



THE Vanguard School

# High School Course Description Guide 2025 – 2026

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# High School Course Description Guide 2025-2026

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## *Educational Philosophy*

**Mission: The mission of The Vanguard School is to help guide students in development of their character and academic potential through academically rigorous, content-rich educational programs.**

**Vision: We have created a public high school with a classically based, college-preparatory curriculum designed to develop academic excellence, virtue, and leadership. Students will benefit by being fully equipped to gain admittance to and enjoy success in the college of their choice.**

The Vanguard School uses a classical, liberal arts curriculum based on the Hillsdale Academy Model and is designed to give all students the solid academic grounding required for success as an adult. Our core curriculum ensures all students meet or exceed the Colorado Commission on Higher Education admission standards to Colorado Colleges and Universities for 2010, the year of our first graduating class. We chose the Hillsdale Academy curriculum because we believe, as stated in their mission statement, a school should:

- develop within its students the intellectual and personal habits and skills upon which responsible, independent, and productive lives are built, in the firm belief that such lives are the basis of a free and just society;
- strive to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child’s humanity—spirit, mind, and body—with a constant view to the potential adult;
- utilize a time-honored liberal arts curriculum and pedagogy directing student achievement toward mastery of the basics, exploration of the arts and sciences and understanding of the foundational tenets of our Judeo-Christian and Greco-Roman heritage.

The curriculum by purpose and design is a survey of the best intellectual and cultural traditions of the West as they have been developed and refined over countless generations.

Students are required to take a college preparatory course of study consisting of at least four years of English, four years of math, four years of history, three years of science, three years of the same world language, and at least one year of Latin. The English classes are coordinated with history courses to provide a synergy between these two subjects. Latin is used to create a classical grounding and to provide additional support for literary skills. In support of this rigorous academic load, students have study hall time to connect with teachers to get extra help. Additionally, students are assigned mentors to track their progress and assist in planning for the future.

## Graduation Requirements

To qualify for graduation, a student must meet and complete the minimum number of semester credits in the academic areas outlined below. Elective credits may be earned in any area once the specific graduation requirements are fulfilled. **One credit is earned each semester upon successful course completion.**

Discipline	Required Semester Credits
English	8
History	8
Mathematics	8
Science	6
Language	6 (Latin I and 3 <i>consecutive</i> years of any HS language)
Fine Arts	2
Academic Electives	8
<b>Minimum Total for Graduation</b>	<b>46</b>

Please note: Seniors must attend The Vanguard School full-time (5 credits) second semester senior year to receive a Vanguard diploma.

## Academic Policy Guidelines

### Grading System

A	Superior (4.0)	90-100	I	Incomplete
B	Above Average (3.0)	80-89	WP	Withdraw Pass
C	Average (2.0)	70-79	WF	Withdraw Fail
D	Below Average (1.0)	65-69	WD	Withdraw
F	No Credit	<65	NC	No Credit

### Grade Point Average

All courses receiving a letter grade are used in the computation of the grade point average (GPA). All AP (Advanced Placement) courses are calculated on a 5.0 scale:

A	5.0
B	4.0
C	3.0
D	2.0



All honors courses are calculated on a 4.5 scale:

A	4.5
B	3.5
C	2.5
D	1.5

### *Grade Placement*

The minimum student load is 5 classes each semester. We encourage students to take more than 5 classes each semester. To be promoted to the next class, the following criteria should be met:

**To Grade 10:** A student is promoted to tenth grade if they successfully complete 10 credits.

**To Grade 11:** A student is promoted to eleventh grade if they successfully complete 22 credits.

**To Grade 12:** A student is promoted to twelfth grade if they successfully complete 34 credits.

**NOTE:** These guidelines should be viewed as minimum. Usually, a student will have earned more credits than are needed for promotion. **It is the student's responsibility to ensure requirements for graduation are met.** The high school staff will make every effort to keep up-to-date records and to keep students and parents informed about the status of progress toward compiling the necessary course work for graduation requirements. **However, it is the student's responsibility to be acquainted with the necessary requirements to meet this goal. We do encourage all students to make sure they are on track to graduate and are enrolled in courses each year that will keep all their options open for career planning and education after high school.**

## *English Department*

### Classical Literature and Composition (English 9)

#### **2 credits**

#### **Purpose:**

This English class explores the foundations of Western Civilization, the great books upon which the rest of Western literature, as well as society, is built. While exploring these great works, students develop not only an appreciation for the texts, but also an ability to critically examine them. In order to examine the texts, students perform frequent writing assignments. When compared to the honors course, this course takes the literature at a slightly slower pace and begins grammar and writing instruction at a more basic level, endeavoring to lay the foundation for students to move up into an honors course next year.

#### **Textbook:**

In the spirit of The Vanguard School's commitment to the Greco-Roman and Judeo-Christian traditions, students survey the great classical works of antiquity. These include:

- *The Holy Bible*
- *The Iliad and The Odyssey* – Homer
- *Seven Against Thebes* – Aeschylus
- *The Trojan Women* – Euripides
- *Oedipus the King* – Sophocles
- *The Second Philippic* – Cicero
- *Julius Caesar* – William Shakespeare

The basic text in grammar is *Warriner's English Grammar and Composition* fourth course handbook. Vocabulary is studied in conjunction with literature as well as from Vocabulary Workshop (Level D).

#### **Classwork:**

Students will be instructed daily in grammar, vocabulary, and literature. Frequent reading quizzes are given on the literature, focusing on reading comprehension and critical thinking. In addition, students learn twenty spelling and vocabulary words regularly. Words are introduced in class, and quizzes are given at the end of a sequence of exercises. Writing labs occur regularly and include assignments in expository, creative, persuasive, and analytical writing, with an emphasis on foundational skills. Poetry is memorized and recited in class. Grammar drills and exercises also occur regularly. Finally, nearly every day, students will dive into the classics they read in the course, exploring the themes, literary devices, and, above all else, the sheer beauty that make these Great Works great. Literary works are often read in class, and lectures are given about their authors, time periods, and literary techniques.

**Homework:**

Assignments are given daily. These usually consist of grammar and vocabulary exercises, as well as a reading assignment. All homework must be completed in ink and turned in on time. Homework helps practice the concepts and skills learned in class in order to internalize the information and do well on larger assessments.

**Tests/Projects/Exams:**

There will be tests over each work of literature, major topic in grammar, and set of vocabulary words. Students will memorize and recite several pieces throughout the year, including lines from Homer and Shakespeare, in addition to delivering a short speech. At least one major digital project each year is based on *The Odyssey* or *The Aeneid*. Also, students will write a lengthier thesis paper in the fourth quarter. Binder checks count as a test grade every quarter. A final exam is given at the end of each semester.

**Summer Reading:**

- *Genesis* (chapters 1-20) – *The Holy Bible*
- *Mythology* (chapters 1-3) – Edith Hamilton

## Honors Classical Literature and Composition (English 9)

**2 Credits****Purpose:**

This English class explores the foundations of Western Civilization, the great books upon which the rest of Western literature, as well as society, is built. While exploring these great works, students develop not only an appreciation for the texts, but also an ability to critically examine them. In order to examine the texts, students perform frequent writing assignments.

**Textbook:**

In the spirit of The Vanguard School's commitment to the Greco-Roman and Judeo-Christian traditions, students survey the great classical works of antiquity. These include:

- *The Holy Bible*
- *The Iliad* and *The Odyssey* – Homer
- *The Trojan Women* – Euripides
- *Seven Against Thebes* – Aeschylus
- *The Aeneid* – Virgil
- *The Second Philippic* – Cicero
- *Julius Caesar* – William Shakespeare

The basic text in grammar is *Warriner's English Grammar and Composition* fourth course handbook. Vocabulary is studied in conjunction with literature as well as from *Vocabulary Workshop* (Level D).

**Classwork:**

Students will be instructed daily in grammar, vocabulary, and literature. Frequent reading quizzes are given on the literature. In addition, students learn twenty spelling and vocabulary words regularly. Words are introduced in class, and quizzes are given at the end of a sequence of exercises. Writing labs occur weekly and include assignments in expository, creative, persuasive, and analytical writing. Poetry is memorized and recited in class. Grammar drills and exercises also occur regularly. Finally, nearly every day, students will dive into the classics they read in the course, exploring the themes, literary devices, and, above all else, the sheer beauty that make these Great Works great. Literary works are often read in class, and lectures are given about their authors, time periods, and literary techniques.

**Homework:**

Assignments are given daily. These usually consist of grammar and vocabulary exercises, as well as a reading assignment. All homework must be completed in ink and turned in on time. Homework helps practice the concepts and skills learned in class in order to internalize the information and do well on larger assessments.

**Tests/Projects/Exams:**

There will be tests over each work of literature, major topic in grammar, and set of vocabulary words. Students will memorize and recite several pieces throughout the year, including lines from Homer and Shakespeare, in addition to delivering a short speech. At least one major digital project each year is based on *The Odyssey* or *The Aeneid*. Also, students will write a lengthier thesis paper in the fourth quarter. Binder checks count as a test grade every quarter. A final exam is given at the end of each semester.

**Summer Reading:**

- *Genesis* (chapters 1-20) – *The Holy Bible*
- *Mythology* (chapters 1-3) – Edith Hamilton

**European Literature and Composition (English 10)****2 credits****Purpose:**

This English class encompasses literature, composition, grammar, spelling, vocabulary, and speech. The European literature chosen for the class roughly matches what the students are learning in history. By learning and practicing elements of all these subjects, students will gain a greater ability to think critically, read with greater understanding, and communicate effectively.

**Textbook:**

The literature program includes reading the following:

- *Everyman and Medieval Miracle Plays*
- *The Inferno* – Dante Alighieri

- *Hamlet* – William Shakespeare
- *A Tale of Two Cities* – Charles Dickens
- *Candide* – Voltaire
- *Grimm’s Fairy Tales*
- *The Decameron* – Giovanni Boccaccio

The basic text in grammar is *Warriner’s English Grammar and Composition* fifth course handbook. Vocabulary is studied in conjunction with literature as well as from *Vocabulary Workshop* (Level E).

**Classwork:**

Students will be instructed daily in grammar, vocabulary, and literature. Writing labs occur regularly and include assignments in expository, creative, persuasive, and analytical writing, with an emphasis on fundamentals. Literary works are often read in class, and lectures are given about their authors, time periods, and literary techniques. Grammar drills and exercises will focus on building a strong foundation of understanding in the basics. Quizzes occur regularly in grammar, literature, and vocabulary. All quizzes are announced except for reading quizzes, which cover the reading from the previous night.

**Homework:**

Assignments are given daily. These usually consist of grammar and vocabulary exercises, as well as a reading assignment. All homework must be completed in ink and turned in on time. The homework helps the students practice the concepts and skills they have learned in class in order to internalize the information and do well on larger assessments.

**Tests/Projects/Exams:**

There will be tests over each work of literature, major topic in grammar, and set of vocabulary words. Students will memorize and recite several poems throughout the year for a test grade as well. There are a couple major essays throughout the year, one of which is often a research project. Binder checks count as a test grade every quarter. A final exam is given at the end of each semester.

**Summer Reading:**

*One Day in the Life of Ivan Denisovich* - Aleksandr Solzhenitsyn

**Honors European Literature and Composition (English 10)**

**2 Credits**

**Purpose:**

This English class encompasses literature, composition, grammar, spelling, vocabulary, and speech. The European literature chosen for the class roughly matches what the students are learning in history. By learning and practicing elements of all these subjects, students will gain a greater ability to think critically, read with greater understanding, and communicate effectively.

**Textbook:**

The literature program includes reading the following:

- *Everyman and Medieval Miracle Plays*
- *The Inferno* – Dante Alighieri
- *Hamlet* – William Shakespeare
- *A Tale of Two Cities* – Charles Dickens
- *Crime and Punishment* – Fyodor Dostoevsky
- *Candide* – Voltaire
- *Grimm's Fairy Tales*
- *The Decameron* – Giovanni Boccaccio

The basic text in grammar is *Warriner's English Grammar and Composition* fifth course handbook. Vocabulary is studied in conjunction with literature as well as from *Vocabulary Workshop* (Level E).

**Classwork:**

Students will be instructed daily in grammar, vocabulary, and literature. Frequent reading quizzes are given on the literature. In addition, students learn twenty spelling and vocabulary words regularly. Words are introduced in class, and quizzes are given at the end of a sequence of exercises. Writing labs occur weekly and include assignments in expository, creative, persuasive, and analytical writing. Literary works are often read in class, and lectures are given about their authors, time periods, and literary techniques. Poetry is memorized and recited both in class. Grammar drills and exercises also occur regularly. Quizzes are given regularly in spelling, grammar, literature, and vocabulary. All quizzes are announced except for reading quizzes, which cover the reading from the previous night.

**Homework:**

Assignments are given daily. These usually consist of grammar and vocabulary exercises, as well as a reading assignment. All homework must be completed in ink and turned in on time. The homework helps the students practice the concepts and skills they have learned in class in order to internalize the information and do well on larger assessments.

**Tests/Projects/Exams:**

There will be tests over each work of literature, major topic in grammar, and set of vocabulary words. Students will memorize and recite several pieces throughout the year, including lines from Dante and Shakespeare. There are a couple major essays throughout the year, and there is one major project based on *The Inferno*. Binder checks count as a test grade every quarter. A final exam is given at the end of each semester.

**Summer Reading:**

*One Day in the Life of Ivan Denisovich* – Aleksandr Solzhenitsyn

## Honors American Literature and Composition (English 11)

### **2 Credits**

#### **Purpose:**

The junior English program includes literature, composition, spelling, grammar, vocabulary, and speech. This class focuses on American literature and includes texts by representative authors from the Colonial Period to the present day. Reading, speaking, and writing assignments vary in genre and style, all with a shared emphasis on college preparedness.

#### **Textbook:**

The literature program includes reading the following:

- *The Adventures of Huckleberry Finn* – Mark Twain
- *Of Mice and Men* – John Steinbeck
- *Fahrenheit 451* – Ray Bradbury
- *The Great Gatsby* – F. Scott Fitzgerald
- *The Crucible* – Arthur Miller
- *A Farewell to Arms* – Ernest Hemingway
- Selections from *McMichael Concise Anthology of American Literature*

The basic text in grammar is *Warriner's English Grammar and Composition Complete Course*. Vocabulary is studied in conjunction with literature as well as from *Vocabulary Workshop* (Level F).

#### **Classwork:**

Students will be instructed daily in grammar, vocabulary, and literature. Frequent reading quizzes are given on the literature. In addition, students learn twenty spelling and vocabulary words regularly. Words are introduced in class, and quizzes are given at the end of a sequence of exercises. Writing labs occur weekly and include assignments in expository, creative, persuasive, and analytical writing. Literary works are often read in class, and lectures are given about their authors, time periods, and literary techniques. We read plays, novels, short stories, essays, articles, letters, poetry, and historical documents. Poetry is memorized and recited in class. Grammar drills and exercises also occur regularly.

#### **Homework:**

Homework may include reading, writing, memorizing, studying, and practicing recitations. Students have daily grammar, vocabulary, and reading assignments. We usually have vocabulary and spelling quizzes on Friday. Occasionally, students will be asked to complete writing assignments at home.

#### **Tests/Projects/Exams:**

In the fall semester, students present a short speech in class. Additionally, they recite poetry in class quarterly. Tests occur at the completion of major grammar units and after finishing a

literary period or major work. Binder checks count as a test grade every quarter. A final exam is given at the end of each semester.

**Summer Reading:**

*The Scarlet Letter* – Nathaniel Hawthorne

AP English Language and Composition

**2 Credits**

**Prerequisite:**

Completion of Honors European Literature and Composition (English 10) with a B or higher and Department Chair approval.

**Purpose:**

This specific course, in addition to meeting course guidelines established by the College Board, will focus on American Literature and includes texts by representative authors from the beginnings of Colonial Period up to the present day. Primary texts will be supplemented with work in grammar, vocabulary, writing, and speech. Not only will students become prepared for the AP test in May, but they will gain a greater historical and philosophical perspective by observing how trends in thought have changed. They will also master the art of analyzing literature and mining it for its beauty and meaning.

**Textbook:**

The literature program includes reading the following:

- *Adventures of Huckleberry Finn* – Mark Twain
- *Of Mice and Men* – John Steinbeck
- *The Great Gatsby* – F. Scott Fitzgerald
- *The Crucible* – Arthur Miller
- *A Farewell to Arms* – Ernest Hemingway
- Selections from *McMichael Concise Anthology of American Literature*

The basic text in grammar is *Warriner's English Grammar and Composition Complete Course*. Vocabulary is studied in conjunction with literature as well as from *Vocabulary Workshop* (Level G).

**Classwork:**

Writing labs occur regularly, focusing on a wide range of writing styles and prompts. Quizzes are given regularly in spelling, grammar, literature, and vocabulary. All quizzes are announced except for reading quizzes, which cover the reading from the previous night.

**Homework:**

Homework may include reading, writing, memorizing, studying, and practicing recitations. Students have daily grammar, vocabulary, and reading assignments. Vocabulary and spelling



quizzes will usually occur on Friday. Frequently, students will be asked to complete writing assignments at home.

**Tests/Projects/Exams:**

Throughout the year, special emphasis is placed on composition skills needed for the AP Language exam, which includes several different types of essays. Additionally, students recite poetry in class. Tests occur at the completion of major grammar units and after finishing a literary period or major work. Students will also have periodic cumulative vocabulary tests.

**Summer Reading:**

*The Scarlet Letter* – Nathaniel Hawthorne

**Honors British Literature and Composition (English 12)**

**2 Credits**

**Purpose:**

The senior English program includes literature, composition, spelling, grammar, vocabulary, and speech. This class focuses on British literature and includes texts by representative authors from the beginnings of the language in Old and Middle English to the present day. Reading, speaking, and writing assignments vary in genre and style, all with a shared emphasis on college preparedness.

**Textbook:**

The literature program includes reading the following:

- *Beowulf*
- *The Canterbury Tales* – Geoffrey Chaucer
- *The Abolition of Man* – C.S. Lewis
- *Lord of the Flies* – William Golding
- *Macbeth* – Shakespeare
- *The Tragical History of Dr. Faustus* – Christopher Marlowe
- *Paradise Lost* – John Milton
- *Frankenstein* – Mary Shelley
- *The Importance of Being Earnest* – Oscar Wilde
- *Nineteen Eighty-four* – George Orwell
- *Rosencrantz and Guildenstern are Dead* – Tom Stoppard
- Selections from *The Longman Anthology of British Literature, 4<sup>th</sup> Edition*

The basic text in grammar is *The Elements of Style* by E B White and William Strunk. Vocabulary is studied in conjunction with literature as well as from *Vocabulary Workshop* (Level G).

**Classwork:**

Students will be instructed daily in grammar, vocabulary, and literature. Frequent reading quizzes are given on the literature. In addition, students learn twenty spelling words and twenty vocabulary words regularly. Words are introduced in class, and quizzes are given at the

end of a sequence of exercises. Writing labs occur frequently and include assignments in expository, creative, persuasive, analytical, and letter writing, with special emphasis on practical writing in preparation for life beyond high school. Literary works are often read in class, and lectures are given about their authors, time periods, and literary techniques. The literature is generally more challenging than previous years and will require close study. Poetry is memorized and recited in class, and students will give multiple original speeches throughout the year. Grammar drills and exercises also occur regularly. Specific to senior year, these are based more on grammatical style and choice rather than concrete rules.

**Homework:**

Homework may include reading, writing, memorizing, studying, and practicing recitations. Students have daily grammar, vocabulary, and reading assignments. Vocabulary and spelling quizzes usually occur each Friday. Occasionally, students will be asked to complete writing assignments at home.

**Tests/Projects/Exams:**

In each semester, students present a short speech in class. Additionally, they recite poetry, usually from Chaucer, in the fall. Tests take place at the completion of major grammar units and after finishing a literary period or major work. Students will also have periodic cumulative vocabulary tests. The senior capstone project takes place throughout the year, and its successful completion is a graduation requirement. The project involves a major paper and speech presentation in which students answer the question, “How does one live well?”

**Summer Reading:**

*Beowulf*

[AP English Literature and Composition](#)

**2 Credits**

**Prerequisite:**

Completion of Honors American Literature and Composition (English 11) or AP English Language and Composition with a B or higher and Department Chair approval.

**Purpose:**

This specific course, in addition to meeting course guidelines established by the College Board, will focus on British Literature and will include texts by representative authors from the beginnings of the language in Old and Middle English up to the present day. Primary texts will be supplemented with work in grammar, vocabulary, writing, and speech. Not only will students become prepared for the AP test in May, but they will gain a greater historical and philosophical perspective by observing how trends in thought have changed. They will also master the art of analyzing literature and mining it for its beauty and meaning.

**Textbooks used in the class:**

Students will read selections from *The Longman Anthology of British Literature*, Vol. 1 and 2, as

well as supplementary texts such as Lewis' *Abolition of Man*, Shakespeare's *Macbeth*, and Orwell's *1984*. The basic text in grammar is *The Elements of Style* by E. B. White and William Strunk. Vocabulary is studied in conjunction with literature as well as from *Vocabulary Workshop* (Level G).

**Classwork:**

The class is more discussion-based than the Honors classes, so students will be expected to come prepared to discuss it in greater depth. Students will write essays and more informal journal entries based on the literature at least once per week. Quizzes are given regularly in spelling, vocabulary, literature, and grammar. All quizzes are announced except for reading quizzes, which cover the reading from the previous night. There is a significant amount of in-class preparation for the AP exam during the second semester as well.

**Homework:**

Reading assignments are given daily. There are often vocabulary, grammar, and take-home writing assignments as well. All homework must be completed in ink and turned in on time. The homework helps the students practice the concepts and skills they have learned in class in order to internalize the information and so well on larger assessments.

**Tests/Projects/Exams:**

There will be tests over each era of literature, major topic in grammar, and set of vocabulary words. Students will memorize and recite several poems throughout the year for a test grade as well. Binder checks count as a test grade every quarter. The senior capstone project takes place throughout the year, and its successful completion is a graduation requirement. The project involves a major paper and speech presentation in which students answer the question, "How does one live well?"

**Summer Reading:**

*Beowulf*

## *English Department Electives*

### Film Form and Sense

**1 Credit**

**Prerequisites:** None

**Purpose:**

This class will study cinema as a major force in contemporary culture. This course examines film production, establishes a working vocabulary of filmmaking terms, and considers various approaches to film analysis in order to improve our interaction with the medium. The course discusses: how does film communicate meaning? What are the distinctive qualities of film? How can we better look at, talk about, write about, and think about film?

**Textbook:**

N/A

**Classwork:**

Classwork will be similar to regular English work. We will read our text, take vocabulary and comprehension quizzes, and write regular in-depth essays about the concepts. We will also do regular film-analysis compositions based around the films we view in class.

**Homework:**

At-home reading and writing assignments will be the norm, although a majority of the work will be handled in class.

## Film Form and Sense II

### **1 Credit**

**Prerequisites:** Film Form & Sense

**Purpose:**

This class is a follow up to the study of cinema as a major force in contemporary culture in Film Form & Sense. This course will continue to examine film production, growing a working vocabulary of filmmaking terms, and considering various approaches to film analysis with the hopes of improving our interaction with the medium. This second class will primarily focus on physical filmmaking and producing short movies.

**Textbook:**

*Film, Form, and Culture*: Fourth Edition, Robert P. Kolker and Marsha Gordon

**Classwork:**

The classwork will be standard Vanguard English work. We will read our text, take vocabulary and comprehension quizzes, and write regular in-depth essays about the concepts. We will also do regular film-analysis compositions based around the films we view in class.

**Homework:**

At-home reading and writing assignments will be the norm, although a majority of the work will be handled in class. Students will be expected to film outside of class.

## Literature Survey: Science Fiction

1 credit

**Purpose:**

This one-semester course is an in-depth exploration of a genre with a roughly 160-year history. By removing the constraints of historical and modern settings, the science fiction author is able

to examine the human condition and society in truly unique ways. The greatest works in this genre attempt to answer some of life's most important questions. For example:

- What makes us human?
- What is the nature of society?
- What is the purpose of the individual?
- What is the relationship between creators and their creation?
- What constitutes life?
- Where are we headed as a species?
- Can the future be predicted?
- Can the past be understood?
- How do philosophy, religion, politics, and technology inform our understanding of ourselves?
- How do we maintain our morality in an uncertain future?

This course will look at proposed answers to these questions from some of the greatest thinkers of the past two centuries through in-class and some at-home reading and daily literary discussion. Authors studied include Jules Verne, H.G. Wells, Aldous Huxley, Ray Bradbury, Robert Heinlein, Agnieszka Budrys, Arthur C. Clarke, Philip K. Dick, Kurt Vonnegut, Jr., Orson Scott Card, and Isaac Asimov.

**Textbook:**

Textbooks are subject to change each year but can include works from authors such as Jules Verne, H.G. Wells, Robert A. Heinlein, Isaac Asimov, Ray Bradbury, Poul Anderson, Clifford D. Simak, and Arthur C. Clarke.

**Classwork:**

In-class work will consist mostly of reading and discussing works together, along with some writing. Quizzes will be used occasionally as brief assessments.

**Homework:**

Due to the amount of material covered, students should expect a small amount of reading most nights. There is also a film-based analysis project presented in the final month of the class.

## Mindful Wellbeing & Philosophy

### **1 Credit**

**Prerequisites:** None

**Purpose:**

The purpose of this course is to introduce students to mindfulness techniques that will allow

them to enjoy the scientifically proven benefits of meditation: greater mental clarity, emotional stability, etc. The course will also be a rigorous intellectual exploration of some fundamental primary texts of Western and Eastern philosophy that raise the question: how should one care for oneself?

At the end of the course, students will be able to:

- Apply simple breathing and mindfulness techniques within their daily lives to achieve greater calm and mental clarity
- Cultivate greater concentration in daily activities like school-work and athletics
- Understand the “spiritual” underpinnings of Western philosophy
- Critically engage on a personal level with classic works of philosophy
- Make connections between Eastern and Western philosophical traditions
- Engage in self-reflection through personal anecdotes in a final project

**Textbook:**

*Nonviolent Communication: A Language of Life* by Marshall B. Rosenberg and several articles and excerpts provided by the teacher.

**Classwork:** Guided mindfulness exercises in class; reading philosophical texts together using Socratic discussion and work in small groups.

**Homework:** Practicing mindfulness techniques at home and throughout the day; students will be asked to recount how they are applying certain practices, and the semester will culminate in a final presentation involving a personal anecdote.

## Mindful Wellbeing & Poetry

### **1 Credit**

**Prerequisites:** None

**Purpose:**

The purpose of this course is to explore mindfulness and enhance personal creativity and verbal skills. While serving as an introduction to Mindfulness, exercises in this course will lead to reflections on and explorations of creativity and self-expression.

At the end of the course, students will be able to:

- Read and analyze a lyrical poem
- Analyze a poet’s use of poetic techniques: figurative language, meter, rhythm, rhyme, and sound
- Discuss sophisticated topics raised by poems such as perception and inspiration
- Write original poetry responding to prompts
- Write self-directed poetry
- Apply mindfulness techniques to self-soothe and cultivate gratitude
- Appreciate the beauty of language

**Textbook:**

*Nonviolent Communication: A Language of Life* by Marshall B. Rosenberg, *The Artist's Way* by Julia Cameron, *Sound and Sense* by Laurence Perrine, and several articles and excerpts provided by the teacher.

**Classwork:** The course will alternate between three core activities: mindfulness exercises, poetry reading, and creative exercises.

**Homework:** Daily journal entries reflecting on personal experiences, engaging in creative exercises, and if possible, revising poems. Students are not required to share their poems in class; however, they are expected to engage in their personal journals with creativity prompts.

## Yearbook

### **2 Credits**

**Purpose:**

Yearbook is a year-long elective in which students learn and apply the basics of layout, design, copy writing, and photography. Students will work together to create the annual high school yearbook. This is one of the most important classes at Vanguard in learning how to work as part of a team. Throughout the semester, students will learn organizational and time management skills, different compositional techniques in photography, practice Vanguard-fostered journalistic skills, and learn various software programs, among other things.

**Textbook:**

None

**Classwork:**

During class time, students will:

- Demonstrate knowledge of Yearbook Avenue online software, Adobe InDesign, Illustrator, Freehand, and Photoshop software.
- Demonstrate organizational and time management skills by meeting deadlines completely, correctly, and on time.
- Develop compositional techniques in photography, use them to take effective pictures, and use digital imaging software effectively.
- Use Vanguard-fostered journalistic skills with style to write copy, captions, and headlines.
- Develop interpersonal skills as they learn to work together as a team.
- Demonstrate knowledge of elements of yearbook design by developing layouts that are reflective of current trends.

**Homework:**

None

**Tests/Projects/Exams:**

Project work only



## *Fine Arts Department*

### Art History

#### **1 Credit**

#### **Required for Graduation**

#### **Purpose:**

This one-semester course traces the history of art from prehistoric times and ancient civilizations all the way through the twentieth century. Students become familiar with basic terminology, time periods, movements, and artists, as they learn to analyze art intelligently.

#### **Textbook:**

*Janson's Basic History of Western Art*. 7<sup>th</sup> Edition, Janson, H. W., and Penelope J. E. Davies.

#### **Classwork:**

This is a discussion-based course with an emphasis on critical thinking and analysis. In class we view slides of artwork and discuss their significance. The students are expected to contribute to class discussions, to listen attentively, and to take notes during class. Students will have weekly quizzes in class that serve as a formative assessment of what they have learned in each lesson before moving to the next.

#### **Homework:**

To prepare for class, the students are assigned readings from the textbook and questions to answer that correspond to the content we will cover during class. The students are expected to take notes on their readings to help ensure that they understand the material, and also so that they can later use those notes as a study guide for exams. Apart from the usual reading guides, students will have a small project for each unit. Although they will be given some class time to work on the project, the majority of work will be done for homework.

#### **Tests/Projects/Exams:**

We will have a test in this class at the end of every unit and a notebook check every quarter. At the end of the semester, students will research an artist of their choice for the final project, which will involve a three-part research project and presentation. Students will also take a cumulative final exam at the end of the semester.

### Music History

#### **1 Credit**

#### **Required for Graduation**

#### **Purpose:**

This one-semester course is designed to help the student begin to understand the essential elements of classic western music history through an analysis of the student's personal musical aesthetic perspective and how it fits in context with a larger world historical aesthetic. While

we will study music from pre-history to the present, we will focus on the common practice era (1600-1803).

**Textbook:**

*Listen*, 6th Edition. Kerman, Joseph and Tomlinson, Gary.

**Classwork:**

We will do extensive listening and discussion in class. In addition, students will be assigned readings and be expected to return worksheets based on terms and concepts drawn from these readings. Tests will be given on larger portions of the book. Occasional listening quizzes will be given in class.

**Homework:**

In addition to worksheets, students are expected to take appropriate notes on assigned readings and in classroom discussions.

**Tests/Projects/Exams:**

Tests will be given after longer units of study or more in-depth chapters. The student's final project will make up 10% of the student's grade. A final exam will be given at the end of the semester.

## *Fine Arts Department Electives*

### 2-D Art I

#### **1 Credit**

#### **Purpose:**

The purpose of this class is to teach each student problem solving techniques in the areas of composition and mechanics so that they will be equipped with the proper tools to express their creative ideas in credible art forms.

#### **Textbook:**

A strong collection of art references found throughout the internet and a library of books and past student works will be utilized.

#### **Classwork:**

The semester starts with a few technical drawing exercises that formulate into a detailed self-portrait. This portrait is highly regulated with the use of mechanical aids that guarantee success for all the students. After the portrait, students are to experience two diverse types of printmaking that serves as an extension to the drawing curriculum. The intaglio print project utilizes fine lines that form the image while the relief print is a bulkier image that prints the surface rather than the carved/engraved areas. Another drawing element visited in this class is gestural figure drawing. This spontaneous discipline is the complete opposite of the controlled self-portrait with both procedures having equal merit. The rest of the semester is used to help students explore different mediums of choice through independent studies. Time-proven theories are evaluated through the students' discoveries using these different art sources.

#### **Homework:**

All work is to be conducted in the classroom.

#### **Projects:**

The semester projects in 2-D Art I are hand drawing, self-portrait, intaglio print, relief print, figure drawing, and independent studies.

### 2-D Art II, III, IV, V

#### **1 Credit**

#### **Prerequisite:**

2-D Art I

#### **Purpose:**

The purpose of this class is to teach each student problem-solving techniques in the areas of composition and mechanics so that they will be equipped with the proper tools to express their creative ideas in credible art forms.

**Textbook:**

A strong collection of art references found throughout the internet and a library of books and past student works will be utilized.

**Classwork:**

The semester starts with a full comprehensive color theory lesson that encompasses a value/color wheel and a neutral color grid. These exercises help the students understand all three elements of painting: hue, value, and saturation. After the color theory lesson plan, the students will pick up where they left off in 2-D Art I with their independent studies. At this point, they will be encouraged to show more breadth than depth in their work.

**Homework:**

All work is to be conducted in the classroom.

**Projects:**

The semester projects in 2-D Art II are color theory (value/color wheel, neutral grid) and a variety of independent studies.

**AP Studio Art: 2D Design, 3D Design, Drawing****2 Credits****Prerequisite:**

Two semesters of art and approval from the high school art teacher

**Purpose:**

Drawing is defined as mark-making which includes brush strokes in painting as well as conventional drawing. 2-D design entails a wider range of mediums spanning from computer graphics, illustration, as well as drawing and painting. Sculpture is defined by any three-dimensional creation using the material of choice. This course is a full year requirement versus the single semester art elective.

**Textbook:**

A strong collection of art references found throughout the internet and a library of books and past student works will be utilized.

**Classwork:**

This course has a requirement of creating 15 quality art pieces that are formulated with a concentration of style, medium, and concept.

**Homework:**

All work is to be conducted in the classroom.

**Projects:**

The semester projects in AP Studio Art contain a variety of independent studies formulating into a body of work to finalize each AP portfolio that is required to submit.

## Ceramics I

### **1 Credit**

#### **Purpose:**

Each student will learn problem solving techniques in the areas of composition and mechanics so that he will be equipped with the proper tools to express his creative ideas in credible art forms.

#### **Textbook:**

A strong collection of art references found throughout the internet and a library of books and past student works will be utilized. The instructor will provide students with PDFs from credible potter workbooks.

#### **Classwork:**

Ceramic I students will learn the three types of hand building skills. These techniques are coil, pinch, and slab building. After the students experience and master these methods of building, they will work with these methods in creating their choice of ceramic sculpture. A variety of methods of glazes and patinas will be explored throughout the semester.

#### **Homework:**

Students will be required to keep a sketchbook of their ideas for individual projects.

#### **Projects:**

The semester projects in beginning ceramics are coil building, sphere using pinch technique, slab with a lid, and individual sculpture studies.

## Ceramics II, III, IV, V

### **1 Credit**

#### **Prerequisite:**

Ceramics I

#### **Purpose:**

Each student will learn problem solving techniques in the areas of composition and mechanics so that he will be equipped with the proper tools to express his creative ideas in credible art forms.

#### **Textbook:**

A strong collection of art references found throughout the internet and a library of books and past student works will be utilized. The instructor will provide students with PDFs from credible potter workbooks.

#### **Classwork:**

Ceramic II students will use their knowledge of the three basic hand building techniques that they learned in beginning ceramics and expand into sculpture with more advanced composition

and complexity. Students are required to create a relief sculpture in this class. Students will begin wheel throwing techniques and will learn technical processes in advanced ceramic design.

A combination of colored slip and glazes will be used with more advanced complexity and mastery.

**Homework:**

Students will be required to keep a sketchbook of their ideas for individual projects.

**Projects:**

The Ceramics II students are to create a relief sculpture along with producing a variety of individual ceramic sculptures.

## Photography I and Photography II

**1 Credit**

**Purpose:**

This course provides a beginners approach to photography and allows for students in Advanced Photography (III and IV) to further their skills and knowledge during first semester. Students gain in-depth knowledge about the machine they're using, and they are provided with the tools to get creative and analytical.

**Textbook:**

*Better Photo Basics: The Absolute Beginner's Guide to Taking Photos Like the Pros*, Miotke , Jim.

**Classwork:**

This is a working studio class, and the history of photography and proven techniques from masters in art and photography are studied. They will then study depth of field, motion blur, and stop motion. This is followed by an in-depth examination of the quality of light. Students finish the course with a carefully executed study in composition. The student is also introduced to Photoshop.

**Homework:**

None

**Tests/Projects/Exams:**

Project work only

**Course Fee:**

\$50

## Advanced Photography

**1 Credit**

**Prerequisite:**

Photography I , II

**Purpose:**

Students will expand their photography skills and understanding of imaging, and develop problem-solving techniques in the areas of composition, camera tools, and photo retouching so that he will be able to express his creative ideas in high quality, artistic photography.

**Textbook:**

*The Better Photo Guide to Creative Digital Photography: Learn to Master Composition, Color, and Design*, Miotke, Jim.

**Classwork:**

This is a working studio class. In addition to reinforcing subjects learned in the beginning course, the following are examples of aspects of photography that might be covered throughout the course:

- 3 similar RGB channels combined into a single image
- Montage
- Expanded understanding of focal length and how telephoto, wide angle, normal, reverse lens, and macro lenses affect depth of field
- Filmography
- A more thorough examination of color, limited pallet, and graphic design in the photograph
- Glycerin droplet shots on plants and glasses
- The silhouette
- Extreme viewpoints
- Moving water and a more thorough investigation of stopping water action

**Homework:**

None

**Tests/Projects/Exams:**

Project work only

**Course Fee:**

**\$50**

## Expanded Art Skills

**1 Credit****Prerequisite:**

None

**Purpose:**

This course aims to help students expand their knowledge of art techniques and mediums through creative illustrative processes, experimenting in new mediums and using multimedia techniques to create a comprehensive message or story with their art. Students will utilize previous art knowledge and skills and expand upon them in their projects. Students who wish to advance their art skills to prepare for a collegiate or

professional future in art will be better prepared through this class. Illustration will be the focus of the first semester and the second semester students will explore glass work.

**Textbook:**

Reference Books: Imaginative Realism by James Gurney

**Classwork:**

Students will come to class and set up. They will watch a demo or lecture when applicable and then begin working on their projects.

Projects included are stained glass, illustration, mosaic, character design and more.

**Homework:**

None

**Tests/Projects/Exams:**

Project work only

**Course Fee:**

**\$25**

Band

**1 Credit**

**Purpose:**

This course would replace the current 0-hour instrumental music class, as a split between strings, wind instruments, and percussion instruments. Strings players would join 0-hour Strings; woodwind and brass would join this class; and percussionists would join the percussion class.

**Textbook:**

Repertoire provided; Instruments can be rented or purchased from various local music stores

**Classwork:**

Students will enter classroom and begin preparing instruments and music for performance. When bell rings, students will begin tuning their instruments as a class. A warm-up exercise will be learned and executed each day. With alterations made based on needs for the ensemble. This will include scales and technical exercises, or excerpts from repertoire. The rest of class will be spent working on repertoire as a full ensemble. Some days, more direct instruction of various concepts will be focused on. At the end of rehearsals, students are expected to put away all instruments in proper places and close all shelf doors for protection of equipment.

Students are expected to be ready to play and participate quietly while in class. Student leaders expected to set good examples for younger students, and lead sectionals efficiently while keeping students on task. All students are expected to listen to directions and adjust as requested, while staying on task.



**Homework:**

All musicians should be expected to practice daily at least 30 minutes. However, expectations for this class should align with Vanguard policies for homework assignment for compliance.

**Tests/Projects/Exams:**

Students will participate in at least 2 off-campus events per year. They will also participate in 6 Vanguard-sponsored events per year. This includes but is not limited to 2 fundraising events, 3 concerts, and graduation ceremony as required. Various fundraisers will be done throughout the year as well.

Assessments will be made based on participation and proper dress code for concerts and events as listed in syllabus.

## Percussion

**1 Credit****Purpose:**

This class is designed to feed the 7-12 Band or Orchestra courses. Percussion is its own ensemble itself and requires specialized instruction and time to be performed correctly. This class will open more opportunities for students to participate in more solo and ensemble festivals and concerts: Band, Orchestra, Percussion Ensemble, Drum line, or other contemporary ensembles (jazz, rock, etc.). This course is open to students 7-12 with at least 1-year prior experience with percussion, enrollment in instrumental music class or JH band class for at least 2 years prior to taking this course, or invitation from teacher via audition. Students will NOT be enrolled in the 0-hour Band/Orchestra classes and would instead enroll in this class.

**Textbook:**

Repertoire Provided

**Classwork:**

Students will enter classroom and begin preparing instruments and music for performance. When bell rings, students will begin tuning their instruments as a class. A warm-up exercise will be learned and executed each day. With alterations made based on needs for the ensemble. This will include scales and technical exercises, or excerpts from repertoire. The rest of class will be spent working on repertoire as a full ensemble. Some days, more direct instruction of various concepts will be focused on. At the end of rehearsals, students are expected to put away all instruments in proper places and close all shelf doors for protection of equipment.

Students are expected to be ready to play and participate quietly while in class. Student leaders expected to set good examples for younger students, and lead sectionals efficiently while keeping students on task. All students are expected to listen to directions and adjust as requested, while staying on task.

**Homework:**

All musicians should be expected to practice daily at least 30 minutes. However,

expectations for this class should align with Vanguard policies for homework assignment for compliance.

**Tests/Projects/Exams:**

Students will participate in **at least** 2 off-campus events per year. In addition, they will also participate in all Instrumental Vanguard-sponsored events as required. This includes but is not limited to 2 fundraising events, 3-5 concerts, and graduation ceremony as required. Various fundraisers will be done throughout the year as well. Assessments will be made based on participation and proper dress code for concerts and events as listed in syllabus.

**Course Fee:**

**\$50**

Orchestra

**1 Credit**

**Purpose:**

Students will focus on Symphony Orchestra repertoire to perform for two (2) concerts minimum each year. This course was previously called strings or part of instrumental music. Opportunities to perform more will become available over time. Students will convert the basics of their instruments into an ensemble for performing and further push their understanding of the music. This course is designed to specialize in the string orchestra which has different needs to the band class offered. Those students who play string instruments will have an ensemble to continue their performance of these instruments in a group setting.

**Textbook:**

Repertoire provided; instruments can be rented/purchased from various local music stores

**Classwork:**

Students will enter classroom and begin preparing instruments and music for performance. When bell rings, students will begin tuning their instruments as a class. A warm-up exercise will be learned and executed each day. With alterations made based on needs for the ensemble. This will include scales and technical exercises, or excerpts from repertoire. The rest of class will be spent working on repertoire as a full ensemble. Some days, more direct instruction of various concepts will be focused on. At the end of rehearsals, students are expected to put away all instruments in proper places and close all shelf doors for protection of equipment.

Students are expected to be ready to play and participate quietly while in class. Student leaders expected to set good examples for younger students, and lead sectionals efficiently while keeping students on task. All students are expected to listen to directions and adjust as requested, while staying on task.

**Homework:**

There will be a chair placement early in the year which only determines placement in

the orchestra. All other test grades are based on concert participation and positive contributions to the performance

**Tests/Projects/Exams:**

Students will participate in multiple concerts per year as noted in the syllabus. These will typically be on-campus currently.

Jazz Band

**1 Credit**

**Purpose:**

This course is designed to be an advanced music ensemble course for students who want to focus on Jazz, Rock, and other contemporary music and instrumentation. This is an advanced course meant to challenge students beyond the traditional repertoire found in band class. Students will gain a greater understanding of the working musicians' world and career while getting real world experience in performance and execution of jazz standards and contemporary repertoire and musical improvisation.

**Textbook:**

Repertoire provided; instruments can be rented/purchased from various local music stores

**Classwork:**

Students will enter classroom and begin preparing instruments and music for performance. When bell rings, students will begin tuning their instruments as a class. A warm-up exercise will be learned and executed each day. With alterations made based on needs for the ensemble. This will include scales and technical exercises, or excerpts from repertoire. The rest of class will be spent working on repertoire as a full ensemble. Some days, more direct instruction of various concepts will be focused on. At the end of rehearsals, students are expected to put away all instruments in proper places and close all shelf doors for protection of equipment.

Students are expected to be ready to play and participate quietly while in class. Student leaders expected to set good examples for younger students, and lead sectionals efficiently while keeping students on task. All students are expected to listen to directions and adjust as requested, while staying on task.

**Homework:**

There will be a chair placement early in the year which only determines placement in the orchestra. All other test grades are based on concert participation and positive contributions to the performance

**Tests/Projects/Exams:**

Students will participate in multiple concerts per year as noted in the syllabus. These will typically be on-campus currently.

## Choir

### **1 Credit**

#### **Purpose:**

This interactive course explores the art of ensemble singing and accommodates all types of singers (beginner-advanced). Focusing on vocal technique and style, sight singing with solfege, rhythm exercises, basic music theory, and most importantly the balance and blend required in choral singing, students prepare and perform a variety of repertoire from Western music history, sacred traditions, folk music, and musical theater. Prior experience is not required, and there is no audition.

#### **Textbook:**

None

#### **Classwork:**

Daily rehearsals begin with warm-up exercises including vocalizations and solfege scales and patterns. The remainder of the rehearsal is focused on mastery of repertoire and singing techniques.

#### **Homework:**

None

#### **Tests/Projects/Exams:**

Concert performances are considered the tests in choir. Students are required to attend every concert. There is no final exam.

## Chamber Choir

### **2 Credits**

#### **Prerequisite:**

One semester of choir and an audition

#### **Purpose:**

The Vanguard School Chamber Singers is a select ensemble that rehearses during the school day. This is a year-long elective. The goal of this ensemble is to expose students to a variety of higher-level styles of unaccompanied repertoire. Students will learn pieces from many different eras of music history, and there will be a major focus on sight reading, music theory, music history, musicianship, and performance practice. Students in this ensemble are strongly encouraged to audition for Colorado All State Choir, and they will work in class preparing the skills necessary to audition (not including solo repertoire). To participate in select choir, students are required to complete an audition and be a current member of The Vanguard School Singers (choir).

#### **Textbook:**

None

**Classwork:**

Daily rehearsals begin with warm-up exercises including vocalizations, solfege scales, and patterns. The remainder of the rehearsal is focused on mastery of repertoire and singing techniques.

**Homework:**

Students must turn in a 30-minute practice journal each week.

**Tests/Projects/Exams:**

Concert performances are considered the tests in choir. Students are required to attend every concert. There is no final exam.

**Course Fee:**

**\$75-\$100 for a one-time purchase of performance attire.**

## Theater History

**1 Credit****Purpose:**

Theatre History offers high school students opportunities to experience first-hand the various aspects of theatre production, to develop beginning acting skills, to explore and interact with various genres and periods of drama, and to participate in group improvisation and playwriting.

**Outline**

1. Introduction to Fine Arts and Drama
2. Careers in Theatre
3. Theatre Around the World Today
4. History of Western Theater
5. Technical Theatre
6. Dramatic Structure and Literature
7. Acting
8. Shakespeare
9. Devised Theatre
10. Final Theatre Company Project

**Texts and supplemental materials:** all supplies provided

**Classwork:** Class Activities, Notes, Group work

**Homework:** Individual projects

**Special Requirements:** none.

**Tests/Exams/Projects:** Unit quizzes, individual projects, group project

**Summer Reading:** None

## Acting

**1 Credit**

**Prerequisite:**

None

**Purpose:**

This introduction to theatre class is designed to give the beginning theatre student a deeper appreciation and understanding for the fine and practical art of theatre. Study will concentrate on the history, vocabulary and creative processes within this artistic discipline. As a class ensemble, students will explore the tools of the voice and body, as well as seek for a dynamic energy that will bring action to the performance space of the theatre classroom. These objectives will be met by sharpening skills through: storytelling, character development, improvisation, creative movement, and scripted presentations. By learning these skills, students may become more aware of themselves and how they are perceived by others. Students must participate to learn, and they may discover that they enjoy performing and feel more comfortable speaking in front of a group.

**Textbook:**

None

**Classwork:**

Daily rehearsal of scenes and occasional assignments involving character and script analysis.

**Homework:**

Minimal out of class requirements like memorizing lines.

**Tests/Projects/Exams:**

Project work only

## Production Design and Technology

1 Credit

**Prerequisite:**

None

**Purpose:** This course is designed for students who are interested in Production Design and Technology in the world of live performance. Students have the opportunity to learn about the behind-the-scenes aspects of theatre. Overall, this course is designed to provide students with a well-rounded technical theatre education that will prepare them for further studies in college or a career in the performing arts.

**Textbook:**

None

**Classwork:**

Design and technical theatre-related projects and activities, often tied to the show currently being produced by the theatre department.

**Homework:**

Minimal: work to complete individual design projects

**Tests/Projects/Exams:**

Project work only

## *History Department*

### Classical World History

**2 credits**

**Prerequisite:**

None

**Purpose:**

This introductory course will focus on the important events, major texts, and works of art that represent and clearly illustrate what is unique and central to the Judeo-Christian and Greco-Roman traditions taken separately, then come to grips with the synthesis and opposition to synthesis between these traditions that occurred in antiquity. The course is designed to establish the religious, philosophical, political, and economic contexts most crucial to the study of Western history and literature, taking time to explain how these early ideas would later impact Western Civilization culminating in the founding of the United States. This is a non-honors course designed to prepare each student for success in later honors courses. As such it is by teacher recommendation only and registration is handled on a student-by-student basis.

**Textbook:**

- *The Ancient Mediterranean World: From the Stone Age to A.D. 600*, Winks, Robin W and Susan P Mattern-Parkes
- *Politics*, Aristotle
- *Histories*, Herodotus
- *Roman Lives*, Plutarch
- *The Republic*, Plato
- *History of the Peloponnesian Wars*, Thucydides

**Classwork:**

Students will complete a warm-up activity over the previous day's lesson at the start of each class. Then they will follow along through guided interactive lecture and notes. Some days will require student participation while discussing key philosophical ideas and student opinions.

**Homework:**

Nightly reading will provide content for the next day's lesson as well as discussion of more in-depth primary sources. Reading will be accompanied by a reading guide to focus attention to key details and prepare students for quizzes and tests.

**Tests/Projects/Exams:**

Each unit will end with a unit test assessing knowledge through fill in the blank, multiple choice, timeline, and short essay questions. There will be one major yearlong research project. Students will conduct a lengthy research project drafting an annotated biography about a specific figure of their choosing. This project will focus on research skills, thesis, and argument



construction, as well as learning how to approach a project of such a scale. Each semester will finish with a two-hour exam assessing all information covered during the semester.

**Summer Reading:**

*Prometheus Bound*, Aeschylus and *Theogony; Works and Days*, Hesiod and other select works

Honors Classical World History

**2 Credits**

**Prerequisite:**

None

**Purpose:**

This course will emphasize the important events, major texts, and works of art that represent and clearly illustrate what is unique and central to the Judeo-Christian and Greco-Roman traditions taken separately, then come to grips with the synthesis and opposition to synthesis between these traditions that occurred in antiquity. The course is designed to establish the religious, philosophical, political, and economic contexts most crucial to the study of Western history and literature. This is an honors course designed to prepare each student for success in later honors and Advanced Placement courses.

**Textbook:**

- *The Ancient Mediterranean World: From the Stone Age to A.D. 600*, Winks, Robin W and Susan P Mattern-Parkes
- *Politics*, Aristotle
- *Histories*, Herodotus
- *Roman Lives*, Plutarch
- *The Republic*, Plato
- *History of the Peloponnesian Wars*, Thucydides

**Classwork:**

Students will complete a warm-up activity over the previous day's lesson at the start of each class. Then they will follow along through guided interactive lecture and notes. Some days will require student participation while discussing key philosophical ideas and student opinions.

**Homework:**

Nightly reading will provide content for the next day's lesson as well as discussion of more in-depth primary sources. Reading will be accompanied by a reading guide to focus attention to key details and prepare students for quizzes and tests.

**Tests/Projects/Exams:**

Each unit will end with a unit test assessing knowledge through fill in the blank, multiple choice, timeline, and short essay questions. There will be one major yearlong research project. Students will conduct a lengthy research project drafting an annotated biography about a

specific figure of their choosing. This project will focus on research skills, thesis, and argument construction, as well as learning how to approach a project of such a scale. Each semester will finish with a two-hour exam assessing all information covered during the semester.

**Summer Reading:**

*Prometheus Bound*, Aeschylus and *Theogony; Works and Days*, Hesiod and other select works

European History

**2 credits**

**Prerequisite:**

Classical World History

**Purpose:**

This year-long introductory course will cover the development of European civilization from the fall of Rome in 476 A.D. through the Cold War in the 20th century. In the first semester, this course will explore topics including the Middle Ages, the Renaissance, and Reformation, and the Scientific and Intellectual Revolutions. The second semester begins with the French Revolution and rise of Napoleon, the development of industrialization, capitalism, Communism, and events of the two World Wars of the 20th century. Throughout the year, students will read and critically analyze various primary sources to gain a deeper understanding of history beyond the textbook and class lectures. This is a non-honors course designed to prepare each student for success in later honors courses. As such it is by teacher recommendation only and registration is handled on a student-by-student basis.

**Textbook:**

- *Western Civilization*, 7th edition, Spielvogel, Jackson J.
- *Sources of the Western Tradition*, 6th edition, Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue
- *Life of Charlemagne*, Einhard
- *The Prince*, Niccolo, Machiavelli
- *All Quiet on the Western Front*, Remarque, Erich Maria
- *Night*, Wiesel, Elie
- *Man's Search for Meaning*, Frankl, Viktor E.

**Classwork:**

Students will complete a warm-up activity over the previous day's lesson or homework at the start of each class. They will then follow along through guided interactive lecture and notes. Some days will require student participation while discussing key historical ideas and student opinions. During large projects, some class time will be set aside for student responsibility coordinating.

**Homework:**

Nightly reading assignments will provide content for the next day's lesson as well as discussion

of more in-depth primary sources. This reading will be assessed through warm-ups, quizzes, and tests. Along with nightly reading, students will continually have projects to work on as well.

**Tests/Projects/Exams:**

Each unit will end with a unit test assessing knowledge through fill in the blank, multiple choice, timeline, and short essay questions; team-based mini-projects culminating in some kind of presentation or debate in front of the class for each unit (develops oral communication and informal leadership skills); book report in Fall semester on a book from a provided list, 4-6 page report; research paper in Spring semester, including selecting a topic within European history, development of a question in that topic, conduct of research to answer the question, and production of a 6-8 page research paper to explain and defend that answer. Each semester will finish with a two-hour exam assessing all information covered during the semester.

**Summer Reading:**

*The City of God*, Augustine excerpts

Honors European History

**2 Credits**

**Prerequisite:**

Honors Classical World History

**Purpose:**

This year-long course will cover the development of European civilization from the fall of Rome in 476 A.D. through the Cold War in the 20<sup>th</sup> century. In the first semester, this course will explore topics including the Middle Ages, the Renaissance, the Reformation, and the Scientific and Intellectual Revolutions. The second semester begins with the French Revolution and rise of Napoleon, the development of industrialization, capitalism, Communism, and events of the two World Wars of the 20<sup>th</sup> century. Throughout the year, students will read and critically analyze various primary sources to gain a deeper understanding of history beyond the textbook and class lectures.

**Textbook:**

- *Western Civilization*, 7th edition, Spielvogel, Jackson J.
- *Sources of the Western Tradition*, 6th edition, Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue
- *Life of Charlemagne*, Einhard
- *The Prince*, Niccolo, Machiavelli
- *All Quiet on the Western Front*, Remarque, Erich Maria
- *Night*, Wiesel, Elie
- *Man's Search for Meaning*, Frankl, Viktor E.

**Classwork:**

Students will complete a warm-up activity over the previous day's lesson or homework at the

start of each class. They will then follow along through guided interactive lecture and notes. Some days will require student participation while discussing key historical ideas and student opinions. During large projects, some class time will be set aside for student responsibility coordinating.

**Homework:**

Nightly reading assignments will provide content for the next day's lesson as well as discussion of more in-depth primary sources. This reading will be assessed through warm-ups, quizzes, and tests. Along with nightly reading, students will continually have projects to work on as well.

**Tests/Projects/Exams:**

Each unit will end with a unit test assessing knowledge through fill in the blank, multiple choice, timeline, and short essay questions. Team-based mini-projects, culminating in some kind of presentation or debate in front of the class, with each unit (develops oral communication and informal leadership skills); book report in fall semester on a book from a provided list, 4-6 page report; research paper in spring semester, including selecting a topic within European history, development of a question in that topic, conduct of research to answer the question, and production of a 6-8 page research paper to explain and defend that answer. Each semester will finish with a two-hour exam assessing all information covered during the semester.

**Summer Reading:**

*The City of God*, Augustine excerpts

[AP European History](#)

**2 Credits**

**Prerequisite:**

Completion of Honors The Classical World with an A and department chair approval.

**Purpose:**

The Advanced Placement program in European History (APEH) is a college-level course that “seeks to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning about the past.” Completing this course, plus the AP exam, is equivalent to college introductory courses in European History. This class will cover the development of European civilization from 1450 to the present using extensive reading in both primary and secondary sources. In the first semester, students will explore topics including the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, the French Revolution, and the Napoleonic Wars. In the second semester, students will examine the coming of industrialization, the shift to popular government, capitalism, Communism, the two World Wars, the Cold War, and the post-cold-war efforts towards European unity.

**Textbook:**

- *Western Civilization*, 7th edition, Spielvogel, Jackson J.

- *Sources of the Western Tradition*, 6th edition, Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue
- *Life of Charlemagne*, Einhard
- *The Prince*, Niccolo, Machiavelli
- *All Quiet on the Western Front*, Remarque, Erich Maria
- *Night*, Wiesel, Elie
- *Man's Search for Meaning*, Frankl, Viktor E.

In addition to the books listed with each unit above, there will be regular reading assignments from the following:

- *A History of Modern Europe*, 3<sup>rd</sup> edition, Merriman, John W.
- The Fordham University Internet History Sourcebooks Project
- The "Europeana" EU Culture Project
- *History of Western Music*
- *The Art of War in World History*
- *Sources of European History: Since 1900*, 2<sup>nd</sup> edition, Perry, Berg, and Krukones

**Classwork:**

Students will complete a warm-up activity over the previous day's lesson or homework at the start of each class. Then follow along through guided interactive lecture and notes. Some days will require student participation while discussing key historical ideas and student opinions. During large projects some class time will be set aside for student responsibility coordinating.

**Homework:**

Nightly reading will provide content for the next day's lesson as well as discussion of more in-depth primary sources. This reading will be assessed through warm-ups, quizzes, and tests. Along with nightly reading, students will continually have projects to work on as well.

**Tests/Projects/Exams:**

Each unit will end with a unit test assessing knowledge through fill in the blank, multiple choice, timeline, and short essay questions. Team-based mini-projects, culminating in some kind of presentation or debate in front of the class, with each unit (develops oral communication and informal leadership skills); book report in Fall semester on a book from a provided list, 4-6 page report; research paper in Spring semester, including selecting a topic within European history, development of a question in that topic, conduct of research to answer the question, and production of a 6-8 page research paper to explain and defend that answer. Each semester will finish with a two-hour exam assessing all information covered during the semester.

Specific to this course is a form of writing assignment called the Document-Based Question, or DBQ, designed to train and evaluate the student's ability to form historical arguments based on analysis and interpretation of a variety of primary source materials, including written, graphic, and artistic. To prepare students for this unique aspect of the AP exam, they will do at least one

DBQ in each of the course's ten units, initially as homework over several days, and as a timed in-class exercise by the end of the second semester.

**Summer Reading:**

*The City of God*, Augustine excerpts

*The Pursuit of History*, Tosh, John

**Honors United States History**

**2 Credits**

**Prerequisite:**

European History

**Purpose:**

The most important work in America is teaching American history and government. History functions for a nation as memory does for an individual. Without memory, an individual or a nation has no identity, and ultimately, no existence. With false memories, each has only a distorted sense of self, misconceptions of virtues and vices, strengths and weaknesses - and hence little chance of a better life.

This year-long course will familiarize students with the colonization and growth of the United States from the founding of Jamestown in 1607 to the events and challenges facing us as a nation today. The first semester will cover through the end of Reconstruction in 1877, concentrating on the three seminal periods of the American Revolution and establishment of the Republic, the evolution from Jeffersonian to Jacksonian Democracy and Manifest Destiny, and the American Civil War and Reconstruction. The second semester begins with Western expansion and concentrates on the rise of the city, the Progressive Era, World War I and the Great Depression, World War II, the civil rights movement, and America as a superpower through the end of the Cold War. Major themes such as the United States Constitution; the evolution of an American culture and identity; the impact of slavery; immigration, demographic changes, and diversity; economic transformations; politics and citizenship; reform; religion; and war and diplomacy will provide the threads of continuity with which to compare and analyze each period of study.

**Textbook:**

- *American History: A Survey*, 12<sup>th</sup> edition, Brinkley, Alan
- Various primary sources will be assigned through handouts.

**Classwork:**

Students will complete a warm-up activity over the previous day's lesson or homework at the start of each class, and then follow along through guided interactive lecture and notes. Some days will require student participation while discussing key historical ideas and student opinions.

**Homework:**

Nightly reading will provide content for the next day's lesson as well as discussion of more in-depth primary sources. Each reading will be accompanied by a worksheet that will push students to critically think on key terms throughout the reading along with basic note taking. This reading will be assessed through warm-ups, quizzes, and tests.

**Tests/Projects/Exams:**

Each unit will end with a unit test assessing knowledge through fill in the blank, multiple choice, timeline, and short essay questions. Students will research and plan a speech on any individual or event significant to U.S. history of their own choosing with instructor approval. They will then present a 10 – 12 minute speech on their topic to the class. Each semester will finish with a two-hour exam assessing all information covered during the semester.

**Summer Reading:**

*The American Revolution: A History*, Wood, Gordon

**AP United States History****2 Credits****Prerequisite:**

Completion of Honors European History with an A or AP European History with a B of higher and department chair approval.

**Purpose:**

The most important work in America is teaching American history and government. History functions for a nation as memory does for an individual. Without memory, an individual or a nation has no identity, and ultimately, no existence. With false memories, each has only a distorted sense of self, misconceptions of virtues and vices, strengths and weaknesses - and hence little chance of a better life.

Advanced Placement (AP) United States History is designed to enable students to develop analytical skills and acquire a thorough knowledge of United States history. The goal of this AP course is, quite simply, to enable students to do well on the AP exam, that is, achieve a score of 4 or 5. To do so, this year-long course will familiarize students with the colonization and growth of the United States from the founding of Jamestown in 1607 to the events and challenges facing us as a nation today. The first semester will cover through the end of Reconstruction in 1877, concentrating on the three seminal periods of the American Revolution and establishment of the Republic, the evolution from Jeffersonian to Jacksonian Democracy and Manifest Destiny, and the American Civil War and Reconstruction. The second semester begins with Western expansion and concentrates on the rise of the city, the Progressive Era, World War I and the Great Depression, World War II, the civil rights movement, and America as a superpower through the end of the Cold War. Major themes such as the United States Constitution; the evolution of an American culture and identity; the impact of slavery;

immigration, demographic changes, and diversity; economic transformations; politics and citizenship; reform; religion; and war and diplomacy will provide the threads of continuity with which to compare and analyze each period of study.

**Textbook:**

**Primary text:**

- *American History: A Survey*, 12<sup>th</sup> edition, Brinkley, Alan

**Supplementary texts:**

- *United States History Preparing for the Advanced Placement Examination*, 2nd Revised Edition, Newman, John.
- *An American Primer*, Boorstin, Daniel J.
- *How the Other Half Lives: Studies among the Tenements of New York*, Riis, Jacob A.
- Other anthologies as required

**Classwork:**

Students will complete a warm-up activity over the previous day's lesson or homework at the start of each class, then follow along through guided interactive lecture and notes. Some days will require student participation while discussing key historical ideas and student opinions.

**Homework:**

Nightly reading will provide content for the next day's lesson as well as discussion of more in-depth primary sources. Each reading will be accompanied by a worksheet that will push students to critically think on key terms throughout the reading along with basic note taking. This reading will be assessed through warm-ups, quizzes, and tests.

**Tests/Projects/Exams:**

Each unit will end with a unit test assessing knowledge through fill in the blank, multiple choice, timeline, and short essay questions. Specific to this course is a form of writing assignment called the Document-Based Question, or DBQ, designed to train and evaluate your ability to form historical arguments based on analysis and interpretation of a variety of primary source materials, including written, graphic, and artistic. To prepare students for this unique aspect of the AP exam, they will do at least one DBQ in each of the course's units. These essays will be given during class and timed. First semester will finish with a two-hour exam assessing all information covered during the semester.

**Summer Reading:**

All students must read chapters 1-4 of the primary text and take notes. A test will be given the first week of school. Students must also read *The American Revolution: A History* – Gordon Wood.

[Honors United States Government and Politics](#)

**1 Credit**



**Prerequisite:**

United States History

**Purpose:**

Government in the fullest sense is the way a people organize their common life to make it a better life. In the United States, the fullest expression of government is the self-governing of the American people. Preserving self-government requires clear-sighted attention to our fundamental principles. These principles are found in the primary documents of our history. We aim to understand those documents as their authors did. This implies that we can escape our own time and understand something from another time. This is a semester-long college course designed to familiarize the student with the basic structure of American government and the Constitution of the United States, and the interrelationships among the three branches of national government - the Executive, Legislative, and Judicial branches - and the other major players on the national scene - the media, political parties, interest groups and public opinion.

The course will cover the following six topic areas: Constitutional Underpinnings of United States Government; Political Beliefs and Political Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties.

**Textbook:**

- *Government in America: People, Politics, and Policy*, 14th edition, Edwards, George C. III, Martin P. Wattenberg, and Robert L. Lineberry
- *American Government: Readings and Cases*, 18th edition, Woll, Peter
- *AP Government and Politics United States to accompany Government in America*, Johnson, Jeffrey Alan
- *The Lanahan Readings in the American Polity*, 14<sup>th</sup> edition, Serow, Ann G. and Everett C. Ladd
- *Perspectives on American Politics*, 5<sup>th</sup> edition, Lasser, William

**Classwork:**

Students will complete a warm-up activity over the previous day's lesson or homework at the start of each class. They will then follow along through guided interactive lecture and notes. Some days will require student participation while discussing key past or present political ideas and student must formulate their own opinions on current issues within the United States government.

**Homework:**

Nightly reading will provide content for the next day's lesson as well as discussion of more in-depth primary sources. Each reading will be accompanied by a worksheet that will push students to critically think on key terms throughout the reading along with basic note taking. This reading will be assessed through warm-ups, quizzes, and tests.

**Tests/Projects/Exams:**

Each unit will end with a unit test assessing knowledge through fill in the blank, multiple choice, timeline, and short essay questions. Each student will research a current event topic of their choosing to present an 8-10 minute presentation to the class detailing the event, issue, or person and how they impacted the U.S. Each student will also research a court case significant to U.S. history and write a 2-3 page paper as well as present an 8-10 minute speech to the class on the court case and why it was significant to the United States. The semester will finish with a two-hour exam assessing all information covered during the semester.

**Summer Reading:**

*The Federalist Papers (Federalist 10, Federalist 48, Federalist 51, Federalist 78)*, Jay, John, Hamilton, Alexander, and Madison, James

**AP United States Government and Politics****1 Credit****Prerequisite:**

Completion of Honors American History with an A or AP U.S. History with a B or higher and department chair approval.

**Purpose:**

Government in the fullest sense is the way people organize their common life to make it a better life. In the United States, the fullest expression of government is the self-governing of the American people. Preserving self-government requires clear-sighted attention to our fundamental principles. These principles are found in the primary documents of our history. We aim to understand those documents as their authors did. This implies that we can escape our own time and understand something from another time.

The goal of this AP course is, quite simply, to enable each student to do well on the AP exam, that is achieve a score of 4 or 5. A greater, long-term goal of this AP course is to make each student a good, informed citizen. To accomplish this goal, this is a semester-long college course designed to familiarize the student with the basic structure of American government and the Constitution of the United States, and the interrelationships among the three branches of national government - the Executive, Legislative, and Judicial branches - and the other major players on the national scene - the media, political parties, interest groups and public opinion.

The course will cover the following six topic areas: Constitutional Underpinnings of United States Government; Political Beliefs and Political Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties.

**Textbook:****Primary texts:**

- *Government in America: People, Politics, and Policy*, 14th edition, Edwards, George C. III, Martin P. Wattenberg, and Robert L. Lineberry
- *American Government: Readings and Cases*, 18th edition, Woll, Peter
- *AP Government and Politics United States to accompany Government in America*, Johnson, Jeffrey Alan
- *The Lanahan Readings in the American Polity*, 14<sup>th</sup> edition, Serow, Ann G. and Everett C. Ladd.
- *Perspectives on American Politics*, 5<sup>th</sup> edition, Lasser, William

**Other materials:**

- Articles from current newspapers, such as the *New York Times* or the *Wall Street Journal*
- News magazine excerpts from *Time*, *Newsweek*, or the *Economist*
- News footage and documentaries
- C-SPAN's coverage and current events materials
- Numerous websites

**Classwork:**

Students will complete a warm-up activity over the previous day's lesson or homework at the start of each class. Then follow along through guided interactive lecture and notes. Some days will require student participation while discussing key past or present political ideas and student must formulate their own opinions on current issues within the United States government.

**Homework:**

Nightly reading will provide content for the next day's lesson as well as discussion of more in-depth primary sources. Each reading will be accompanied by a worksheet that will push students to critically think on key terms throughout the reading along with basic note taking. This reading will be assessed through warm-ups, quizzes, and tests.

**Tests/Projects/Exams:**

Each unit will end with a unit test assessing knowledge through fill in the blank, multiple choice, timeline, and short essay questions. Each student will research a current event topic of their choosing to present an 8-10-minute presentation to the class detailing the event, issue, or person and how they impacted the U.S. Each student will also research a court case significant to U.S. history and write a 2-3-page paper as well as present an 8-10-minute speech to the class on the court case and why it was significant to the United States. The semester will finish with a two-hour exam assessing all information covered during the semester.

**Summer Reading:**

All students must read Chapters 1-3 of *Government in America* and *The Federalist Papers 10, 48, 51, 78* and complete the corresponding study guide questions and quizzes. They will be due the second day of class.

## Honors Microeconomics

### **1 Credit**

#### **Prerequisite:**

United States History

#### **Purpose:**

The purpose of this course is to not only introduce students to the tools to understand society and the creation of wealth, but also to ground Vanguard students in the historical tradition of economics. Students master basic supply and demand theory and analysis as it applies to individual markets and then learn about non-competitive equilibria such as monopoly. The course emphasizes the role of free markets in determining economic well-being and wealth creation, as well as the appropriate role of government.

#### **Textbook:**

Alongside the texts below, students read selections from the collective works of Frederic Bastiat.

- *Murder at the Margin*, Jevons, Stanley
- *Principles of Economics*, Mankiw, N. Gregory, 5<sup>th</sup> edition

#### **Classwork:**

Class is largely lecture with tests and quizzes occurring every two to three weeks.

#### **Homework:**

Homework (including answering questions, textbook problems, readings, and articles) is due approximately twice a week. Students are expected to follow directions carefully with each specific type of assignment they are given.

#### **Tests/Projects/Exams:**

Unit tests and a final examination are given each semester.

#### **Summer Reading:**

*The Law*, Bastiat, Frederic

## AP Economics: Micro

### **1 Credit**

#### **Prerequisite:**

Completion of Honors American History with an A or AP U.S. History with a B or higher and department chair approval.

#### **Purpose:**

The purpose of this course is not only to introduce students with the tools to understand society and the creation of wealth, but also to ground Vanguard School students in the historical tradition of economics. Students master basic supply and demand theory and analysis

as it applies to individual markets and then learn about non-competitive equilibria such as monopoly. The course emphasizes the role of free markets in determining economic well-being and wealth creation, as well as the appropriate role of government.

**Textbook:**

- *Principles of Economics*, 5th edition, Mankiw, N. Gregory
- *The Economics of Freedom: What your Professors Won't Tell You*, Bastiat, Frederic

**Classwork:**

Class is largely lecture with tests and quizzes occurring every two to three weeks.

**Homework:**

A typical homework assignment consists of 6-8 pages of reading, 8-10 problems, *or* several short essays, including graphical analysis (estimated total time of 20-30 min daily outside of class). Homework assignments will be posted on infinite campus at the beginning of each week.

**Tests/Projects/Exams:**

Unit tests and a final examination are given each semester.

**Summer Reading:**

*The Law*, Bastiat, Frederic

## *History Department Electives*

### AP Human Geography

#### **2 Credits**

#### **Prerequisite:**

Completion of Honors/AP European History with a B or higher and department chair approval.

#### **Purpose:**

The purpose of AP Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

#### **Textbook:**

- *Human Geography: People, Place, and Culture*, 9<sup>th</sup> edition, de Blij, H. J., Alexander B. Murphy, and Erin H. Fouberg
- *Human Geography in Action*, 5<sup>th</sup> edition, Kuby, Michael, John Harner, and Patricia Gober
- *AP Human Geography*, Swanson, Kelly

The Wiley student and instructor companion websites for *Human Geography* and *Human Geography in Action* are used in conjunction with the primary texts.

#### **Classwork:**

Students will follow along through interactive lecture and notes. Students will be expected to participate in all discussions regarding key concepts, political ideology, and current events from around the globe.

#### **Homework:**

Nightly reading with note taking will provide content for the next day's lesson as well as discussion regarding current events from around the globe. Students will complete multiple case studies as homework during each unit which will utilize tools of geographers and spatial concepts.

#### **Tests/Projects/Exams:**

Each unit will end with a test assessing knowledge through AP format multiple choice questions and free response questions which will assess both classroom and home reading information. First semester will end with a two-hour exam assessing all information covered during the semester in a full-practice AP exam format.

#### **Summer Reading:**

*The Lexus and the Olive Tree*, Friedman, Thomas

## AP Psychology

### **2 Credit**

#### **Prerequisite:**

Completion of Honors European History with an A or AP European History with a B or higher and department chair approval.

#### **Purpose:**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

#### **Textbook:**

- *Myers Psychology for the AP Course*, Myers, David G, and C. Nathan DeWall

#### **Classwork:**

Students will complete a warm-up activity over the previous day's lesson at the start of each class. Then they will follow along through guided interactive lecture and notes. Some days will require student participation while discussing key psychological concepts or running experiments upon classmates.

#### **Homework:**

Nightly reading will provide content for the next day's lesson. Reading will be accompanied by a reading guide to focus attention to key details and prepare students for quizzes and tests.

#### **Tests/Projects/Exams:**

Each unit will end with a unit test assessing knowledge through Multiple Choice Questions and Free Response Questions, styled off of the AP format for maximum practice.

#### **Summer Reading:**

Early Psychologist Theories Reading Packet

## Criminal Forensic Science

### **1 Credit**

#### **Prerequisite:**

None

#### **Purpose:**

Forensic Science is the application of scientific methods and principles to investigate and solve crimes. It involves the collection, analysis, and interpretation of physical evidence from crime scenes, and the presentation of this evidence in a court of law.

This course in Forensic Science provides an in-depth look at the various techniques and technologies used by forensic scientists to solve crimes. Students will learn about the importance of proper crime scene documentation, evidence collection and preservation, and the analysis of physical evidence such as DNA, fingerprints, and ballistics.

Throughout the course, students will also be introduced to the forensic examination of various types of evidence, including documents, drugs, fibers, and trace evidence. They will learn about the different analytical techniques used in forensic science, such as chromatography, spectrometry, and microscopy.

Additionally, students will explore the role of forensic science in the criminal justice system, including the use of forensic evidence in investigations and trials. They will learn about the ethical and legal issues involved in the collection and analysis of forensic evidence, as well as the potential limitations of forensic science.

By the end of the course, students will have a comprehensive understanding of the field of forensic science and the role it plays in criminal investigations. They will have developed the skills needed to collect, analyze, and interpret physical evidence from crime scenes and present this evidence effectively in a court of law.

**Textbook:**

None. Assorted readings as provided by instructor.

**Classwork:**

Time in class will be spent note taking during lectures and discussion, as well as hands on labs investigating the different methods of forensic sciences utilized by law enforcement and the justice system.

**Homework:**

Students will have reading assignments to complete as homework.

[Introduction to Anthropology](#)

**1 Credit**

**Prerequisite:**

Completion of Classical World History

**Purpose:**



Intro to Anthropology provides students with a look into the field of anthropology as the methodological study of the human species. Studying human societies and cultures from an anthropological perspective provides a viewpoint that intersects the disciplines of history, sociology, and evolutionary biology. This class will enable students to explore the characteristics and complexities of social and cultural life, fosters the development of international mindedness, and contributes to an anthropological understanding of contemporary real-world issues.

**Textbook:**

Anthropology: Appreciating Human Diversity 19<sup>th</sup> ed.

**Classwork:**

Begin with warm-up question introducing topic. Read associated texts in class and answer questions. Graded group discussions. Biological anthropology labs.

**Homework:**

Homework consists of reading articles and writing assignments.

**Tests/ Exams / Projects:**

Three essay assignments across the semester. Quizzes after each chapter. Final research project in lieu of final.

## Honors Psychology

### **2 Credit**

**Prerequisite:**

Completion of Honors Classical World History

**Purpose:**

This Honors Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

**Textbook:**

*Myers Psychology for the AP Course*, Myers, David G, and C. Nathan DeWall

**Classwork:**

Students will answer a writing prompt in their warm-up notebook; turned-in every quarter. The prompt will be related to lesson content and previous readings. Lessons will be presented by teacher with guided discussions as it relates to the previous night's readings. Class will finish with reading guides.

**Homework:**

Homework will be assigned based on content done in class; the completion of a chapter will assign sections of reading as homework and the completion of the associated reading guide.

**Tests/Projects/Exams:**

Tests will happen after each chapter. There will be a final exam both semesters. Each quarter, students will have a research project to complete.

## CU Succeed African American History

### **3 College Credits**

**Prerequisite:**

Completion of Honors European History with an A or AP European History with a B of higher and department chair approval.

**Purpose:**

This course would provide students with a survey of African American History from the colonial period through the modern day. The goal of this course will be to provide students with a college level introduction to the study of African American History. This course will correspond with History 1550- African American History: From Africa to the Present Day at the University of Colorado Colorado Springs with the goal to register it as a CU Succeed course for dual enrollment (3 Credit Hours). This course will emphasize the social and economic lives of African Americans, their roles in politics and war, their achievements, and movements for Civil Rights and power.

**Textbook:**

TBD

**Classwork:**

Students will complete a warm-up activity over the previous day's lesson or homework at the start of each class, then follow along through guided interactive lecture and notes. Some days will require student participation while discussing key historical ideas and student opinions.

**Homework:**

Nightly reading will provide content for the next day's lesson as well as discussion of more in-depth primary sources. Each reading will be accompanied by a worksheet that will push students to critically think on key terms throughout the reading along with basic note taking. This reading will be assessed through warm-ups, quizzes, and tests.

**Tests/Projects/Exams:**

Students will complete several research papers throughout the semester to elaborate on and thoroughly research more content on selected topics throughout the course.

**Cost:**

\$150 paid to UCCS

## CU Succeed American Military History

**3 College Credits****Prerequisite:**

Completion of Honors European History with an A or AP European History with a B or higher and department chair approval.

**Purpose:**

This course would provide students with a survey of American Military History from the American Revolution through the modern day. The goal of this course will be to provide students with a college level introduction to the study of American Military History. This course will correspond with American Military History 1545 at the University of Colorado Colorado Springs with the goal to register it as a CU Succeed course for dual enrollment (up to 3 credit hours). This course will introduce students to a historical approach to the study of war that emphasizes social and political connections while maintaining a firm grounding in traditional methods of military history.

**Textbook:**

TBD

**Classwork:**

Students will complete a warm-up activity over the previous day's lesson or homework at the start of each class, then follow along through guided interactive lecture and notes. Some days will require student participation while discussing key historical ideas and student opinions.

**Homework:**

Nightly reading will provide content for the next day's lesson as well as discussion of more in-depth primary sources. Each reading will be accompanied by a worksheet that will push students to critically think on key terms throughout the reading along with basic note taking. This reading will be assessed through warm-ups, quizzes, and tests.

**Tests/Projects/Exams:**

Students will complete several research papers throughout the semester to elaborate on and thoroughly research more content on selected topics throughout the course.

**Cost:**

\$150 paid to UCCS

## CU Succeed History of Latin America

### **6 College Credits**

#### **Prerequisite:**

Completion of Honors European History with an A or AP European History with a B of higher and department chair approval.

#### **Purpose:**

This course would provide students with a survey of Latin American History from the colonial period through the modern day. The goal of this course will be to provide students with a college level introduction to the study of Latin American History. This course will correspond with Latin American to 1810 and Latin America Since 1810 at the University of Colorado Colorado Springs with the goal to register it as a CU Succeed course for dual enrollment (up to 6 Credit Hours). This course will emphasize social, political, and economic development in Latin America from the pre-Columbian era through the present day.

#### **Textbook:**

TBD

#### **Classwork:**

Students will complete a warm-up activity over the previous day's lesson or homework at the start of each class, then follow along through guided interactive lecture and notes. Some days will require student participation while discussing key historical ideas and student opinions.

#### **Homework:**

Nightly reading will provide content for the next day's lesson as well as discussion of more in-depth primary sources. Each reading will be accompanied by a worksheet that will push students to critically think on key terms throughout the reading along with basic note taking. This reading will be assessed through warm-ups, quizzes, and tests.

#### **Tests/Projects/Exams:**

Students will complete several research papers throughout the semester to elaborate on and thoroughly research more content on selected topics throughout the course.

#### **Cost:**

\$300 paid to UCCS

## Advanced Philosophy

### **1 Credit**

#### **Prerequisite:**

Completion with a B or higher in Honors Classical World History

**Purpose:**

Philosophy is the exploration of fundamental questions about existence, knowledge, ethics, and the mind. In this introductory course, students will engage with some of the most profound and influential ideas in human history. Through a combination of lectures, discussions, and reading assignments, students will examine the major branches of philosophy, including metaphysics, epistemology, ethics, and political philosophy.

Students will explore questions such as: What is the nature of reality? How do we know what we know? What is the right way to live? What is justice? Drawing from classical and contemporary thinkers like Plato, Aristotle, Descartes, Kant, and Nietzsche, students will develop critical thinking and reasoning skills, as well as the ability to construct and evaluate arguments.

By the end of the course, students will not only have a deeper understanding of key philosophical concepts but will also be better equipped to think critically about their own beliefs, the world around them, and the complex ethical issues facing society today.

This course will foster intellectual curiosity, stimulate thoughtful debate, and encourage students to engage with big questions in a meaningful and reflective way. Whether they are interested in philosophy, politics, literature, or simply seeking to improve their ability to reason, students will find valuable tools for navigating the complexities of life.

**Textbook:**

TBD

**Classwork:**

Begin with warm-up question introducing topic. Read associated texts in class and answer questions. Graded group discussions.

**Homework:**

Homework consists of reading articles and writing assignments.

**Tests/ Exams / Projects:**

Tests and Group Discussions will serve as the assessments following each unit.

[History of East Asia](#)

**1 Credit**

**Prerequisite:**

Completion with a C or higher in Honors Classical World History

**Purpose:**

This course offers an in-depth exploration of the rich and diverse history of East Asia, with a primary focus on the civilizations of China and Japan. Students will examine the development of these two influential nations from ancient times to the present, exploring key political, cultural, social, and economic changes that have shaped their identities and their interactions with the wider world.

The course begins with the rise of early Chinese dynasties, such as the Shang and Zhou, and the philosophical foundations of Confucianism, Daoism, and Legalism. We will trace the evolution of Chinese imperial power through the Qin, Tang, Song, and Ming dynasties, exploring the achievements, conflicts, and challenges faced by China over millennia. Students will also learn about the influence of China on neighboring regions, particularly Japan, and how Chinese culture and technology spread across East Asia.

The course also delves into the history of Japan, beginning with its early foundations and the adoption of Chinese cultural practices. Students will study the rise of the samurai class, the establishment of feudal Japan, the Tokugawa Shogunate, and Japan's modernization during the Meiji Restoration. Special attention will be given to Japan's imperial expansion in the late 19th and early 20th centuries, its involvement in World War II, and its post-war economic recovery.

Throughout the course, students will engage with a variety of historical sources, including primary texts, artwork, literature, and film, to understand the cultural and political developments of East Asia. Key themes include the role of religion and philosophy, the impact of foreign influence, the nature of governance, and the shifting relationship between tradition and modernization.

By the end of the course, students will have a comprehensive understanding of China and Japan's histories, as well as their ongoing influence in the global context. This class will provide students with a deeper appreciation for the historical forces that have shaped East Asia and the ways in which these nations continue to impact the modern world.

**Textbook:**

Sun, Tzu. *The Art of War*. Translated by Lionel Giles, Dover Publications, 2002.

Yang, Rae. *Spider Eaters: A Memoir*. W.W. Norton & Company, 2000.

Lady Nijo. *Confessions of Lady Nijo*. Translated by Karen Brazell, Stanford University Press, 1973.

Katsu, Musui. *Musui's Story: The Autobiography of a Tokugawa Samurai*. Translated by Teruko Craig, University of Arizona Press, 1988.

**Classwork:**

Begin with warm-up question introducing topic. Read associated texts in class and answer questions. Graded group discussions.

**Homework:**

Homework consists of reading and writing assignments.

**Tests/ Exams / Projects:**

Tests will serve as the assessments following each unit. Cumulative final semester exam given.

## *Language Department*

### French I

**2 Credits**

**Prerequisite:**

Latin I

**Purpose:**

Students will learn beginning French vocabulary and grammar and will develop skills in listening, speaking, reading, and writing. Additionally, students will explore numerous topics in the history, literature, and culture of Francophone countries. Students who have successfully completed French I will be prepared to continue with French II.

**Textbook:**

*Chemins 1 and 2: French for a Connected World*, Vista Higher Learning

**Classwork:**

New vocabulary and/or grammar will be presented on a daily basis, followed by practice activities in speaking, reading, listening, and writing. Lessons will be conducted in French when possible and will focus especially on student interaction and the development of strong communication skills.

**Homework:**

Homework assignments provide an opportunity for students to practice the skills learned in class. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15 – 20 minutes of homework daily. Homework will frequently be corrected during class.

**Tests/Projects/Exams:**

A test will follow each chapter, focusing on new and review grammar, reading, and listening comprehension exercises, and composition activities. Students will complete several small-scale projects focusing on particular aspects of French language and culture. Students will take a cumulative exam both semesters. French I students will also be invited to participate in *Le Grand Concours* (The National French Contest).

### French II

**2 Credits**

**Prerequisite:**

French I



**Purpose:**

Students will learn intermediate French vocabulary and grammar and will develop skills in listening, speaking, reading, and writing. Additionally, students will explore numerous topics in the history, literature, and culture of Francophone countries. Students who have successfully completed French II will be prepared to continue with French III.

**Textbook:**

*Chemins 2 and 3: French for a Connected World*, Vista Higher Learning

**Classwork:**

New vocabulary and/or grammar will be presented on a daily basis, followed by practice activities in speaking, reading, listening, and writing. Lessons will be conducted in French when possible and will focus especially on student interaction and the development of strong communication skills.

**Homework:**

Homework assignments provide an opportunity for students to practice the skills learned in class. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15 – 20 minutes of homework daily. Homework will frequently be corrected during class.

**Tests/Projects/Exams:**

A test will follow each chapter, focusing on new and review grammar, reading, and listening comprehension exercises, and composition activities. Students will complete several small-scale projects focusing on particular aspects of French language and culture. Students will take a cumulative exam both semesters. French I students will also be invited to participate in *Le Grand Concours* (The National French Contest).

**Summer Reading:**

Students will complete a summer review packet of French I material to begin French II prepared to succeed. This packet will be provided in the spring semester and will take 2-3 hours to complete.

**[French III](#)****2 Credits****Prerequisite:**

French II

**Purpose:**

Students will learn intermediate to advanced French vocabulary and grammar and will develop skills in listening, speaking, reading, and writing. Additionally, students will explore numerous topics in the history, literature, and culture of Francophone countries. Students who have successfully completed French III will be prepared to continue with French IV or AP French.

**Textbook:**

*Chemins 3: French for a Connected World*, Vista Higher Learning

**Classwork:**

New vocabulary and/or grammar will be presented on a daily basis, followed by practice activities in speaking, reading, listening, and writing. Lessons will be conducted in French when possible and will focus especially on student interaction and the development of strong communication skills.

**Homework:**

Homework assignments provide an opportunity for students to practice the skills learned in class. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15 – 20 minutes of homework daily. Homework will frequently be corrected during class.

**Tests/Projects/Exams:**

A test will follow each chapter, focusing on new and review grammar, reading, and listening comprehension exercises, and composition activities. Students will complete several small-scale projects focusing on particular aspects of French language and culture. Students will take a cumulative exam both semesters. French III students will also be invited to participate in *Le Grand Concours* (The National French Contest).

**Summer Reading:**

Students will complete a summer review packet of French II material to begin French III prepared to succeed. This packet will be provided in the spring semester and will take 2-3 hours to complete.

## Latin I

**2 Credits**

***REQUIRED FOR GRADUATION***

**Purpose:**

Studying Latin sharpens students' skills in memorization and critical and logical thinking, expands students' understanding of the origins and workings of many languages, and serves as a gateway to the study of the culture and civilization of ancient Rome, the precepts, and ideas of which form the foundation of Western civilization. In Latin I, students will master beginning Latin vocabulary, grammar, and syntax while developing foundational translation skills through a study of textbook Latin excerpts adapted from Roman sources. Students will also explore topics in the history, literature, culture, and geography of ancient Rome.

**Textbook:**

*Latin for the New Millennium Level 1*, Minkova, Milena and Tunberg, Terence

**Classwork:**

New vocabulary and grammar material will be presented daily, followed by practice exercises in reading and writing. Students will apply all accumulated vocabulary and grammar knowledge to adapted textbook Latin readings. Classwork will often include translation preparatory exercises, guided translation practice, and student group work on translations. Quizzes will be given frequently to ensure continual progress, particularly regarding memorized material such as vocabulary and word endings.

**Homework:**

Daily assignments will closely reflect the vocabulary and grammar material presented in class to provide students the opportunity to practice those skills. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15-20 minutes of homework daily.

**Tests/Projects/Exams:**

A test will follow each chapter and unit, focusing on new and review vocabulary and grammar and including translation exercises of both seen and unseen passages. Students will complete the second semester Classical Mythology project in which they will research at least three classical gods and goddesses of their choosing and present their research in an engaging, original, and creative manner in groups. Both semesters conclude with a semester exam. High-performing Latin I students will also be invited to take the Level I National Latin Exam.

**Latin II****2 Credits****Prerequisite:**

Latin I

**Purpose:**

Students in Latin II will continue the textbook study of beginning and intermediate Latin vocabulary, grammar, and syntax begun in Latin I. An increasing emphasis will be placed on developing strong intermediate translation skills through the textbook readings adapted from original Roman sources. Readings will become lengthier and more complex throughout the year. Students will additionally continue to explore the history, literature, culture, and geography of ancient Rome, while also exploring the continued use and development of Latin in the Middle Ages and the Renaissance.

**Textbook:**

*Latin for the New Millennium Level 1 and 2, Minkova, Milena and Tunberg, Terence*

**Classwork:**

New vocabulary and grammar material will be presented daily, followed by practice exercises in reading and writing. Students will apply all accumulated vocabulary and grammar knowledge to adapted readings of increasing length and difficulty. Classwork will often include translation

preparatory exercises, guided translation practice, and student group work on translations. Quizzes will be given frequently to ensure continual progress, particularly regarding memorized material such as vocabulary and word endings.

**Homework:**

Daily assignments will closely reflect the vocabulary and grammar material presented in class to provide students the opportunity to practice those skills. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15-20 minutes of homework daily.

**Tests/Projects/Exams:**

A test will follow each chapter and unit, focusing on new and review vocabulary and grammar and including translation exercises of both seen and unseen passages. Students will complete the second semester Roman Architecture project in which they will research an ancient Roman structure type - amphitheater, forum, temple, bath, etc. - and present their research in an engaging, original, and creative manner in groups.

Both semesters conclude with a semester exam. Students will also be invited to take the Level II National Latin Exam.

**Summer Reading:**

Students will complete a summer review packet of Latin I material to begin Latin II prepared to succeed. This packet will be provided in the spring semester and will take 2-3 hours to complete.

**Latin III**

**2 Credits**

**Prerequisite:**

Latin II

**Purpose:**

Latin III serves as a transition year between the textbook-based study of Latin I and II and the unadapted Latin readings of Latin IV and beyond. Upon completing the textbook study of Latin grammar, vocabulary, and syntax, students will read the story of *Jason and the Argonauts* in adapted Latin through the *Fabulae Graecae* text to develop reading fluency and confidence. Supplementary grammar topics will be presented when relevant to the readings. Students will continue to study the history, literature, culture, and geography of ancient Rome, as well as the continued use of Latin in the Middle Ages and Renaissance.

**Textbook:**

*Latin for the New Millennium Level 2*, Minkova, Milena and Tunberg, Terence

*Fabulae Graecae*, Ritchie, Francis; Lawall, Gilbert; Iverson, Stanley; Wooley, Allan

**Classwork:**

New vocabulary and grammar material will be presented frequently, followed by practice exercises in reading and writing. Students will apply all previous vocabulary and grammar knowledge to adapted readings of increasing length and difficulty. Classwork will frequently include translation preparatory exercises, guided translation practice, and student group work on translations. Quizzes will be given frequently to ensure continual progress, particularly regarding memorized material such as vocabulary and word endings.

**Homework:**

Daily assignments will closely reflect the new vocabulary and grammar material presented in class to provide students the opportunity to practice those skills. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Additionally, Latin III assignments will emphasize translation preparation and translation practice to build the fundamental skills needed for translating upper-level Latin. Students can expect 15- 20 minutes of homework daily.

**Tests/Projects/Exams:**

A test will follow each chapter and unit, focusing on new and review vocabulary and grammar and including translation exercises of both seen and unseen passages. Students will complete two second semester projects: the Roman Daily Life project, in which students will research and teach a lesson on a topic of Roman civilization of their choosing; and the Roman Food project, in which students will prepare an ancient Roman dish according to the original recipe (primarily from Apicius' *De re coquinaria*) and which concludes with an in-class banquet. Both semesters conclude with a semester exam. Students will also be invited to take the Level III National Latin Exam.

**Summer Reading:**

Students can expect a summer review packet of Latin I and II material to begin Latin III prepared to succeed. This packet will be provided the previous spring and will take 2-3 hours to complete.

**[CU Latin IV](#)****2 Credits****Please note:**

Latin IV is a dual-enrollment course with UCCS through the CU-Succeeds program.

**Prerequisite:**

Latin III

**Purpose:**

Latin IV is a reading-intensive course in which students apply all earlier knowledge of Latin vocabulary and grammar to unadapted readings in Latin prose and poetry. New grammar topics will be introduced when relevant to ensure continual progress in mastering advanced Latin

concepts. Students will study the authors and historical context of the texts read and will be introduced to the common figures of speech and rhetorical devices used by authors such as Vergil and Cicero. Students will be prepared to succeed in lower level collegiate Latin courses upon successful completion of Latin IV.

**Textbook:**

*Legamus Transitional Reader Series, various authors*

*Chambers Murray Latin-English Dictionary, 1<sup>st</sup> edition, Smith, Sir William and Lockwood, Sir John*

**Classwork:**

Lessons will focus on developing students' translation skills through translation preparation exercises, guided translations, and student translation practice. New grammar topics will be introduced when relevant to the texts studied, and practice grammar exercises in class will aid in student mastery of new material and in reinforcement of review topics. Quizzes will be given frequently to ensure continual progress, particularly in developing vocabulary and strengthening grammar and syntax concepts.

**Homework:**

Homework assignments provide an opportunity for students to practice the skills learned in class. Assignments will emphasize reinforcement of review grammar and vocabulary concepts as well as preparatory exercises for in-class translations. Additionally, homework assignments will frequently include polishing literary translations of in-class literal versions, developing fluidity of student translations. Students can expect 15-20 minutes of homework daily.

**Tests/Projects/Exams:**

Tests will be given after each unit within the authors studied, focusing on translation exercises, key grammar review topics, new and review vocabulary, literary devices, and historical context of the text. Students will take an exam after first semester. Throughout second semester, students will work on a 60-line independent translation project from the works of Vergil, Cicero, Livy, or Caesar, culminating in a final in-class presentation. This project will take the place of the second semester exam. Students will also be invited to take the Level IV National Latin Exam.

**Summer Reading:**

Students can expect a summer review packet of Latin I-III material to begin Latin IV prepared to succeed. This packet will be provided the previous spring and will take 2-3 hours to complete.

[CU Latin V](#)

**2 Credits**

**Please note:**

Latin V is a dual-enrollment course with UCCS through the CU-Succeeds program.

**Prerequisite:**

Latin IV

**Purpose:**

Latin V is a reading-intensive course in which students apply all earlier knowledge of Latin vocabulary and grammar to unadapted readings in Latin prose and poetry. New grammar topics will be introduced when relevant to ensure continual progress in mastering advanced Latin concepts. Students will continue to study the authors and historical contexts of ancient Roman texts and will in addition explore the continued use of Latin in the Middle Ages. Emphasis will be placed on developing prose composition skills throughout the year. Students will be prepared to succeed in lower level collegiate Latin courses upon successful completion of Latin V.

**Textbook:**

*Legamus Transitional Reader Series*, various authors

*The New College Latin & English Dictionary*, Traupman, John

**Classwork:**

Lessons will focus on reading unadapted Latin texts while incorporating exercises to introduce new or review previous grammar concepts, vocabulary, and literary devices. Emphasis will be placed on strengthening prose composition skills through guided practice in class. Quizzes will be given frequently to ensure constant progress, particularly in developing vocabulary and strengthening grammar and syntax concepts.

**Homework:**

Homework assignments provide an opportunity for students to practice the skills learned in class. Assignments will emphasize reinforcement of review grammar and vocabulary concepts as well as preparatory exercises for in-class translations and practice composition exercises. Students can expect 15- 20 minutes of homework daily.

**Tests/Projects/Exams:**

Tests will be given after each unit within the authors studied, focusing on translation exercises, key grammar review topics, new and review vocabulary, literary devices, and historical context of the texts. Students will take an exam after first semester. Throughout second semester, students will work on a poetry portfolio comprising their translations of major Roman poets and their own Latin poetry compositions emulating Roman poetic styles and themes. This project will take the place of the second semester exam.

**Summer Reading:**

Students can expect a summer review packet of Latin I-IV material to begin Latin V prepared to succeed. This packet will be provided the previous spring and will take 2-3 hours to complete.

**Spanish I****2 Credits**

**Prerequisite: Latin I****Purpose:**

Students will learn beginning Spanish vocabulary and grammar and will develop skills in listening, speaking, reading, and writing. Additionally, students will explore numerous topics in the history, literature, and culture of Spanish-speaking countries. Students who have successfully completed Spanish I will be prepared to continue with Spanish II.

**Textbook:**

*Descubre Level I*, Vista Higher Learning

**Classwork:**

New vocabulary and/or grammar material will be presented daily, followed by practice activities in speaking, reading, listening, and writing. Lessons will be conducted in Spanish when possible and will focus especially on student interaction and the development of strong communication skills.

**Homework:**

Homework assignments provide an opportunity for students to practice the skills learned in class. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15-20 minutes of homework daily. Homework will frequently be corrected during class.

**Tests/Projects/Exams:**

A test will follow each chapter, focusing on new and review grammar, reading, and listening comprehension exercises, and composition activities. Students will complete several small-scale projects focusing on particular aspects of Spanish language and culture. Students will take a cumulative exam both semesters. Spanish I students will also be invited to take the Level I National Spanish Exam.

**Spanish II****2 Credits****Prerequisite:**

Spanish I

**Purpose:**

Students will build their knowledge of intermediate Spanish vocabulary and grammar while continuing to develop skills in listening, speaking, reading, and writing. Additionally, students will continue to explore numerous topics in the history, literature, and culture of Spanish-speaking countries. Students who have successfully completed Spanish II will be prepared to continue with Spanish III.

**Textbook:**

*Descubre Level II*, Vista Higher Learning



**Classwork:**

New vocabulary and/or grammar material will be presented on a daily basis, followed by practice activities in speaking, reading, listening, and writing. Lessons will be conducted increasingly in Spanish and will focus on student interaction and the development of strong communication skills.

**Homework:**

Homework assignments provide an opportunity for students to practice the skills learned in class. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15-20 minutes of homework daily. Homework will frequently be corrected during class.

**Tests/Projects/Exams:**

A test will follow each chapter, focusing on new and review grammar, reading, and listening comprehension exercises, and composition activities. Students will complete several small-scale projects focusing on particular aspects of Spanish language and culture. Students will take a cumulative exam both semesters. Spanish II students will also be invited to take the Level II National Spanish Exam.

**Summer Reading:**

Students will complete a summer review packet of Spanish I material to prepare for Spanish II. Students can expect to spend 2- 3 hours completing this packet.

**Spanish III****2 Credits****Prerequisite:**

Spanish II

**Purpose:**

Spanish III builds upon the first two years of Spanish. Students are further acquainted with Spanish grammar and vocabulary while continuing to develop communicative abilities through reading, writing, translating, speaking, and listening activities. Students continue to learn about culture, history, and traditions of the Spanish-speaking world.

**Textbook:**

*Descubre Level III*, Vista Higher Learning

**Classwork:**

New vocabulary and/or grammar material will be presented on a daily basis, followed by practice activities in speaking, reading, listening, and writing. Lessons will be conducted almost entirely in Spanish and will focus on student interaction and the development of strong communication skills.

**Homework:**

Homework assignments provide an opportunity for students to practice the skills learned in class. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15-20 minutes of homework daily. Homework will frequently be corrected during class.

**Tests/Projects/Exams:**

A test will follow each chapter, focusing on new and review grammar, reading, and listening comprehension exercises, and composition activities. Students will complete several small-scale projects focusing on particular aspects of Spanish language and culture. Students will take a cumulative exam both semesters. Spanish III students will also be invited to take the Level III National Spanish Exam.

**Summer Reading:**

Students will complete a summer review packet of Spanish I and II material to prepare for Spanish III. Students can expect to spend 2-3 hours completing this packet.

**AP Spanish****2 credits****Prerequisite:**

An A in both semesters of Spanish III

**Purpose:**

Spanish IV builds upon the previous three years of Spanish. Students are further acquainted with Spanish grammar and vocabulary while continuing to develop communicative abilities through reading, writing, translating, speaking, and listening activities. Students continue to learn about culture, history, and traditions of the Spanish-speaking world.

**Textbook:**

*Descubre Level III*, Vista Higher Learning

**Classwork:**

New vocabulary and/or grammar material will be presented on a daily basis, followed by practice activities in speaking, reading, listening, and writing. Lessons will be conducted almost entirely in Spanish and will focus on student interaction and the development of strong communication skills.

**Homework:**

Homework assignments provide an opportunity for students to practice the skills learned in class. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15-20 minutes of homework daily. Homework will frequently be corrected during class.

**Tests/Projects/Exams:**

A test will follow each chapter, focusing on new and review grammar, reading, and listening comprehension exercises, and composition activities. The Spanish students will also complete a project focusing on a Spanish historical or cultural topic to be determined, with an emphasis on presentation in Spanish. Students will take a cumulative exam both semesters. Spanish IV students will also be invited to take the Level IV National Spanish Exam.

**Summer Reading:**

Students will complete a summer review packet of Spanish I-III material to prepare for Spanish IV. Students can expect to spend 2-3 hours completing this packet.

## *Language Department Electives*

### Introduction to Ancient Greek

#### **2 Credit**

**Prerequisite:** none (previous Latin experience preferred)

#### **Purpose:**

Studying Ancient Greek sharpens students' skills in memorization and critical and logical thinking, expands students' understanding of the origins and workings of English vocabulary and grammar, and serves as a gateway to the study of ancient Greek culture and civilization, the precepts and ideas of which form the foundation of Western civilization. In this course, students will master the ancient Greek alphabet, vocabulary, grammar, and syntax while developing foundational translation skills through the study of major ancient Greek authors. Students will also explore topics in the history, literature, culture, and geography of ancient Greece.

#### **Textbook:**

*An Introduction to Ancient Greek: A Literary Approach; Luschnig, C.A.E; Mitchel, Deborah*

#### **Classwork:**

New vocabulary and grammar material will be presented daily, followed by practice exercises in reading and writing. Students will apply all accumulated vocabulary and grammar knowledge to textbook Ancient Greek readings. Classwork will often include translation preparatory exercises, guided translation practice, and student group work on translations. Quizzes will be given frequently to ensure continual progress, particularly regarding memorized material such as vocabulary and word endings.

#### **Homework:**

Scattered homework assignments will closely reflect the vocabulary and grammar material presented in class to provide students the opportunity to practice those skills. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15-20 minutes of homework twice to three times a week.

#### **Tests/Projects/Exams:**

A test will follow each chapter and unit, focusing on new and review vocabulary and grammar and including translation exercises of both seen and unseen passages. Students will complete the second semester project in which they will conduct their own research and present their research in an engaging, original, and creative manner in groups. Both semesters conclude with a semester exam.

## Classical Mythology

**1 Credit**

### **Purpose:**

Students will engage with a variety of classical myths in order to identify and examine their lasting effects on Western literary traditions. These examinations will provide students with insights into the underlying narrative threads found both in academic works as well as in popular culture.

### **Textbook:**

*Mythology: Timeless Tales of Gods and Heroes*, Hamilton, Edith.

### **Classwork:**

Classwork for this course will consist primarily of notetaking on and participation in discussions concerning the various mythic tropes that will culminate in academic or creative writing assignments. Students should also expect occasional quizzes that could cover a variety of topics, including characters and archetypes, narrative elements and devices, and cultural information gleaned from the myths.

### **Homework:**

Homework will largely involve preparation of assigned reading passages; though, writing assignments may also be assigned occasionally, as well. Students can expect no more than 15 – 20 minutes of homework 2-3 nights per week.

### **Tests/Projects/Exams:**

This course will feature a cumulative mid-term exam that draws from quizzes and writing prompts given throughout the previous quarter. In lieu of a semester exam, however, students will be expected to participate in an end-of-course project that draws from their experiences and engagement with the myths.

## Threshold of Democracy

**1 Credit**

**Prerequisite:** none

### **Purpose:**

While playing this historical strategy game, students will practice persuasive writing, public speaking, critical thinking, teamwork, negotiation, and problem solving. They will also read text from Athenian philosophers, historians, and military readers, which will increase their knowledge of the conditions in Athens during the Peloponnesian War.

### **Textbook:**

*The Threshold of Democracy: Athens in 203 BCE*, Ober, Josiah; Norman, Naomi J.; Carnes, Mark C.

*The Republic*, Plato

**Classwork:**

- Reading and writing: students will purposefully read primary texts so that they may use the text to persuade others of their own point of view.
- Public speaking: students will deliver formal speeches throughout the game in an attempt to persuade the assembly to their side.
- Strategy: students will regularly meet in groups to lay out their strategy for advancing their agenda.

**Homework:**

There will be little to no homework for this course. Most, if not all reading and work is done in class.

**Tests/Projects/Exams:**

There will be a test after each game session (game sessions should take about 2 weeks each). There will be no final exam but a paper encompassing student experience throughout the course.

## *Mathematics Department*

### Algebra I

#### **2 Credits**

#### **Prerequisite:**

Course 3 or the Course 3 placement test.

#### **Purpose:**

This course covers the standard topics of algebra. Early in this course, students develop fluency in signed number operation and its application with order of operations. Rules for integer exponents and scientific notation are developed throughout this course. Also, students master identifying and solving word problems, solving systems of equations, simplifying rational expressions, and graphing linear equations.

#### **Textbook:**

*Saxon Algebra I*, 4th edition, HMH Supplemental Publishers.

#### **Classwork:**

Each lesson has a set of 25 practice problems which are cumulative. At least 20 minutes of class should be used for working problems for lesson. In addition, Investigations and Labs are assigned every 10 lessons.

#### **Homework:**

Students will be responsible for completing the remainder of the problem set for lesson or investigation. A vocabulary review sheet will often precede tests and count as a homework grade. Test corrections will be required after each test and count as a homework grade.

#### **Tests/Projects/Exams:**

Cumulative tests are given after every 5 lessons and there is at least a 5-lesson buffer from learning to testing. The first test is after Lesson 10 and contains problems from Lessons 1-5. There are no projects in this course, and the exam at the end of each semester is cumulative.

### Honors Geometry

#### **2 Credits**

#### **Prerequisite:**

Algebra I

#### **Purpose:**

This course is built on formal proof-based reasoning and Euclidean geometry. The course covers the nature of deductive reasoning with conditional statements used in direct and indirect proofs. Definitions and postulates are introduced, and theorems are developed from these Euclidean statements. Lines and angles, triangle congruency, inequalities, quadrilaterals,

similarity, circles, and polygon theorems are developed and emphasized throughout this course.

**Textbook:**

- *Geometry: Seeing, Doing, Understanding*, Third Edition, Harold Jacobs  
*Flatland, A Romance of Many Dimensions*, Edwin A. Abbott

**Classwork:**

30-40 problems will be assigned from each lesson and at least 20 minutes will be given in class to work.

**Homework:**

Complete the 30-40 problems. Read the lesson for the next day.

During second semester, reading from *Flatland* will be assigned.

**Tests/Projects/Exams:**

Tests follow each chapter. Quizzes are given at the end of most chapters and are about topics from chapter and the reading from the night before. During semester 2 pop-quizzes are given on Flatland reading.

Quarter 1 project: Golf project using *angle of incidence = angle of reflection*

Quarter 2 project: Create a piece that will tessellate and make a tessellation.

## Algebra II

### **2 Credits**

**Prerequisite:**

Algebra I (and pass placement test, if transferring; this class is typically taken after Geometry)

**Purpose:**

This course is designed to complete the automation of the fundamentals of algebra. In addition to the basic topics of algebra, systems of two linear equations with two unknowns, systems of three linear equations with three unknowns, and systems of non-linear equations are emphasized. Area, volume, and unit conversions are further developed from the Algebra I course. Right triangle geometry, conversions from rectangular to polar form, matrices, the unit circle, and computations with vectors are also taught. Students become fluent with complex numbers, completing the square and deriving the quadratic formula.

**Textbooks or author overview:**

*Saxon Algebra II*, 4th edition, HMH Supplemental Publishers.



**Classwork:**

Each lesson has a set of 25 practice problems which are cumulative. At least 20 minutes of class should be used for working problems for lesson. In addition, Investigations and Labs are given every 10 lessons.

**Homework:**

Students are responsible for completing the remainder of problem set for lesson or investigation as their homework. Students will be given answers to odd problems for self-check during homework. Test corrections will be required after each test and count as a homework grade.

**Tests/Projects/Exams:**

Cumulative tests are given after every 5 lessons and there is at least a 5-lesson buffer from learning to testing. The first test is after Lesson 10 and contains problems from Lessons 1-5. There are no projects in this course, and the exam at the end of each semester is cumulative.

## Advanced Math

**2 Credits****Prerequisite:**

Algebra II (and pass placement test, if transferring)

This class is typically taken after Algebra II (this class may be skipped if the student received a B or higher in Algebra II *and* Honors Geometry with Department Chair approval).

**Purpose:**

This course continues development of Algebra II concepts and also introduces the first half of topics normally covered in trigonometry and plane geometry courses. Permutations, combinations, angular velocity, complex roots, conic sections, abstract rate problems, matrices, determinants, and sinusoids are some of the topics covered.

**Textbook:**

*Advanced Math: An Incremental Development*, 3rd edition, Saxon, John.

**Classwork:**

Each lesson has a set of 30 practice problems which are cumulative. At least 20 minutes of class should be used for working problems for lesson. This class covers 2 lessons in 3 days and covers Lessons 1-80.

**Homework:**

The remainder of the problem set for each lesson is assigned to students as homework every evening.

**Tests/Projects/Exams:**

Cumulative tests are given after every 4 lessons and there is at least a 4-lesson buffer from

learning to testing. The first test is after Lesson 8 and contains problems from Lessons 1-4. There are no projects, and each semester exam is cumulative.

## Honors Precalculus

### **2 Credits**

#### **Prerequisite:**

Algebra II (and pass placement test, if transferring).

Achieve a B or better in Algebra II and Honors Geometry *or* pass Advanced Math. This class is typically taken after Advanced Math but may be taken in lieu of Advanced Math with Department Chair approval.

#### **Purpose:**

The Precalculus Course is designed for students who want to be better prepared for college Calculus or AP courses while still in high school. The topics covered include functions (polynomials, rational, exponential, and logarithmic), a deep look into trigonometry and trigonometric identities, matrices, sequences and series, conic sections, vectors (polar and rectangular coordinates), and an introduction to limits and calculus.

#### **Textbook:**

*Precalculus with Limits: A Graphing Approach*, 7th edition, Larson, Ron.

#### **Classwork:**

Each section is covered in 1 or 2 days. A selection of problems is chosen from the section's exercises and assigned for homework.

#### **Homework:**

There is an assignment given for every lesson (assigned every 1-2 days). Students will have the remainder of class time (typically about 10-15 minutes) to begin the homework, and complete it that evening.

#### **Tests/Projects/Exams:**

1-2 quizzes will be given every chapter depending on the number of sections in that chapter. A test is given at the end of every chapter. Each semester exam is cumulative of that semester.

## AP Calculus AB

### **2 Credits**

#### **Prerequisite:**

Completion of Pre-calculus with a B or higher and Department Chair approval

#### **Purpose:**

The goal of AP Calculus AB is mastery of calculus topics A and B, which are equivalent to college Calculus I. Students extend their knowledge and skills of trigonometry. In this course, limits, area under the curve, slopes, derivatives, and rates of change are introduced. Practice AP

problems are given to prepare students for the AP exam which is required at the end of the course.

**Textbook:**

*Calculus — Concepts and Applications*, 2nd edition, Foerster, Paul A.

**Classwork:**

Each lesson has a set of 5-20 practice problems based on the lesson content. Some lessons include additional problems that review previous concepts. Investigations of key ideas or procedures are conducted periodically. During the year, various days will be designated to practice for the AP exam.

**Homework:**

Students must complete the assigned problems for lesson or investigation as their homework assignment. Test corrections will be required after each test and count as a homework grade.

**Tests/Projects/Exams:**

Tests are given after every unit. Quizzes are given one to three times per unit. There are no projects in this course and taking the AP Exam fulfills the final exam requirement.

[AP Calculus BC](#)

**2 Credits**

**Prerequisite:**

AP Calculus AB with B or higher and Department Chair approval.

**Purpose:**

The goal of AP Calculus BC is mastery of calculus topics A, B, and C, which are equivalent to college Calculus I and II. According to the College Board, Calculus AB and BC “emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically (graphs), numerically (tables), analytically (equations), and verbally. Calculus BC is an extension of Calculus AB rather than an enhancement.” Practice AP problems are given to prepare students for the AP exam which is required at the end of the course.

**Textbook:**

*Calculus — Graphical, Numerical, Algebraic.*, 4<sup>th</sup> edition, Finney, Demana, Waits, and Kennedy

**Classwork:**

As the Calculus BC exam is 65% Calculus AB material, students can expect that three-quarters of the first semester will be review of Chapters 1-8 from the text. As these chapters are covered, there will be a few additions of BC material. Chapters 9-11 will be covered in the first half of second semester leaving ample time to prepare for the AP Exam.

**Homework:**

Students will be assigned 6-12 problems nightly from either the text or supplemental worksheets.

**Tests/Projects/Exams:**

Tests in this class will cover one chapter at a time. Exams are cumulative and AP style. Projects take the form of AP free-response questions in the second semester.

Statistics**2 Credits****Prerequisite:**

Algebra 1. Seniors may select this class rather than the next class in the algebra series. This may also be taken by juniors or seniors as an elective while enrolled in another math class.

**Purpose:**

This math elective focuses on the study of probability, sampling, analysis, and interpretation of data. It emphasizes concepts using real-world examples from a variety of fields. Students completing this course understand the concepts and controversies surrounding statistical analysis. A project which applies all of the concepts and includes statistical research is a large part of the second semester.

**Textbook:**

*The Practice of Statistics*, 4<sup>th</sup> edition, by Starnes, Yates, and Moore, W. H. Freeman & Co.

**Classwork:**

Students will be assigned 5-15 problems for each section of material and will have 15 minutes of class time to begin the material. Students may also be given in-class review exercises that reinforce difficult concepts.

**Homework:**

Students will be assigned 5-15 problems for each section. Test corrections will also be required after each test.

**Tests/Projects/Exams:**

Tests are roughly given once every two weeks. During the first semester, the first 6 chapters are introduced. For the second semester, chapters 7-12 are completed. A mid-term and final exam are given.

A second semester project is assigned in which the student applies statistical reasoning and procedure.

AP Statistics**2 Credits****Prerequisite:**

Completion of Algebra II with a B or higher and Department Chair approval. Seniors must have a B or higher in Advanced Math/Honors Precalculus and Department Chair approval.

**Purpose:**

This AP math elective focuses on the study of probability, sampling, analysis, and interpretation

of data. More specifically, students understand the role of sampling distributions and are able to apply inference testing on particular distributions, namely means and proportions. This course is a more rigorous course than statistics and helps develop a student's ability to connect statistical ideas within the framework of a writing course. This course provides supplemental exercises familiarizing students with Advanced Placement expectations.

**Textbook:**

*The Practice of Statistics*, 4<sup>th</sup> edition, by Starnes, Yates, and Moore, W. H. Freeman & Co.

**Classwork:**

Students will be assigned 5-15 problems for each section of material and will have 15 minutes of class time to begin the material. Students may also be given in-class review exercises that reinforce difficult concepts. AP problems are introduced into the second semester classwork.

**Homework:**

Students will be assigned 5-15 problems for each section. Test corrections will also be required after each test. AP practice problems are also assigned for each chapter.

**Tests/Projects/Exams:**

Tests are roughly given once every two weeks. During the first semester, the first 6 chapters are introduced. For the second semester, chapters 7-12 are completed. A mid-term and final exam are given.

A rigorous second semester AP Review Guide is also assigned.

## *Mathematics Department Electives*

### Personal Finance

**1 Credit**

**Prerequisite:**

Algebra I, grades 11 and 12

**Purpose:**

This is an introductory course in personal finance. In this class students will develop a financial plan by creating a cash flow budget and net worth statement. Students will learn taxes by completing and analyzing the 1040 form. Other topics include investments, retirement, insurance, and consumer purchase decisions. The final project will be for students to create goals and use their knowledge to formulate a life plan. This plan will align their values to their financial resources.

**Textbook:**

*Personal Finance*, 10th edition, Kapoor, Dlabay, and Hughes.

**Classwork:**

Students will work individually on formative assessments and collaborate with peers on statements.

**Homework:**

Homework will be assigned for each chapter.

**Tests/Projects/Exams:**

Tests are given at the end of each chapter. The class concludes with an end of the semester project. No final exam is given.

**Programming in Python****1 credits****Prerequisite:**

Algebra II

**Purpose:**

This course will teach students Computer Science fundamentals as well as how to program using Python. Once students feel comfortable with these basics, the course will advance to Web Development and building websites. Programming and Web Development skills are highly sought after, and students will benefit from learning these skills at Vanguard should they want to pursue a career in Technology after they graduate.

**Course Outline:**

- Computer Hardware and Components
- Introduction to How Computers Work: Hardware vs. Software vs. Firmware
- Introduction to Python: Syntax, Data Types, and Data Structures
- Flow Control: Data Transmission
- Functions
- Lists
- Dictionaries and Structuring Data
- Manipulating Strings
- Pattern Matching with Regular Expressions
- Input Validation
- Reading and Writing Files
- Organizing Files
- Debugging
- Web Scraping
- Web Development

**Textbook:**

*Python Programming: An introduction to computer science*, 4<sup>th</sup> edition, Zelle, John.

**Classwork:**

15-20 minutes of notetaking and covering new material. 35-50 mins of programming on the computers.

**Homework:**

None

**JavaScript:****1 credits****Prerequisites:**

Algebra 1

**Purpose:**

This course will be an introduction to computer science fundamentals and will teach students to develop webpages using JavaScript

**Course Outline:**

- Fundamentals of JavaScript programming from the ground up
- Variables, Conditional Logic (if-else), Arrays, Objects, and Loops
- Functions, parameters-arguments, and return values
- Higher Level Functions and Callbacks
- Array and String Methods
- Asynchronous JavaScript with Promises and async-await
- APIs (Application Programming Interfaces)
- Parsing and working with JSON (JavaScript Object Notation) data
- OOP (Object Oriented Programming) and Modules
- Coding Interview Challenge Prep
- Projects and Portfolio Development
- JS Libraries

**In order to include the new course in the published course catalog, once a course has been approved, the teacher needs to complete the following and submit through their Department Chair to the Executive Director.**

**Texts and Supplemental Materials:**

JavaScript and jQuery: Interactive Front-End Web Development

**Classwork:** 15-20 minutes of notetaking and covering new material. 35-50 mins of programming on the computers.

**Homework:** no homework



## *Science Department*

### Honors Biology

#### **2 Credits**

#### **Purpose:**

Honors Biology is a comprehensive survey course. The course begins with investigations into the nature of science and the scientific method, the building blocks of life, and ecology. Cell theory, structure, and function will be followed by energy and mechanics of various cell types. Basic Mendelian genetics and molecular biology will inform discussions on macro and microevolution. General terminology, protocols, and methods taxonomists use for classifying life's diversity will be followed by studies in several groups including microorganisms, fungi, plants, and animals. The course will conclude with investigations of various systems of the human body. Honors Biology is intended to help prepare students for high school and college science class expectations, rigor, and work quality.

#### **Textbook:**

*Campbell Biology Concepts & Connections*, 10<sup>th</sup> edition, Taylor, Martha R., et. al.

#### **Classwork:**

In-depth discussion of biology topics, intense notetaking, and systems modeling require active contributions from each student. Labs provide hands-on application of lecture topics.

#### **Homework:**

Homework is critical and includes pre- reading of lecture material, section and chapter practice problems, systems diagrams, and research assignments.

#### **Tests/Projects/Exams:**

All students will learn and apply scientific method techniques in inquiry labs and scientific peer-reviewed reporting in written lab reports, PowerPoints, and research posters. Tests are given at the end of each chapter (sometimes two). Comprehensive exams are given at the end of each semester.

### AP Biology

#### **2 Credits**

#### **Prerequisite:**

Sophomores - Seniors: Previous science courses with B's or higher

Freshmen: All A's in all four quarters of Vanguard 8<sup>th</sup> grade science, Algebra I, and teacher recommendation. Science Department Chair approval required.

**Purpose:**

AP Biology is a college-level biology course, which covers four big ideas: 1) the process of evolution driving the diversity and unity of life, 2) biological systems utilizing free energy and molecular building blocks to grow, reproduce and maintain dynamic homeostasis, 3) living systems storing, retrieving, transmitting, and responding to information essential to life processes, and 4) biological subjects from the cellular level through the ecological level. Further advanced inquiry-based laboratory activities are performed throughout the year. The course aims to prepare students for the AP Biology exam near the end of the second semester.

**Textbook:**

*Campbell Biology in Focus*, 3rd Edition, Urruy, Lisa, et. al.

Peer-reviewed journal articles and science magazine articles.

**Classwork:**

In-depth *discussion* of biology topics, intense notetaking, and systems modeling require active contributions from each student. The class is a combination of seminar and lecture. Labs provide hands-on application of lecture topics. Free response practice in scientific writing occurs regularly. Lab techniques, hypothesis-driven investigations and data analysis and interpretation are practiced consistently throughout the year. Students will display experimental results in publishable (science journal format) Excel processed graphs.

**Homework:**

The homework load reflects college-level intensity. Reading related to topics covered is voluminous and students will be held accountable for content. Case studies, research, and lab reports are frequently assigned. Reading notes for chapters in Campbell are required before tests on the content.

**Tests/Projects/Exams:**

Tests are given at the end of every chapter or two. Quizzes usually cover reading assignments and unit content in the form of online AP Classroom Progress Checks. A comprehensive exam is given at the end of the first semester. The AP Exam is required and occurs near the end of the second semester.

**Summer Reading:**

Chapter 1-3 in *Campbell Biology in Focus* with structured Reading Notes assignment. Students will be tested on the summer material (and evaluated for continuation in the course) within the first week of class.

**Chemistry****2 Credits****Prerequisite:**

Honors Biology and completion or current enrollment in Algebra I. This course is for students

who struggled in Honors Biology and requires recommendation of the Science Department Chair and Honors Biology teacher. Students earning less than a C must plan for regular, mandatory support sessions that occur during study hall or Activity Period until grade improves.

**Purpose:**

Chemistry is a two-semester survey course covering topics related to the composition, properties, and interactions of matter. The course will introduce elements, compounds, bonding, the mole concept, ideal gas laws, Periodic Law and Table, thermodynamics, acids and bases, equilibrium and solubility. *Students will learn conceptual, qualitative aspects of these topics and practice supported quantitative analyses in labs and lectures.*

**Textbook:**

*Holt Chemistry (Student Edition)*, 1<sup>st</sup> Edition, Myers, Thomas R., et. al.

**Classwork:**

Lecture, instructor demonstrations, and student-conducted laboratory experiments make up the majority of this course's class time.

**Homework:**

Students will receive assignments including problems from the text and worksheets with practice problems that reinforce concepts learned in class. They can expect to take 30 minutes per night to complete the assigned work. Some in-class time may be offered to start homework. Occasional internet-based research on specific topics is given for homework, as well.

**Tests/Projects/Exams:**

- Chapter tests for each 1-2 chapters (announced)
- Quizzes (up to 3 per chapter; announced or unannounced)
- Lab reports (typed in format provided) following student labs

[Honors Chemistry](#)

**2 Credits**

**Prerequisite:**

Algebra I and Honors Biology. Concurrent or complete Geometry

**Purpose:**

This is a two-semester college preparatory chemistry course which is a qualitative, quantitative, and analytical study of matter. Areas studied through both lecture and laboratory investigations include elements and compounds, their composition and interactions, and the energies involved. Other topics include the scientific method, chemical bonds, the mole concept, ideal gas laws, states of matter, the Periodic Law and Table, thermodynamics, acids and bases, solubility, organic chemistry, and analytical chemistry. Each student is expected to conduct

independent problem solving and open-ended laboratory work. This course requires a solid understanding of algebra and geometry principles.

**Textbook:**

*Holt Chemistry (Student Edition)*, 1<sup>st</sup> Edition, Myers, Thomas R., et. al.

**Classwork:**

Lecture, content practice, instructor demonstrations and student-conducted laboratory experiments make up the majority of this course's class time.

**Homework:**

Students will receive content-centered worksheets relating to the day's discussion material as daily homework, and they can expect to take **20 minutes** per night to complete the assigned work. Some in-class time may be offered to start homework. Occasional internet-based research on specific topics **or a longer typed lab report may be** given for homework, as well.

**Tests/Projects/Exams:**

- Chapter tests for each 1-2 chapters (announced)
- Quizzes (up to 3 per chapter; announced or unannounced)
- Lab reports (typed in format provided) following student labs

**AP Chemistry**

**2 Credits**

**Prerequisite:**

Sophomores: Successful completion of Honors Biology with 95 or higher or AP Biology with A or B.

Juniors and Seniors: Completion of science classes, to include Honors Chemistry, with a grade of B or higher.

All: Concurrent or completion of Algebra II with grade of B or higher and science Department Chair approval required.

**Purpose:**

This is a college-level course emphasizing concepts in much greater depth than Honors Chemistry. College level text, laboratory situations, and laboratory instrumentation are used. Successful students perform calculations in the various topics as indicated in the College Board's AP Chemistry course description, and they can explain in clear and concise English the fundamental concepts and theories behind these topics. This course involves extensive work both in and out of the classroom. Independent study is utilized whenever possible.

**Textbook:**

*Chemistry (AP Edition)*, 9<sup>th</sup> Edition, Zumdahl, Steven S. and Zumdahl, Susan A.

**Classwork:**

Lecture, instructor demonstrations, and student-conducted laboratory experiments make up the majority of this course's class time.

**Homework:**

3-6 AP style questions relating to the day's discussion material will be assigned daily as homework, students can expect to take up to 60 minutes to complete assigned work.

**Tests/Projects/Exams:**

- Unit tests for each AP Unit (announced)
- Quizzes midway through each unit (announced or unannounced)
- The AP exam is required and occurs near the end of second semester

**Summer Reading:**

- Selected modules and practice problems from <https://oli.cmu.edu/courses/general-chemistry-1-open-free/>. The instructor will identify specific units and modules toward the end of the spring semester.
- Students should anticipate at least 15-20 hours of work to complete the online modules and expect a test over the summer material within the first week of class.

## Physics

### **2 Credits**

**Prerequisite:**

This course is designed for students who are below grade level in math and/or made a C or lower in Honors Chemistry and have the recommendation of the Science Department Chair.

**Purpose:**

Conceptual Physics is a two-semester course which studies the behavior of physical objects in qualitative, quantitative, and analytical ways. Topics include motion, forces, energy, light, sound, and electricity. This course requires an understanding of algebraic and geometric principles.

**Textbook:**

*Holt Physics (Student Edition)*, 1<sup>st</sup> Edition, Serway, Raymond A., et. al.

**Classwork:**

Class work consists of practice problems, activity worksheets, and explanations of demonstrations.

**Homework:**

students will receive 3-4 problems a night and can expect to spend about 20 minutes on them.

**Tests/Projects/Exams:**

- 1-2 lab reports per semester

- 3 quizzes and 1 test per chapter

## Honors Physics

### **2 Credits**

#### **Prerequisite:**

Concurrent Algebra II; completion of Honors Chemistry with a C or better.

#### **Purpose:**

This is a two-semester college preparatory physics course which is a qualitative, quantitative, and analytical study of the behavior of objects in the physical world. Areas studied through both lecture and laboratory investigations include motion, forces, energy, light, sound, electricity, electrical potential, and electric circuits. Physics is concerned with the study of fundamental concepts explaining the form and function of the universe. Each student is expected to conduct independent problem solving and open-ended laboratory work. This course requires a solid understanding of algebraic principles.

#### **Textbook:**

*Holt Physics (Student Edition)*, 1<sup>st</sup> Edition, Serway, Raymond A., et. al.

#### **Classwork:**

Class work consists of practice problems, activity worksheets and explanations of demonstrations.

#### **Homework:**

Students will have 4-5 problems for homework every night and can expect to spend about 25 minutes completing them.

#### **Tests/Projects/Exams:**

- 2-3 lab reports per semester
- 3 quizzes and 1 test per chapter

## AP Physics I

### **2 Credits**

#### **Prerequisite:**

Juniors: Completion of Honors Chemistry with an A or AP Chemistry with an A or B.

All: Completion of all science classes with a grade of B or higher; concurrent or complete in Pre-calculus; B's or higher in math courses; and Science Department Chair approval required.

#### **Purpose:**

AP Physics I is a rigorous, college-level algebra-based physics course. Incoming students should be well-versed in algebra and trigonometry and have robust mathematical and problem-solving skills. Some basic calculus concepts are introduced and utilized. The course covers the principles of kinematics, dynamics, circular motion and gravitation, energy, momentum, simple

harmonic motion, and torque and rotational motion. Inquiry-based laboratory experiences support the AP Physics I curriculum by providing opportunities for students to engage in science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work.

**Textbook:**

*Physics: AP Edition*, 11th Edition, Young, David, et. al.

**Classwork:**

Students work through example problems as part of the daily lecture. Most class periods begin with time to ask questions about the previous night's homework.

**Homework:**

Problems from the textbook are assigned as homework every day, with an average of 4 problems to be worked each night.

**Tests/Projects/Exams:**

Each test covers one of the seven units in the course. The semester exam in December is cumulative for the content covered in the first semester, and students are required to take the AP exam in May.

**Summer Reading:**

Students will complete a math packet that focuses on skills necessary for success in AP Physics I.

[AP Physics C](#)

**2 Credits**

**Please note:**

Offered based on demand.

**Prerequisite:**

Completion of Calculus and teacher recommendation. Science Department Chair approval required.

**Purpose:**

AP Physics C is equivalent to the first two semesters of calculus-based college physics and is especially appropriate for students planning to specialize in science or engineering. The course applies differential and integral calculus to the following areas: kinematics, Newton's laws of motion, work, energy, and power, systems of particles and linear momentum, rotation, oscillations and gravitation, electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetic fields, and electromagnetism.

**Textbook:**

*University Physics*, 14th edition, Young, Hugh D. and Freedman, Roger A.

**Classwork:**

Students will have practice problems throughout the lecture. There will also be in-class exercises that will be counted in the homework category.

**Homework:**

Homework will be assigned once or twice a week, either from the textbook or AP Classroom.

**Tests/Projects/Exams:**

Depending on time and equipment available, students will perform experiments to further their understanding of the material. Most labs will require a written report, and students are expected to maintain a portfolio of their lab reports.

Tests will consist of either 35 multiple choice questions or 3 free response questions, covering either 2 or 3 units based on the AP Physics C Course and Exam Description. The semester exam in December will be modeled on a full AP Physics C: Mechanics exam. Students will be required to take both the AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism exams in May.

**Summer Reading:**

- Khan Academy: Review of derivatives and integrals, and AP Physics C Unit 1: Kinematics and Introduction to Dynamics
- Read *The Origins of the Field Concept in Physics* by Ernan McMullin and write a two page summary, single-spaced, in your own words.



## *Science Department Electives*

### Astronomy

#### **1 Credit**

#### **Prerequisite:**

Students should have a good general grasp of basic science and math.

#### **Purpose:**

This spring semester course provides students with an appreciation of the night sky and an understanding of the types of objects found in the cosmos. Students will learn how objects in the sky move through daily and seasonal cycles, how stars, planets, and other bodies formed and evolve, how scientists study the heavens, and how astronomy has influenced cultures around the globe. Students will have the opportunity to observe the sky through assigned projects and, weather permitting, telescopes provided by the instructor and local astronomy club. Telescope observing may include viewing the sun through approved solar filters. Student-owned telescopes or binoculars are NOT required but encouraged if available. All observation projects can be completed without optics. Students will need to provide a bound journal for field notes, a red-filtered flashlight, and a small compass (or app on a phone) to complete observing projects.

#### **Textbook:**

*Discovering the Universe*, 10<sup>th</sup> edition, Comins, Neil F.

#### **Classwork:**

Lecture and discussion (including small groups), demonstrations and hands-on activities, telescope observing (weather permitting) make up the majority of this course's class time.

#### **Homework:**

Reading from the text, problems from the text (primarily concept-based short answer), possible Internet-based research on special topics are assigned daily as homework.

#### **Tests/Projects/Exams:**

Student projects include multi-night observation projects aimed at demonstrating daily, monthly, and seasonal changes in the sky. Announced written tests are given every 1-2 chapters. Short open-note quizzes, announced and unannounced, occur frequently.

#### **Course Fee:**

None

### Fundamentals of Model Rocketry

#### **1 credit**

#### **Prerequisite:**

None

**Purpose:**

- Provide students a hands-on, project-based application of the fundamentals of rocket design, construction, and flight.
- Guide students through designing, building, and flying model rockets with specific objectives. Students will use simulator software to optimize their design to meet specific flight objectives.
- Encourage students to consider STEM-focused career paths, particularly in aerospace disciplines.
- Provide students with sufficient experience and confidence in rocketry to compete in The American Rocketry Challenge (TARC).

**Textbook:**

None. Handouts and note-takers will be provided as needed.

**Classwork:**

Largely project-based with a small number of lecture days to provide foundational concepts.

**Homework:**

All work is designed to be completed in class. Students who miss class days may need to take work home or come in during activities period to make up work.

**Tests/Projects/Exams:**

No tests. Write-ups for projects reflecting individual and group work are required occasionally.

**Field Work/Trips/Activities:**

Students need to attend at least one of three Saturday sessions to launch rockets and collect data. Students are responsible for transportation to and from these launch events. Launches are conducted in conjunction with the Colorado Springs Rocket Society (COSROCS).

**Note:**

If city fire restrictions prevent the club from conducting launches, this requirement will be waived. Students may also travel to Pueblo to launch with the rocketry club there as an optional activity.

**Course Fee: \$50**

This covers the cost of rocket kits, building supplies, and one rocket motor and recovery wadding for each kit built during the class. Students may purchase additional motors and recovery wadding for their rockets at local hobby shops (e.g., Hobby Town or Hobby Lobby) or online.

**[Honors Anatomy](#)****1 Credit****Prerequisite:**

Grade of C or better in Honors or AP Biology

**Purpose:**

In this fall semester science elective, students will learn the structures of the human body. It will be heavily concentrated on the orientation, location, and memorization of bones, muscles, arteries, veins, and nerves. This will lend itself to the understanding of joint types, bone types, origins and insertions, bony landmarks, and any other structural features associated with the human body.

**Textbook:**

Hall, Susan J., et. al., *Introduction to Anatomy and Physiology*, 2014, Goodheart-Willcox Company, Inc.

**Classwork:**

Participation in class discussions and activities and note taking during lecture is required. Hands-on lab activities will supplement topics discussed in class.

**Homework:**

Includes a variety of types of assignments including reading, problem/question sets from the text, case studies and research assignments.

**Tests/Projects/Exams:**

Tests will be given at the end of each chapter, and a cumulative exam will be given at the end of the semester.

**Course Fee:**

**\$50.00**

**Honors Physiology**

**1 Credit**

**Prerequisite:**

Grade of C or better in Honors or AP Biology

**Purpose:**

This spring semester course is designed to enhance students' understanding of the human body through learning its various functions. Overlying concepts include basic cell processes, homeostasis, cardiovascular system and metabolism, and growth and aging. This course is aimed at those who might consider a career in healthcare or human biology.

**Textbook:**

Hall, Susan J., et. al., *Introduction to Anatomy and Physiology*, 2014, Goodheart-Willcox Company, Inc.

**Classwork:**

Participation in class discussions and activities and note taking during lecture is required. Hands-on lab activities will supplement topics discussed in class

**Homework:**

Includes a variety of types of assignments including reading, problem/question sets from the text, case studies and research assignments.

**Tests/Projects/Exams:**

A test will be given at the completion of each chapter, and a cumulative exam will be given at the end of the semester.

**Course Fee:**

**\$50.00**

**Laboratory Methods in Molecular Biology**

**1 Credit**

**Prerequisite:**

Honors Biology or AP Biology and Honors Chemistry or AP Chemistry

**Purpose:**

This class will give students practical experience in laboratory techniques with wide ranging applications in many areas of the STEM fields such as Forensic Science, Medical Science, National Security, and Biotechnology. This will be an advanced course that will cover topics such as safe laboratory practices and proper handling of ubiquitous lab equipment. DNA manipulation is a fundamental skill required in the aforementioned fields. To obtain proficiency, multi-step labs will be performed by the students to accomplish DNA extraction from living organisms, transformation of genes into bacteria, gel electrophoresis, restriction enzyme digests (DNA fingerprinting), and *Drosophila* genetic experiments. Detailed lab notebooks will be kept, and results of experiments will be communicated through scientific reporting, either through professional-level lab reports or presentations.

**Textbook and Supplemental Materials:**

*Biotechnology: A Laboratory Skills Course*, 1<sup>st</sup> edition, Brown, J. Kirk.

Laboratory Manual/Handouts

NEB Catalog

**Classwork:**

Class time will consist of alternating lecture classes and laboratory experiments, building laboratory skills by handling microliter amounts of liquid reagents, making stock solutions, cell culture, experimental set up, data collection and analysis, and biotech equipment.

Students are expected to follow all safety precautions and appropriate laboratory behavior including being prepared each laboratory workday to complete experiments within the class period.

**Homework:**

Students will either have textbook reading on the background/historical events of molecular biology with worksheets or on lab preparation and lab notebook maintenance. Workflow diagrams/checklists and safety checks will be required before each lab.

**Special Requirements/Field Work/Trips/Activities**

Currently, the expectation is that there will be a field trip to Colorado College to tour the Molecular Biology Department. It may be possible that students can work on a short project at CC but that remains to be determined. Access to cell phone with camera/digital camera and computer is strongly recommended. Forensic Activity that may need staff to volunteer DNA samples is considered.

**Tests/Projects/Exams:**

Professional quality lab notebook record (preferably with an online platform such as Benchling)

Forensics Results Report

Lab practical: Primer design and test

Abstract Writeup of Primer design and PCR results

Drosophila Dihybrid Cross Presentation

**Course Fee:**

**\$50.00**

**Nutrition**

**1 Credit**

**Prerequisite:**

Sophomores, Juniors and Seniors: Honors Biology or AP Biology

Freshmen: Completion of 8<sup>th</sup> Grade Science with an A.

**Purpose:**

This course will provide students with an introduction to the study of human nutrition, with a focus on the link between diet and disease prevention. This science elective will appeal to students who may be interested in a career in medicine or health and will bring together knowledge from Honors or AP Biology, chemistry, Health/Wellness, and Anatomy & Physiology. A one-semester Nutrition course will be an exploratory study of the basics of the field of nutrition, macro and micronutrients and related noncommunicable diseases, nutrient considerations through the human life cycle, and an overview of basic medical and nutrition research methodology. This course should be targeted towards students at the “General” level.

**Textbook and Supplemental Materials:**

*Nutrition Science and Everyday Application*, 2<sup>nd</sup> Edition, Callahan, Alice, et. al.

Other Resources Include:

- Research Articles from The American Journal of Clinical Nutrition
- Cronometer (<https://cronometer.com/>)
- The American Dietetic Association ([www.eatright.org](http://www.eatright.org))
- American Heart Association ([www.heartnuorg](http://www.heartnuorg))

**Classwork:**

The instructor will begin most classes by briefly (2-3 minutes) highlighting and discussing a recent research discovery or specific food focus. Any HW will then be checked or submitted. A portion of class time will be devoted to lecture/explanation of background content. Remaining class time will be spent in guided activities such as: interpretation of dietary guidelines using food product labels, collaborative dietary analyses, interpreting nutrition research articles, or small group work (there are many ways that students can work in small groups to apply nutrition science; those are just a few examples).

**Homework:**

Course readings which prepare students for in-class work and dietary analysis data collection will be the primary work done outside of class. A homework grade will be assigned using a low-stakes in-class writing prompt, summary of reading, or visual inspection of food log.

**Tests/Projects/Exams:**

The diet analysis project will require students to log and analyze data throughout the semester, with a culminating portfolio submission which requires the assimilation and interpretation of the diet analysis data, along with commentary and critique using skills and content knowledge mastered in previous chapters. Submission of the portfolio will comprise the “final exam” grade.

**Course Fee: None****[Problem-solving in Engineering](#)****1 Credit****Prerequisite:**

Only open to sophomores - seniors.

**Purpose:**

Problem-solving in Engineering introduces students to diverse fields of engineering through projects and computer modeling. Students will compete in various engineering challenges including building bridges, robots, and gliders. Students will learn programming basics as well as electronic circuit design and assembly.

**Textbook:**

None

**Classwork:**

Project design and building.

**Homework:**

Project support.

**Tests/Projects/Exams:**

Project and participation-based grading.

**Course Fee:**

**\$50.00**

## Problem Solving in Engineering II

**1 Credit****Prerequisite:**

Passing grade in Problem Solving in Engineering I. Students must be in 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade.

**Purpose:**

Engineering II is a continuation of the Engineering I elective that is offered for students interested in additional in-depth instruction in the engineering process. Students will learn the basics of 3D modeling and 3D printing, as well as gaining experience in Arduino programming and structural analysis. This class will also emphasize the engineering process, with students gaining experience in writing a proposal, maintaining an engineering notebook and making a final project presentation.

**Textbook:**

None

**Classwork:**

Project design and building.

**Homework:**

Project support.

**Tests/Projects/Exams:**

Project and participation-based grading.

**Course Fee:**

**\$50.00**

## *Physical Education Department*

### Beginners Weightlifting

**1 Credit**

**Prerequisite:** None

**Purpose:**

This course will be a great outlet for students and student athletes to gain knowledge about the ways in which you can strengthen your body, not only for sport but for personal gain. This class will benefit students in a way that they will be able to confidently understand which exercises will strengthen particular muscles. It will also give students an outlet to move their bodies in a positive and protected environment where they can be taught and coached properly. The idea of an advanced class will allow the students to start lifting at the beginning of each semester rather than having to build up to using weights.

**Textbooks:**

None

**Classwork:**

Each student will come in with their weightlifting journal and write down the workout for the day. Then students will do a warm-up together and I will walk them through the lift (movement, form, muscles being worked). The students will then get with their lifting partner and go to their starting station. Each couple of students will be at their respective stations for 4 minutes then will rotate. Once there are 5 minutes remaining of class time the cool down(stretching) will begin. Students will be expected to walk from High School to Gym to change and then to Mod H for Weight Training. They must be in athletic gear and be on time to class each day.

**Homework:**

None

**Tests/Projects/Exams:**

We will do a vertical and broad jump test at the beginning/middle/end of the semester to test students' growth. We will also go over their daily journals and observe the weight they used at the beginning of the semester in comparison with the end of the semester.

### Advanced Weight Training

**1 Credit**



**Prerequisite:**

Beginners Weightlifting

**Purpose:**

This course will be a great outlet for students and student athletes to gain knowledge about the ways in which you can strengthen your body, not only for sport but for personal gain. This class will benefit students in a way that they will be able to confidently understand which exercises will strengthen particular muscles. It will also give students an outlet to move their bodies in a positive and protected environment where they can be taught and coached properly. The idea of an advanced class will allow the students to start lifting at the beginning of each semester rather than having to build up to using weights.

**Textbook:**

None

**Classwork:**

Each student will come in with their weightlifting journal and write down the workout for the day. Then students will do a warm-up together and I will walk them through the lift (movement, form, muscles being worked). The students will then get with their lifting partner and go to their starting station. Each couple of students will be at their respective stations for 4 minutes then will rotate. Once there are 5 minutes remaining of class time the cool down(stretching) will begin. Students will be expected to walk from High School to Gym to change and then to Mod H for Weight Training. They must be in athletic gear and be on time to class each day.

**Homework:**

None

**Tests/Projects/Exams:**

We will do a vertical and broad jump test at the beginning/middle/end of the semester to test students' growth. We will also go over their daily journals and observe the weight they used at the beginning of the semester in comparison with the end of the semester.

## [Introduction to Athletic Training](#)

**1 Credit**

**Prerequisite:**

Available to students in Grades 10, 11, or 12

**Purpose:**

This course will explore Principles of Athletic Training through a competency-based approach, which allows students to advance based on their ability to master a skill or competency at their own pace regardless of environment.

The principles will be broken up into six total Units. Unit 1 is Professional Development and Responsibilities of Athletic training. This dives into what an athletic trainer does and how they fit in as a healthcare provider, the organization and administration systems, and any legal concerns. Unit 2 is Risk Management where we analyze conditioning techniques, discuss nutrition and supplementation, review environmental concerns, discuss protective equipment, and finally demonstrate proper taping and bandage techniques. Unit 3 is Pathology of Sports Injury where you learn the basic foundational knowledge of injury to muscle and nerve and the healing response. This also includes comprehensive anatomy components relevant to Sport Injury.

Following Unit 3 we will take Adult and Pediatric CPR, AED, and First Aid training. This will provide you the opportunity to become certified as a rescuer from the American Red Cross. Next is Unit 4, Management Skills, where we examine the psychosocial interventions, discuss on-field and off-field care and evaluation, overview disease and universal precautions, discuss therapeutic modalities, briefly review therapeutic exercise, and examine pharmacology and drugs in sports. The class ends with Unit 5 which is General Medical Conditions, which are conditions rarely seen in athletic training, but they do happen. We examine injuries to the head, face, ENT, thorax and abdomen, skin disorders, and other disorders.

Through lecture, individual reading and writing, physical testing and practice, and completion of course assignments and projects, students will be able to do the following:

- Understand the Athletic Trainer as a Health Care provider.
- Explain athletic conditioning, nutrition, and external considerations that benefit athletics.
- Understand foundational knowledge of injury and healing of tissues.
- Recognize management techniques when injury does happen and how to handle appropriately.
- Discuss and examine musculoskeletal injuries from foot to cervical spine.
- Examine other general medical conditions related to sport.

**Textbooks:**

*Principals of Athletic Training*, 14th Edition – Prentice, William E.

**Classwork:**

The daily schedule of Introduction to Athletic Training will be lecture based with some hand-on learning. Students will have an overview of sports medicine, emergency procedures, and the evaluation of specific sports-related injuries.

**Homework:**

As needed to emphasize material covered in class.

**Tests/Projects/Exams:**

A test will be given at the end of each unit. Students will also be graded on class participation.

[Advanced Athletic Training](#)

**1 Credit**

**Prerequisite:**

Introduction to Athletic Training with a grade of 80% or higher

**Purpose:**

This course will explore the Examination of Orthopedic and Athletic Injuries and Therapeutic Exercise for Musculoskeletal Injuries.

The first part of the course will include the foundations of examination that details the process, exam and management of acute pathology, discuss and understand evidence-based practices, describe diagnostic techniques, assess posture and evaluate gait. The second part will introduce regional examination that will break down pathologies in; foot and toe, ankle and leg, knee, pelvis and thigh, thoracic and lumbar spine, cervical spine, abdominal and cardiopulmonary, shoulder and upper arm, elbow and forearm, wrist/ hand/ finger, eye and face, and head and cervical spine.

Once examination is done, we head into the first part of Therapeutic Exercise (Ther. Ex.). This will introduce basic concepts of rehabilitation such as components, healing concepts, and exam and assessment concepts. The second part will provide parameters and techniques in: ROM and flexibility, manual therapy, muscle strength and endurance, proprioception, plyometrics, and functional/ sport-specific activities. The last part will provide specific applications for: spine and sacrum, shoulder and arm, elbow and forearm, wrist and hand, foot/ ankle/ leg, knee and thigh, and the hip.

Through lecture, individual reading and writing, physical testing and practice, and completion of course assignments and projects, students will be able to do the following:

- Do a detailed injury exam and explain how to treat, recognize, and manage the injury.
- Recognize common injuries in athletics in the upper extremities, lower extremities, and the head and spine.
- Consider appropriate tests and diagnostic tools to provide a clear diagnosis.
- Utilize components of rehab and exercise to aid the healing process.
- Create protocols for ROM, strength, and functional training following an injury in the lower extremity, upper extremity, and the head and spine.

**Textbooks:**

*Principals of Athletic Training*, 14th Edition – William E. Prentice, McGraw-Hill

**Classwork:**

The daily schedule of Introduction to Athletic Training will be hands-on learning. Students will have a thorough understanding of rehabilitation modalities and exercises. At the semester's end, students will work on concussion evaluation/treatment, sports-specific training, and advanced taping/wrapping procedures.

**Homework:**

As needed to emphasize material covered in class.

**Tests/Projects/Exams:**

A test will be given at the end of each unit. Students will also be graded on class participation. Students will have a group project that consists of diagnosing an injury and designing a rehabilitation program. Students will also need to complete 5 observation hours after school under supervision of the certified athletic trainer.