between philosophy and the family, ethical theory, the nature of law, the concept of nature, and the constitution of the ideal regime. The course will culminate in scholars' demonstration of dialectical learning and instruction mastery through the conversational engagement of central, philosophical and ethical considerations.

**RESEARCH I (Senior Thesis)\*\*****(.5 credit)**

Research I, or Senior Thesis, is a course that allows seniors the chance to work on their Senior Thesis paper and presentation. The Senior Thesis at Classical Preparatory School is a unique capstone interdisciplinary project designed to encourage scholars to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, or goal setting—i.e., skills that will help prepare them for college, modern careers, and adult life. The senior thesis allows scholars an opportunity to demonstrate an integrated moral worldview through the completion of a thoroughly researched, solidly defended thesis paper. Scholars develop an original thesis statement and use each of the five core disciplines of high school study (language arts, history, math, science, and the fine arts) to support their argument. Each thesis should demonstrate an understanding of the issue from a perspective of truth, goodness, beauty, or justice, using the entire scope of truth and a variety of outside resources to defend the stand it takes. The course will culminate with a presentation before parents, faculty, and guests.

**\*\*Additional CPS Requirement**





## **PHYSICAL EDUCATION DEPARTMENT COURSES**

### **HEALTH OPTION PHYSICAL EDUCATION (H.O.P.E.) (1 credit)**

H.O.P.E. intends to develop and enhance healthy behaviors that influence overall healthy lifestyle choices. This will be accomplished by understanding that the six components of health (emotional, environmental, mental, physical, social and spiritual) must be in balance to obtain optimal health. Overall, this course will help guide teenagers to make healthy, responsible decisions throughout their lives.

### **PERSONAL FITNESS (.5 credit)**

Personal Fitness provides scholars with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for scholars' success.

### **TEAM SPORTS (.5 credit)**

Team Sports develops the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.



## SCIENCE DEPARTMENT COURSES

### **BIOLOGY**

**(1 credit)**

Biology allows scholars to learn the fundamentals of biology including the characteristics of living things, cell structure, animal and plant classification, plant and animal physiology, human physiology, genetics, microbiology, evolution, and ecology. Scholars will regularly perform scientific investigations, which will emphasize proper laboratory procedures, report writing, scientific methodology, and applied content. At the conclusion of this course, scholars will be prepared to successfully take the Biology 1 end of course (EOC) exam that will count as 30% of their course grade.

### **ANATOMY AND PHYSIOLOGY**

**(1 credit)**

Anatomy and Physiology focuses on laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations in the high school classroom should help all scholars develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

### **CHEMISTRY**

**(1 credit)**

Chemistry covers the fundamentals of chemistry including the composition and behavior of atoms, history of atomic theory, chemical and physical properties of matter, chemical bonding, chemical reactions, stoichiometry, and kinetic-molecular theory. Scholars will perform scientific investigations, which will emphasize proper laboratory procedures, report writing, scientific methodology, and applied content. Scholars who take Chemistry Honors will also study thermodynamics and be focused on more math-based work.

### **PHYSICS**

**(1 credit)**

Physics is perhaps the most basic of all of the sciences. It is about the nature of things such as motion, forces, energy, matter, heat, sound, light, optics, electricity, magnetism, and the composition of atoms. Physics fits into the Quadrivium (Arithmetic, Geometry, Astronomy, and Music) under the headings of Astronomy and Music. The ideas of Physics are fundamental to understanding the more complicated fields of science. Laboratory experiments and demonstrations are a vital part of the course. The order of the universe will be the key ingredient in all concepts introduced and studied.

### **AP PHYSICS 1: ALGEBRA-BASED**

**(1 credit)**

AP Physics 1 is an algebra-based, introductory college-level physics course. Scholars cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. This course requires scholars to take the AP Exam in May.



## **WORLD LANGUAGES DEPARTMENT COURSES**

### **SPANISH 1**

**(1 credit)**

Spanish 1 introduces scholars to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

### **SPANISH 2**

**(1 credit)**

Spanish 2 reinforces the fundamental skills acquired by the scholars in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.



## **ONLINE COURSE REQUIREMENT**

Scholars can meet their online course requirement by registering for and completing courses via Florida virtual School (FLVS) or Pasco eSchool.

**FLVS - [www.flvs.net](http://www.flvs.net)**

**Pasco eSchool - <https://eschool.pasco.k12.fl.us/>**