



True North Classical Academy
SCHOOL OF RHETORIC
Grades 9-12



Course of Study
2024-2025

True North Classical Academy
School of Rhetoric
9393 SW 72nd Street
Miami, Florida 33173

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DEAR SCHOLARS,

Welcome to the True North Classical Academy School of Rhetoric. Whether you have been with True North throughout your academic journey or you are just joining us, we are proud to have you as part of the Titan family.

This Course of Study Guide will serve as a navigation tool for the next four years of your education. Each year, you will engage in a set of core courses as well as explore your interests through elective coursework.

Throughout your time in the Rhetoric School, you will have opportunities to grow intellectually and cultivate strong moral character. We hope your coursework inspires you to align your passions with purpose in pursuit of the True, the Good, and the Beautiful.

Sincerely,

Jeanine Finlay
Head of Schools
True North Classical Academy



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OUR MISSION & VISION

True North Classical Academy will inspire a thirst for knowledge within our students, aligning passion to purpose in the pursuit of the True, Good, and Beautiful.

True North Classical Academy will achieve its vision through a rigorous, knowledge-rich curriculum grounded in the tradition of the classical liberal arts. Through steadfast focus on scholarship, citizenship, and leadership in an environment that values and models intellectual and moral virtue, we are committed to empowering our students to reach their highest potential and sustain a lifelong love of learning.

OVERVIEW

Founded in 2015, True North Classical Academy provides the highest level of education in the classical tradition serving scholars from Kindergarten through grade 12. The first classical school in Miami, True North Classical Academy consistently ranks in the top 20 high schools in Florida and sends graduates to top colleges and universities across the state and country. True North provides scholars and families with superior academic experiences and moral development in a tuition-free public charter school.

True North Classical Academy combines a classical education with a culture of excellence to create a school in which our scholars grow to become courageous leaders, virtuous critical thinkers, confident speakers, and competent writers.

Rooted in the history of Western thought and learning, the classical education model is built on the three stages of learning in the liberal arts- grammar, logic, and rhetoric. In each subject, our dedicated faculty guide our scholars' journey through these stages, mastering the subject's basic facts, developing the ability to reason clearly about them, and finally possessing the capability to argue and support ideas creatively and persuasively. The result is scholars who understand critical concepts, synthesize their learning from across subjects, and apply that knowledge in purposeful and persuasive ways.

Scholars move through these stages of learning within True North's community of high expectations and support. We believe that each of our scholars should have access to the highest-quality education and in partnership with our families, we do everything in our power to provide this experience. Together we encourage scholars to pursue good things for their own sake and to seek honors only when those honors are worth pursuing.



GRADUATION REQUIREMENTS

To graduate from True North Classical Academy Rhetoric School, scholars must earn 28 course credits, with minimum requirements in each department as described below, and complete 100 hours of community service.

Subject Area	Courses Offered (DE denotes Advanced Placement / AP denotes Advanced Placement)	Credits Required in Rhetoric School
Mathematics	Algebra I Geometry Honors Algebra II Honors Algebra II Honors/College Algebra DE Pre-calculus Honors Pre-Calculus DE/Trigonometry DE Calculus Honors AP Calculus AB AP Calculus BC AP Statistics	4
Sciences	Biology Honors AP Biology Chemistry Honors Chemistry DE AP Chemistry Physics Honors AP Physics I Anatomy & Physiology Honors Dual Enrollment	4
History	Humane Letters I & II Honors United States History Honors AP United States History AP European History Economics Honors (.5)	3.5
English Language/ Literature	Humane Letters -Honors I, II, III, IV Humane Letters - I, II, III, IV Senior Thesis (.5)	4.5
Classical & Modern Foreign Languages <i>Until mastery</i>	Latin I, II, III, IV, AP Latin French I, II, III, IV, AP French Language & Culture Spanish I, II, III, IV, V, AP Spanish Language & Culture, AP Spanish Literature & Culture	4
Fine & Performing Art	Art Appreciation DE Music Appreciation DE	1
Electives / Other Courses	Journalism I, II, III, IV Rhetoric and Debate I, II, III, IV Logic and Coding Honors Creative Writing Philosophy & Ethics Honors Two-Dimensional Studio Art I, II, III Art History and Criticism I Honors/ AP AP 2-D Art and Design Chorus I, II, III, IV Theatre I, II, III, IV Music Ensemble AP Music Theory/ Strings Ensemble AP Seminar AP Research AP Computer Science Principles AP Computer Science A	6

Subject Area	Courses Offered (DE denotes Advanced Placement / AP denotes Advanced Placement)	Credits Required in Rhetoric School
Wellness & Sports	Personal Fitness/PE or 2 full seasons on a JV or Varsity athletic team (state requirement) Lifestyle Design Fitness and Wellness for Life (Dual Enrollment) Weight Training I, II	1
Community Service	Volunteering/Paid work (Reference the Family Handbook for more information)	100 hours

SIGNATURE PROGRAMS

At True North Classical Academy, we offer a program steeped in the classical tradition. Our goal is to develop our scholars to their fullest potential, drawing upon multiple disciplines that allow for a richness of learning and connections across courses such as:

Senior Thesis

This course is the capstone of the 12th grade experience that includes a written thesis and an oral defense before a faculty examination jury. The thesis includes a meaningful question that will arise through a deep engagement with a text on the six great ideas of the West- truth, beauty, liberty, goodness, justice, and equality- and will offer a well-argued, interpretative answer that provides resolution to that question or problem.

Humane Letters

The purpose of Humane Letters is to seek a deeper understanding of literature, philosophy, and history so as to reveal the fullness of humanity. Through Humane Letters, students make connections, contextualize their reading, and draw conclusions across literature, history, and philosophy for a more holistic learning experience.

Rhetoric & Debate

Students learn the art of speaking well using knowledge of the subject at hand, the best choice of words that suit the occasion and the audience, and using this knowledge and word choice in a beautiful and persuasive way.

College Success

True North offers elite college counseling and coaching to ensure every student is accepted to and enrolls in the optimal college. Programming starts in freshman year and sophomore year and builds to the Junior College Success Course where students learn from best-in-class exemplar. They build their resume, college list, personal statement/essays, and letters of recommendation receiving multiple rounds of feedback from expert college counselors. Additionally, students receive guidance on developing their extracurricular pathways and community impact projects. All students apply to an average of eight colleges mixing reach, match, and safety schools to ensure the best acceptance package for higher education. Students also receive Dual Enrollment credit for this course.

Latin

Through the study of the Latin language, students pursue a more complex understanding of the morphology, grammar, and syntax of the Latin language, building their ability to apply those understandings to a broader

Logic & Coding

range of learning including world languages, vocabulary, history, and culture.

Students learn about the art and science of thinking computationally and algorithmically with a grounding in the progression of logic from Aristotle through Boole, drawing connections to coding and the larger world.

ADVANCED PLACEMENT (AP)

While the goal of classical education is character and wisdom and excellence in all things, we recognize that AP courses are one of the ways our scholars can demonstrate excellence and rigor within certain disciplines. As a result, we have selected AP courses that are aligned with our classical approach.

All scholars enrolled in an AP course must sit for the exam. Colleges may award credit for an AP score of 3 or above, though most require a score of 4 or 5. More information about the college credit granted with each AP exam can be found at

<https://apscholars.collegeboard.org/getting-credit-placement/search-policies>.

AP courses are designed to match or exceed the level of a college class and will require additional time outside of school to study, complete work, read, and write each day and week. Several studies suggest taking an AP course increases your likelihood of college graduation and our goal is for all True North graduates to have taken an AP course.

To be eligible to take an AP course, a scholar must be approved by the teacher and have a minimum weighted, cumulative grade point average of a B (3.0). Please refer to the course description for details about prerequisites for each AP course. If a course has a prerequisite class, the final grade and the final exam in that class must be a minimum of a B.

AP Courses Offered

- | | |
|--|--|
| <ul style="list-style-type: none">• AP 2-D Art & Design• AP Art History• AP Biology• AP Calculus AB• AP Calculus BC• AP Chemistry• AP Computer Science Principles• AP Computer Science A• AP European History• AP French Language & Culture | <ul style="list-style-type: none">• AP Latin• AP Music Theory• AP Physics I• AP Research• AP Seminar• AP Spanish Language & Culture• AP Spanish Literature & Culture• AP Statistics• AP US History |
|--|--|

AP Tests Offered with Tutoring Support

- | | |
|---|---|
| <ul style="list-style-type: none">• AP English Language and Composition | <ul style="list-style-type: none">• AP English Literature and Composition |
|---|---|

DUAL ENROLLMENT (DE)

True North offers an increasing number of dual enrollment courses. These courses maintain the same rigorous True North content to which our scholars are accustomed, while counting towards both high school graduation requirements and college credit. Miami Dade College grants True North students course credit upon successful completion of a dual enrollment course. Dual Enrollment credit is transferable to any Florida State college or university and is accepted by some private and out-of-state institutions. Please find below an overview:

Dual Enrollment Course Criteria

- True North will offer a dual enrollment course when there is a faculty member who is qualified based on MDC criteria to teach the course (>18 graduate credits in the discipline of the course) and the course content aligns with the True North mission/vision.

Student Eligibility for Dual Enrollment

- Scholars meet the MDC DE requirements to be enrolled in the course (requirements vary by course).
- To be eligible for most dual enrollment courses, a scholar must be approved by the teacher and have a minimum weighted, cumulative grade point average of a B (3.0). Please refer to the course description for details about prerequisites for each dual enrollment course. If a course has a prerequisite class, the final grade and the final exam in that class must be a minimum of a B. Some DE courses also require a certain level of performance on a standardized test to be eligible. Please see the [link here](#) for more information.

Dual Enrollment Course Registration

- Students who are eligible for DE coursework will be enrolled by default unless determined otherwise as part of the course selection process.

Associate's Degree

- Scholars and families who are performing at a high level and interested in earning an AA during their time at True North can do so by taking additional classes each of their high school summers. Please find more information about the AA pathway on page 14.

Dual Enrollment Course List and Descriptions

- Please find below a list of current Dual Enrollment courses.
- Dual Enrollment courses are denoted by an asterisk next to a given course title in the course description section of this guide.

Dual Enrollment Courses Currently Offered by True North

- | | |
|---|---|
| <ul style="list-style-type: none">• Anatomy and Physiology (BSC2085)• Art Appreciation (ARH1000)• College Algebra (MAC1105)• Fitness and Wellness for Life (HLP1081) | <ul style="list-style-type: none">• Intro to Chemistry (CHM1025)• Music Appreciation (MUL1010)• Precalculus Algebra (MAC1140) and Trigonometry (MAC 1114)• Student Success (SLS1510) |
|---|---|

ASSOCIATE IN ARTS DEGREE

True North students who wish to pursue an Associate in Arts (AA) Degree can meet with True North academic counselors and Miami Dade College advisors to consider this pathway. The AA degree pathway is designed to transfer to 4 year colleges and universities. Earning an AA degree at a Florida college guarantees admission into one of the State's 11 universities where students can complete a 4-year Bachelor's degree.

GENERAL ACADEMIC INFORMATION AND POLICIES

Accreditation and Membership
Schedule Process & Changes
Electives
Report Cards
Transfer Credit
Academic Probation

True North Classical Academy is approved and accredited by Cognia.

Once our scheduling process begins, scholars will be notified of the course trajectory they will take the following year. Once the school year begins, in rare cases, changes may be made with approval from the Head of School.

As a classical school, it is part of our mission to provide many opportunities for scholars to deepen their mastery across the trivium and the quadrivium through a seven class schedule. The core courses have a great level of demand and rigor. To balance the demands of our five core courses, scholars select one to two electives to complete their seven class schedule.

Report cards are posted online after the completion of each quarter. Only letter grades for each class will appear on the report card and transcript. The scholar's weighted cumulative GPA will appear on the transcript.

True North accepts credits from bona fide high school programs. Specific courses that meet True North requirements will be credited as such. Courses that do not meet with approval may be recognized as elective credits. Transfer credits for previously home-schooled scholars are evaluated on a case-by-case basis.

Students must maintain a 2.0 cumulative unweighted GPA or higher to stay in good academic status. Any scholar who falls below a 2.33 cumulative unweighted GPA after a semester, will be placed on academic probation. The scholar has the next semester to ensure their cumulative unweighted GPA is above.

Course Trajectory Overview

True North's commitment to liberal arts education is reflected in the robust sequence of courses which every scholar completes. This common curriculum is reflected in our graduation requirements and our course trajectory below.

Subject/Grade	8th	9th	10th	11th	12th
Mathematics	Algebra I Honors	Geometry Honors	Algebra II Honors* (DE)	Pre-Calculus Honors* (DE)	AP Calculus AB/Calculus Honors
Core Class 1	Geometry Honors	Algebra II Honors* (DE)	Pre-Calculus Honors* (DE)	AP Calculus AB/Calculus Honors	AP Calculus BC/AP Statistics
Sciences	Physical Science Honors	Biology Honors	Chemistry Honors* (DE)	Physics Honors	AP Chemistry/AP Physics I/ AP Biology/Anatomy* (DE)
Core Class 2 <i>All scholars must take Biology, Chemistry, and Physics and can select which area(s) to advance to AP.</i>	Biology Honors	Chemistry Honors* (DE)	Physics Honors	AP Chemistry/AP Physics I/AP Biology/ Anatomy* (DE)	AP Chemistry/AP Physics I/ AP Biology/ Anatomy* (DE)
History		Humane Letters History I Honors	Humane Letters History II Honors	US History Honors / AP US History	Economics Honors
Core Class 3		Humane Letters History I Honors	AP European History	AP US History	Economics Honors
English Language and Literature		Humane Letters Literature I/ Honors	Humane Letters Literature II/ Honors	Humane Letters Literature III/ Honors	Humane Letters Literature IV/ Honors and Senior Thesis
Core Class 4					
Classical and Modern Foreign Language		Foreign Language I (Choice of Latin, Spanish, French)	Foreign Language II	Foreign Language III	AP Foreign Language / Foreign Language IV or V
Core Class 5					
Elective Class 6		Art/Music (4 days/wk) High School Success & Leadership (1 day/wk)	Level I or II Elective	Level II or III Elective Culminating Electives (AP courses)	Culminating Electives (AP courses)
Elective Class 7		Personal Fitness (.5 credit) + Physical Education Elective (.5 credit)	Weight Training OR Elective	Student Life Skills and Writing for College Success* (DE)	Culminating Electives (AP courses)

*If meets MDC requirements, scholars can obtain Dual Enrollment Credit. For more information, go to

<https://mdc.edu/highschool/dual-enrollment/eligibility.aspx>

DEPARTMENT COURSE OFFERINGS



ENGLISH LANGUAGE

English Language and Literature

Course offerings are dependent on course enrollment.

Grade 9	Humane Letters Literature I/ Honors
Grade 10	Humane Letters Literature II/ Honors
Grade 11	Humane Letters Literature III/ Honors
Grade 12	Humane Letters Literature IV/ Honors and Senior Thesis

Please note that the pathways above are simply typical pathways. Students may enroll in any classes for which they meet the grade level guidelines and prerequisites.

Please note that Humane Letters is offered as Honors or non-Honors. Non-Honors courses build up the rigor as the year progresses. The curriculum includes more scaffolding in reading, vocabulary, and comprehension work to ensure that scholars have a better understanding of the text. As the course advances, scholars will engage in increasingly complex discussions and assignments to deepen their understanding.

Humane Letters Literature I: The American Experience/ Honors

Term: Year

Year: 9th Grade

Prerequisite: None

The Humane Letters Literature I course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, scholars will sharpen their abilities to think analytically and critically. The curriculum acquaints scholars with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that scholars participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the scholars and the instructor together investigate and explore the many complex ideas presented in the texts.

Humane Letters Literature II: The European Experience/ Honors

Term: Year

Year: 10th Grade

Prerequisite:

Humane Letters Literature I:
The American Experience/
Honors

Humane Letters Literature II takes students through European history from the Italian Renaissance to World War II by examining the progression of political and humanist ideas across the Modern Era. As such, this course seeks to combine the direct study of history with that of the major literature and philosophy of the time. Students then engage in a combination of teacher-led lectures, Socratic questioning, and student-led seminar discussions. Students engage in works by Shakespeare, Locke, Rousseau, Marx, Dickens, Austin, Dostoyevsky, and Solzhenitsyn.

Humane Letters Literature III: Ancient World Texts/ Honors

Term: Year

Year: 11th Grade

Prerequisite:

Humane Letters Literature II:
The European Experience/
Honors

Humane Letters Literature III explores the thematic question "What does it mean to be a human being?" through an examination of several of the great books of the Greek, Roman, and Biblical traditions. Students begin to deal seriously with questions of philosophy, ethics, and political theory through careful reading, analytical writing, and daily, hour-long, scholar-centered seminar discussions. Readings include works of literature, philosophy, and drama including those by Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Plato, Aristotle, and Shakespeare.

Humane Letters Literature IV: Rome to Modernity/ Honors

Term: Year

Year: 12th Grade

Prerequisite:

Humane Letters Literature III:
Ancient World Texts/ Honors

Humane Letters IV continues from the foundation built in eleventh grade through scholar-lead seminar discussions on the great books of the Roman, Christian, Medieval, and Early Modern European traditions. Over the course of the year, scholars grapple principally with ontology and epistemology by reading a combination of philosophy, theology, poetry, and literature. These books, for the most part, are read in their entirety in order to develop higher level critical thinking, reading fluency, first-hand knowledge of the history of ideas, and a deep sense of wonder. Students are expected to read and annotate each night in order to come to class the next day prepared with serious questions to discuss. Also emphasized is the writing component. In the twelfth grade special emphasis is placed on their logical consistency, depth of inquiry, and ability to employ more advanced rhetorical techniques.

Senior Thesis

Term: Semester

Year: 12th Grade

Prerequisite:

Completion of 11th grade
course requirements

The capstone of the 12th grade experience is the Senior Thesis, which is composed of two components: (a) the written thesis itself, and (b) an oral defense before a faculty examination jury. This written thesis is a polished essay of 6-8 pages following the rhetorical form. It is dedicated to a single primary source, a philosophical source/excerpt, and will accomplish three primary things including a basic competence over and mastery of the text, a meaningful question that will arise through a deep engagement with the text on the six great ideas of the West- truth, beauty, liberty, goodness, justice, and equality- and will offer a well-argued, interpretative answer that provides resolution to that question or problem.



MATHEMATICS

Mathematics

	Typical Pathway I	Typical Pathway II
Grade 7	7th Grade Math	Algebra I Honors
Grade 8	Algebra I Honors	Geometry Honors
Grade 9	Geometry Honors	Algebra II Honors* (Dual Enrollment Option)
Grade 10	Algebra II Honors* (Dual Enrollment Option)	Pre-Calculus Honors* (Dual Enrollment Option)
Grade 11	Pre-Calculus Honors* (Dual Enrollment Option)	AP Calculus AB Calculus Honors
Grade 12	AP Calculus AB Calculus Honors	AP Calculus BC AP Statistics

Please note that the pathways above are simply typical pathways. Students may enroll in any classes for which they meet the grade level guidelines and prerequisites.

Algebra I/ Honors

Term: Year

Year: 7th-8th Grade
(Honors)/ 9th Grade

Prerequisite: Department
Approval

In Algebra I, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

Geometry Honors

Term: Year

Grade Level:

8th-10th Grade

Prerequisite:

Algebra I

In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

Algebra II Honors (Dual Enrollment option)

Term: Year

Grade Level:

9th-11th Grade

Prerequisite:

Geometry Honors

In Algebra II Honors, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

Pre-Calculus Honors* (Dual Enrollment option)

Term: Year

Grade Level:

10th-12th Grade

Prerequisite:

Algebra II Honors

In Pre-Calculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.

Calculus Honors

Term: Year

Grade Level:

11th-12th Grade

Prerequisite:

Pre-Calculus Honors

In Calculus Honors, instructional time will emphasize four areas: (1) developing an understanding of limits and continuity of functions; (2) finding derivatives and applying them to motions, slopes, related rates and optimizations; (3) applying limits and derivatives to graph and analyze functions and (4) evaluating integrals and applying them to areas, volumes, average values and differential equations.

AP Calculus AB

Term: Year

Grade Level:

11th-12th Grade

Prerequisite:

Pre-Calculus Honors

The purpose of this course is to study algebraic and transcendental functions and the general theory and techniques of calculus. Topics covered include the algebra of functions, trigonometry, logarithms, advanced graphing techniques, limits and continuity, the derivative and its applications, techniques of differentiation and integration, area under a curve, integrals and their applications, and the first and second fundamental theorems of calculus. Scholars sit for the Advanced Placement examination.

AP Calculus BC

Term: Year

Grade Level: 12th Grade

Prerequisite:

AP Calculus AB

This course is an extension of Calculus AB. It reviews differential and integral calculus studied in Calculus AB and builds upon those concepts through higher-order thinking. Additional topics include advanced integration, lengths of curves, sequences, relative rates of growth, improper integrals, Taylor series, Maclaurin series, series tests, as well as parametric, vector, and polar functions. Scholars sit for the Advanced Placement examination.

AP Statistics

Term: Year

Grade Level: 12th Grade

Prerequisite:

AP Calculus AB or Calculus Honors

This course introduces scholars to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) exploring data: observing patterns and departures from patterns; (2) planning a study: deciding what and how to measure; (3) anticipating patterns in advance: producing models using probability and simulation; and (4) statistical inference: confirming models. Scholars sit for the Advanced Placement examination.



SCIENCES

Sciences

All scholars must take Biology, Chemistry, and Physics and can select which area(s) to advance to AP.

	Typical Pathway I	Typical Pathway II
Grade 8	Physical Science Honors	Biology Honors
Grade 9	Biology Honors	Chemistry Honors * (Dual enrollment option)
Grade 10	Chemistry Honors * (Dual enrollment option)	Physics Honors
Grade 11	Physics Honors	AP Physics I AP Chemistry AP Biology
Grade 12	AP Physics I AP Chemistry AP Biology Anatomy & Physiology Honors* (Dual enrollment option)	AP Physics I AP Chemistry AP Biology Anatomy & Physiology Honors* (Dual enrollment option)

Please note that the pathways above are simply typical pathways. Students may enroll in any classes for which they meet the grade level guidelines and prerequisites.

Physical Science/ Honors

Term: Year

Grade Level:

8th (Honors)

Prerequisite: None

The purpose of this course is to provide students with a quantitative investigative study of the theories and laws associated with the natural physical and chemical properties of matter. The content shall include, but not be limited to: volume and mass, characteristic properties of matter, interaction of matter, periodic table, atomic structure, forms of energy, motion, forces, electricity, magnetism and career opportunities. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

Biology Honors

Term: Year

Grade Level:

8th-9th Grade

Prerequisite:

Life or Physical Science

The biology curriculum is based around the essential questions, "What is life?" and "How do living organisms function individually and within their respective environments?" Topics that are covered in this course include biochemistry, cell structure and function, cell energetics, genetics, protein synthesis, biotechnology, evolution, and biodiversity. Each unit is designed to cover a series of concepts and theories and is accompanied by hands-on lab work that aids scholars in seeing the material they are studying in action. Throughout the study of biology, scholars will acquire knowledge that will enable them to confront a variety of scientific questions that affect their daily lives and the future of the natural world.

Chemistry Honors

(Dual enrollment option)

Term: Year

Grade Level:

9th-10th grade

Prerequisite:

Biology Honors

In Chemistry, scholars examine the composition and interaction of matter and energy. Topics covered include atomic structure, properties of matter, periodic law, chemical bonding, energetics, and chemical equilibrium. Experiments are conducted on a regular basis to illustrate and reinforce the concepts and mathematics learned.

AP Biology

Term: Year

Grade Level:

10th-11th grade

Prerequisite:

Biology Honors & Chemistry Honors

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Scholars sit for the Advanced Placement examination.

Physics Honors

Term: Year

Grade Level:

10th-11th Grade

Prerequisite:

Chemistry; must be proficient in advanced mathematics including Algebra II.

Physics Honors I is a course designed to prepare scholars for advanced studies in the sciences in a career-related field. Topics of study include forces and motion, collision and momentum, electric and magnetic forces, and energy conservation. Experimentation reinforces content.

AP Chemistry

Term: Year

Grade Level: 11th Grade

Prerequisite:

Chemistry Honors
Algebra 2 Honors

The purpose of this course is to provide a study of the development and application of chemistry principles and concepts. The content should include, but not be limited to, atomic structure, intermolecular forces, chemical reactions, kinetics, equilibrium, acids and bases, and thermodynamics. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course. Scholars will sit for the Advanced Placement examination.

AP Physics I

Term: Year

Grade Level:

11th-12th grade

Prerequisite:

Physics Honors; Geometry;
Algebra II

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in the content areas of kinematics; forces and translational dynamics; work, energy, and power; linear momentum; torque and rotational dynamics; energy and momentum of rotating systems; oscillations, and fluids. Scholars will sit for the Advanced Placement examination.

Human Anatomy and Physiology I and II

(Dual Enrollment Option)

Term: Year

Grade Level: 12th grade

Prerequisite:

Biology Honors

This course explores the relationship between the structure and function of the human body. Emphasis is placed on practical applications and correlations to health and fitness. Areas of study include the basic body plan, axis and limbs, the head, sensory, and central control.



HISTORY

History

	Typical Pathway I	Typical Pathway II
Grade 9	Humane Letters I History Honors	Humane Letters I History Honors
Grade 10	Humane Letters II History Honors	AP European History
Grade 11	United States History Honors AP United States History	AP United States History
Grade 12	Economics Honors	Economics Honors

Please note that the pathways above are simply typical pathways. Students may enroll in any classes for which they meet the grade level guidelines and prerequisites.

Humane Letters History I Honors

Term: Year

Grade Level: 9th Grade

Prerequisite: None

This course covers American history from colonization through the Civil War to gain a cohesive understanding of the American identity. Students will also acquire a comprehensive understanding of American Government and political behavior including analysis of those documents which shape our political traditions, a comparison of the roles of the three branches of government at local, state, and national levels, an understanding of the evolving role of political parties and interest groups in determining policy, how the rights and responsibilities of citizens in a democratic state have evolved and had been interrupted, and the importance of civic participation in the democratic political process.

Humane Letters History II Honors

Term: Year

Grade Level: 10th Grade

Prerequisite:

Humane Letters History I
Honors

This course offers a broad overview of European society from the Late Middle Ages to the Modern period. Areas of inquiry will include the political, social, economic, philosophical, cultural, and religious aspects of Europe from the 14th to the 20th centuries.

AP European History

Term: Year

Grade Level: 10th grade

Prerequisite:

Humane Letters History I
Honors

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Scholars will sit for the Advanced Placement examination.

United States History Honors

Term: Year

Grade Level: 11th grade

Prerequisite:

Humane Letters History II

This course explores fundamental questions about the history of the United States including (1) How is American identity defined, maintained, and redefined? (2) How do patterns of individualism and community diverge and converge? and (3) How have political systems, social structures, culture, and the economy in the United States evolved? To answer these and other questions, we will study primary sources and develop ideas both through discussion and formal and informal written responses. By the end of the year, scholars will be able to articulate sophisticated, nuanced positions on American history from the Civil War to present day.

AP United States History

Term: Year

Grade Level: 11th grade

Prerequisite:

Humane Letters History II

In this course, scholars investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to present day. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. Students also explore the following themes to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Scholars will sit for the Advanced Placement examination.

Economics Honors

Term: Semester

Grade Level: 12th grade

Prerequisite: None

This class introduces students to fundamental elements of economic reasoning including scarcity, opportunity cost, the cost-benefit principle, and marginal analysis. Students also explore comparative advantage, supply and demand, what a market is, what money is, how banks operate, and what rights exist for different members of the economic community. By engaging with both primary source texts and classroom activities, students will experience and explore the realities of limited resources and the factors that contribute to decisions about how to manage those resources.



CLASSICAL AND MODERN FOREIGN LANGUAGES

Classical and Modern Foreign Languages

Choice of Latin, Spanish, or French

Typical Pathway I

Grade 9

French I

Grade 10

French II

Grade 11

French III Honors

Grade 12

French IV Honors/ AP French Language & Culture

Please note that the pathways above are simply typical pathways. Students may enroll in any classes for which they meet the grade level guidelines and prerequisites.

French I

Term: Year

Grade Level: 9th Grade

Prerequisite: None

French I is designed to develop foundational French language grammar, listening, reading, speaking and writing skills. Students will build an understanding of grammatical structures and basic vocabulary that will establish a foundation for future success in mastering the language. Classroom activities will encourage meaningful interactions in French between scholars and instructors. The syllabus will incorporate great works of literature and art, so that scholars also develop a meaningful understanding of French culture and history.

French II

Term: Year

Grade Level: 10th Grade

Prerequisite: French I

French II builds upon the foundation laid in French I. Using Intermediate text, *A Votre Tour, Second Edition, Valette*, for guidance, scholars will delve deeper into familiar grammatical structures while being introduced to new constructions to enhance language proficiency. They will engage with texts in French to improve reading comprehension, expand vocabulary, and explore francophone culture. The course continues to emphasize five key components: grammar, writing, reading comprehension, speaking, and listening, all integral to language acquisition and mastery.

French III Honors

Term: Year

Grade Level: 11th Grade

Prerequisite: French II

French III is designed for scholars who have completed French I and II, aiming to advance their language skills. Students will further explore familiar grammatical structures and encounter new constructions to deepen their proficiency. Literary pieces from the Middle Ages to the 19th Century will be studied in French, enhancing reading comprehension and vocabulary while immersing scholars in francophone culture. The course aims to continue to cultivate a love for French language and culture, emphasizing learning for its intrinsic value alongside practical utility.

French IV Honors

Term: Year

Grade Level: 12th Grade

Prerequisite: French III
Honors

French IV is tailored for scholars who have completed French I through III, aiming to refine their language skills. Students will continue to engage with short literary works spanning the 19th to the 20th century and review advanced grammar concepts. Additionally, they will explore the longer text *Le Petit Prince* by Antoine de Saint-Exupéry. Through these materials, scholars will enhance reading comprehension, expand vocabulary, and deepen their immersion in francophone culture.

AP French Language & Culture

Term: Year

Grade Level: 12th Grade

Prerequisite: French IV
Honors

This course is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges. Students sit for the Advanced Placement examination.

	Typical Pathway I	Typical Pathway II
Grade 9	Spanish I	Spanish III Honors
Grade 10	Spanish II	Spanish IV Honors
Grade 11	Spanish III Honors	Spanish V or AP Spanish Language and Culture
Grade 12	Spanish IV Honors	AP Spanish Literature and Culture

Please note that the pathways above are simply typical pathways. Students may enroll in any classes for which they meet the grade level guidelines and prerequisites.

Spanish I

Term: Year

Grade Level: 9th Grade

Prerequisite: None

Spanish I is designed to develop foundational skills in listening, reading, speaking, and writing Spanish. Through this course, scholars will grasp grammatical structures and basic vocabulary, laying a solid groundwork for future language mastery. Interactive classroom activities encourage meaningful Spanish usage among peers and with the instructor. Moreover, scholars will be exposed to great works of literature and art, enriching their understanding of Spanish culture and history.

Spanish II

Term: Year

Grade Level: 9th-10th Grade

Prerequisite: Spanish I or department approval

Spanish II incorporates a comprehensive review of Spanish grammar, along with an introduction to reading literary texts. The combination of these components helps scholars develop communicative language ability while strengthening their skills in each of the four traditional areas: listening, speaking, reading, and writing. The grammar curriculum encompasses a revisitation of fundamental first-year topics alongside the introduction of new structures. Vocabulary expansion remains a priority, requiring scholars to memorize thematic and literary text-related lexicon. The study of literary texts helps scholars develop reading techniques in the target language and understand literary conventions.

Spanish III Honors

Term: Year

Grade Level:

9th-11th Grade

Prerequisite:

Spanish II or department approval

Spanish III, delves into literary works representative of various authors from the Spanish-speaking world. Along the way, basic and advanced grammar is reviewed focusing on verb tense formation and usage, as well as in response to scholars' questions and areas of difficulty in speaking and writing. Comprehension, grammar and analytical skills are practiced and evaluated in class discussions and in writing.

Spanish IV Honors

Term: Year

Grade Level:

10th-12th Grade

Prerequisite:

Spanish III Honors

In Spanish IV, the journey through Spanish-language literature continues, encompassing varied genres and time periods. Daily evaluations emphasize class participation and encourage scholars to enhance speaking, writing, listening, and reading skills based on feedback and personal dedication. Advanced grammar topics are revisited, addressing scholar inquiries and refining speaking and writing abilities through dedicated practice.

Spanish V

Term: Year

Grade Level:

10th-12th Grade

Prerequisite:

Spanish IV

Spanish V continues the deep exploration of Spanish-language literature across diverse genres and time periods. Scholars are expected to engage critically with more complex texts, enhancing their analytical and interpretative skills. Daily evaluations focus on class participation, encouraging scholars to refine their speaking, writing, listening, and reading proficiency. Advanced grammar and linguistic structures are revisited, with a focus on further developing fluency through intensive practice and personalized feedback.

AP Spanish Language and Culture

Term: Year

Grade Level:

10th-12th Grade

Prerequisite:

Spanish III or department approval

This course enables scholars to communicate in Spanish with sophistication, proficiency, and accuracy of native speakers. It allows scholars to expand their ability to understand, interpret and analyze modern Spanish prose and poetry, write effective essays, and study advanced grammatical concepts. This course increases scholars' appreciation and respect for Hispanic cultures, values, traditions, and perspectives. Scholars will prepare to sit for the Advanced Placement examination.

AP Spanish Literature and Culture

Term: Year

Grade Level:

12th Grade

Prerequisite:

AP Spanish Language & Culture

This course is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretative, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts. Scholars will prepare to sit for the Advanced Placement examination.

Typical Pathway I	
Grade 9	Latin II
Grade 10	Latin III Honors
Grade 11	Latin IV Honors
Grade 12	Latin V Honors/AP Latin

Please note that the pathways above are simply typical pathways. Students may enroll in any classes for which they meet the grade level guidelines and prerequisites.

Latin I

Term: Year

Grade Level: 9th Grade

Prerequisite: None

The primary focus of Latin I is the study of the Latin language. Through analysis and memorization of grammar, scholars will pursue a more complex understanding of the morphology, grammar, and syntax of the Latin language. Students will use this knowledge of the Latin language to read and translate stories at an intermediate level.

Latin II

Term: Year

Grade Level: 10th Grade

Prerequisite: Latin I

The primary focus of Latin II is the continued study of the Latin language. Through analysis and memorization of grammar, scholars will pursue a more complex understanding of the morphology, grammar, and syntax of the Latin language. Scholars will use this knowledge of the Latin language to read and translate stories at an intermediate level.

Latin III Honors

Term: Year

Grade Level: 11th Grade

Prerequisite: Latin II

The primary focus of Latin III is the continued study of the Latin language and will move towards increasing mastery of the morphology, grammar, and syntax of the Latin language. Scholars will build a solid foundation in vocabulary, grammar, and syntax in order to grow in their ability to read more and more complex Latin.

Latin IV/AP Latin

Term: Year

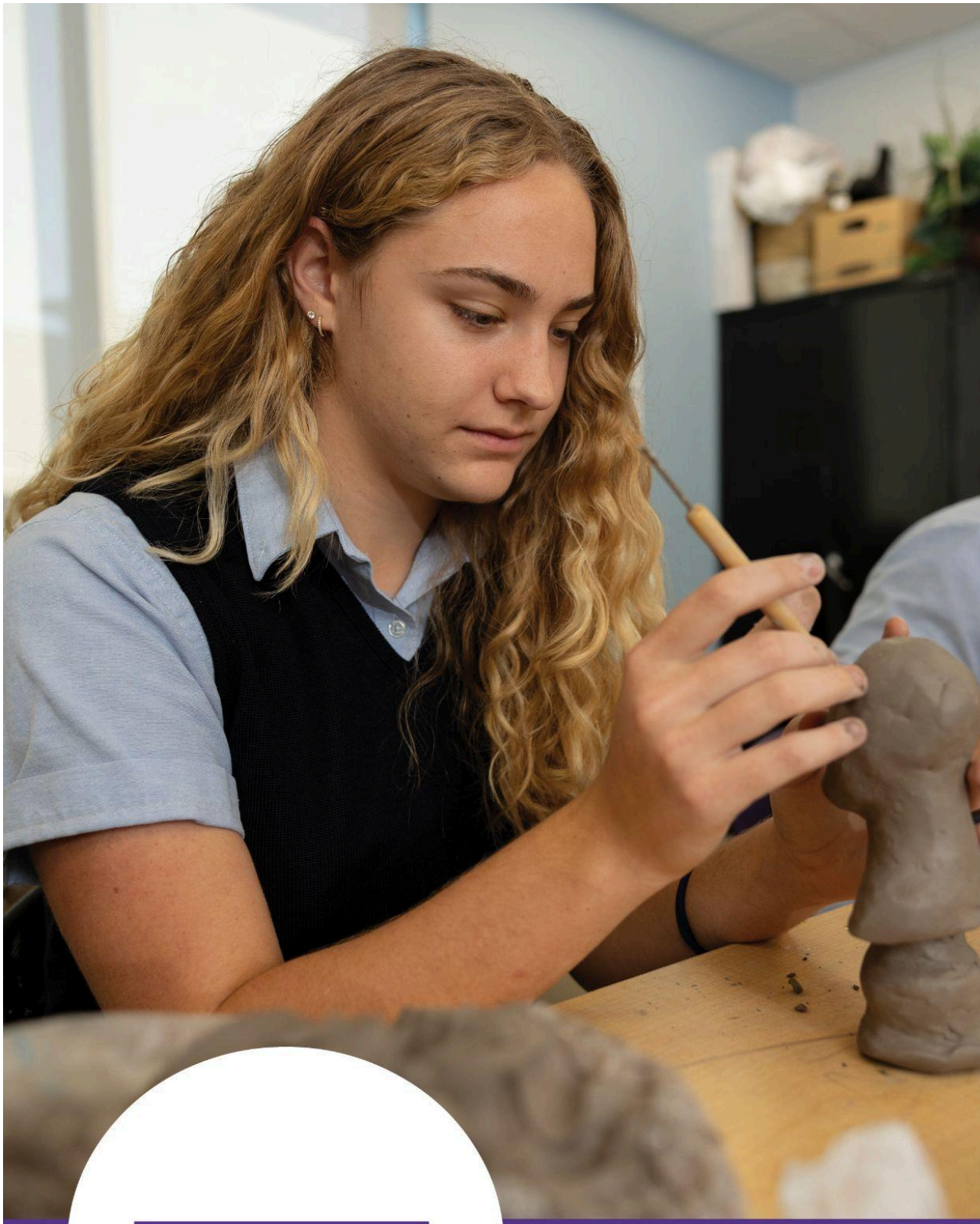
Grade Level:

11th- 12th grade

Prerequisite:

Latin III Honors

The primary focus of Latin IV is the translation of ancient texts, with an eye toward improving translation skills and deepening appreciation for Latin literature. Scholars will continue to engage in advanced Latin grammar, syntax, and vocabulary, as well as learn about rhetorical and literary devices and how to scan lines of Dactylic Hexameter while reading unadapted selections of Virgil's Aeneid, and Caesar's De Bello Gallico.



FINE AND PERFORMING ARTS

Fine and Performing Arts

Students must select a one-semester art course and a one-semester music course to fulfill their Fine and Performing Arts graduation requirement in 9th grade.

Art Appreciation (Dual Enrollment Option)

Term: Year

Grade Level: 9th Grade

Prerequisite:

Department approval

The purpose of this course is to create a consciousness and awareness of how the visual arts, both past and present, influence the quality of contemporary life. While taking this course, the scholar will analyze ways that the visual arts function in his or her everyday life and contribute to the enhancement of the condition of man. The scholar will investigate the human need and concerns from which art emerges and consider process, materials, techniques, organization of the visual elements, aesthetics and the relation of the artist to society.

Two-Dimensional Studio Art I

Term: Year

Grade Level:

9th- 12th Grade

Prerequisite: None

Scholars experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers.

Two-Dimensional Studio Art II

Term: Year

Grade Level:

10th- 12th Grade

Prerequisite:

Two-Dimensional Studio Art I

Scholars develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers.

Two-Dimensional Studio Art III Honors

Term: Year

Grade Level:

11th- 12th Grade

Prerequisite:

Two-Dimensional Studio Art II

Scholars demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, scholars begin to develop a personal art style.

Music Appreciation (Dual Enrollment Option)

Term: Year

Grade Level: 9th Grade

Prerequisite: None

In this course, scholars will survey the history of classical music from antiquity to the modern period, focusing on western music. Scholars will discuss and analyze music using terminology appropriate for the course, demonstrate fundamental knowledge of the works of significant composers, identify connections between music and the other arts, and identify historical styles and periods based on instruments and performance practices utilized.

Chorus I

Term: Year

Grade Level:

9th- 12th grade

Prerequisite: None

This entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances. This course may require students to participate in extra rehearsals and performances beyond the school day.

Chorus II

Term: Year

Grade Level:

10th- 12th grade

Prerequisite: Chorus I or
department approval

This beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances. This course may require students to participate in extra rehearsals and performances beyond the school day.

Chorus III

Term: Year

Grade Level:

11th- 12th grade

Prerequisite: Chorus II

This formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing scholars opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills. This course requires students to participate in extra rehearsals and performances beyond the school day.

Theater I

Term: Year

Grade Level:

9th- 12th grade

Prerequisite: None

This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art. This course may require students to participate in extra rehearsals and performances beyond the school day.

Theater II

Term: Year

Grade Level:

10th-12th grade

Prerequisite: Theatre I

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

Theater III Honors

Term: Year

Grade Level:

11th-12th grade

Prerequisite: Theatre II

This course is designed for scholars with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. This course requires students to participate in extra rehearsals and performances beyond the school day.

Theater IV Honors

Term: Year

Grade Level: 12th grade

Prerequisite: Theatre III

This course is designed for scholars with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, scholars assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. This course requires students to participate in extra rehearsals and performances beyond the school day.

Music Ensemble

Term: Year

Grade Level: 9th-12th

Prerequisite: None

This course presents scholars with basic music-reading skills and musical concepts that are needed to participate successfully in the strings program. Scholars develop musical appreciation skills and artistic sensitivity while learning to play a string instrument. Students may choose from violin, viola, and cello. The development of individual skills is emphasized with opportunities for large-group performances. No prior musical experience is required.

Music Ensemble II

Term: Year

Grade Level: 9th-12th

Prerequisite:

Music Ensemble I and/or
department approval

This course continues to develop music-reading skills and musical concepts that are needed to participate successfully in the strings program.. Students increase their musical appreciation and sensitivity while learning to play a string instrument. Focus is on large-group performances and individual in-class skill development. Attendance at all rehearsals and all performances is required.

Music Ensemble III

Term: Year

Grade Level: 9th-12th

Prerequisite:

Music Ensemble II and/or
department approval

This course is designed to continue to develop music-reading skills and musical concepts that are needed to participate successfully in the strings program. Scholars increase their musical appreciation and sensitivity while further developing skills on their instrument. Attendance at all rehearsals and performances is required.

Music Ensemble IV Honors

Term: Year

Grade Level: 9th-12th

Prerequisite:

Music Ensemble II and/or
department approval

Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Scholars use reflection and problem-solving skills with increasing independence to improve their performance and musical expression. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Music Theory I

Term: Year

Grade Level:

10th-12th grade

Prerequisite: None

Scholars learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Art History and Criticism I Honors

Term: Year

Grade Level: 10th-12th

Prerequisite: None

Scholars explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience.

AP Art History

Term: Year

Grade Level:

11th-12th grade

Prerequisite: Department approval

The purpose of this course is to give scholars an advanced understanding of the history, practice, and enjoyment of art through: perceiving and responding to the qualities of art, valuing art as an important realm of human experience, knowing about the history of art and its relationship to other processes and periods, and making and justifying judgements about aesthetic merit and qualities of works of art.

AP 2-D Art and Design

Term: Year

Grade Level:

11th-12th grade

Prerequisite: Department approval

In AP 2-D Art and Design, scholars will use the skills learned in the course, and personal innovation, to create unique works of art. Throughout the course, scholars will develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 2-D art and design skills through graphic design, sequential art, photography, collage, printmaking, illustration, industrial design, animation, game design, painting, fibers, and others.

AP Music Theory

Term: Year

Grade Level:

11th-12th grade

Prerequisite:

Prospective scholars should be able to read and write musical notation and have basic performance skills with voice or an instrument.

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



WELLNESS AND SPORT

Wellness and Sport

Students who participate in True North sports may fulfill their Wellness and Sport Graduation requirement by playing two full seasons on a JV or Varsity athletic team.

Fitness and Wellness for Life (Dual Enrollment Option)

Term: Semester

Prerequisite:

None

This course enables students to assess their present aerobic fitness level, lung capacity, percentage of body fat, flexibility, strength and dietary habits. From the data collected, fitness and nutritional plans are prescribed and implemented. Lectures, demonstrations, media presentations, exercise training, mathematical calculations and computer analyses are used to provide the scientific basis for selecting those habits, behaviors, programs which, if applied, will enable students to maintain the highest qualities of health and physical fitness throughout their lives.

Personal Fitness/Lifestyle Design

Term: Semester

Prerequisite:

None

(Fulfills high school graduation requirement and is a required elective for 9th grade non-athletes) The purpose of this course is to provide the knowledge and skills necessary for students to become healthy and physically active for a lifetime. This course addresses both the health and skills-based components of physical fitness, which are critical for students' success. In addition to the physical education content, specific health education topics within this course include, but are not limited to: injury prevention and safety, internet safety, nutrition, personal health, prevention and control of disease, substance use and abuse prevention, awareness of the benefits of abstinence, and resiliency education. This course can be taken with a weight training component or with an athletic training component, allowing students to tailor their physical education experience to their interests and fitness goals.

Weight Training I

Term: Semester

Grade Level: 10th-12th
grade

Prerequisite:

None

The emphasis in this course is on muscular strength, endurance, flexibility, and safety. The core focus areas in this course include parallel squats, cleans, and bench press. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course. In addition, students will monitor and improve their fitness levels.

Weight Training II

Term: Semester

Grade Level: 10th-12th
grade

Prerequisite:

Students may only take up
to 1 credit of PE

This course further builds strength through proper techniques of lifting and weight training. This course further develops scholar's knowledge of resistance training as it relates to athletics. Scholars develop a weight-training program based on their personal fitness goal and learn basic principles of strength training and conditioning for personal fitness and development.



ELECTIVES

Electives

Student Life Skills/ Writing for College Success (Dual Enrollment Option)

Term: Year

Grade Level: 11th grade

Prerequisite:

None

This course provides an orientation to college life and helps develop academic, career, and personal goals. Scholars will learn college success strategies, goal-setting, learning style assessments, as well as general and discipline-specific study skills in the context of various theoretical, practical, and experiential perspectives. Additionally, this course incorporates language study, the practice of writing craft strategies, and the analysis of writing selections to develop critical writing skills necessary for success in college courses, preparing students for successful completion of Florida college English courses requiring extensive grade-level writing. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses.

Logic & Coding Honors

Term: Year

Grade Level:

9th grade-12th

Prerequisite:

None

The art and science of computation predates the modern computer by centuries, and in fact is built upon the art of logic going all the way back to authors such as Aristotle. The modern computer is a physical model for repeated Boolean logic in the same way that the abacus is a physical model for repeated steps for performing numerical computation. The goals of this course are to give scholars (1) a grounding in the progression of logic from Aristotle through Boole, (2) a foundation in basic coding, and (3) the philosophical connection between the two, (4) initiation into seeing the world through the lens of computation, which is proving a rethinking of the world on a scale at least as large as the introduction of calculus caused, and (5) an understanding of the limits of formal logic and computation. All of this is oriented towards the end of getting scholars to think computationally and algorithmically.

Rhetoric and Debate I

Term: Year

Grade Level:

9th-12th grade

Prerequisite:

None

The purpose of this course is to teach scholars to speak clearly, concisely, and persuasively. Rhetoric is the art of speaking well. Speaking well requires knowledge of the subject at hand, the best choice of words that suit the occasion and the audience, and using this knowledge and word choice in a beautiful and persuasive way. Scholars will seek to identify and analyze an argument, support an argument with facts or text, and engage persuasive dialogue. Scholars will also read, recite, and evaluate great speeches from history and will be prompted to evaluate the purpose of these speeches and their content.

Rhetoric and Debate II

Term: Year

Grade Level:

10th-12th grade

Prerequisite:

Rhetoric and Debate I

The purpose of this course is to continue developing scholars in their ability to speak clearly, concisely, and persuasively. Rhetoric is the art of speaking well. Speaking well requires knowledge of the subject at hand, the best choice of words that suit the occasion and the audience, and using this knowledge and word choice in a beautiful and persuasive way. Scholars will seek to identify and analyze an argument, support an argument with facts or text, and engage persuasive dialogue. Scholars will also read, recite, and evaluate great speeches from history and will be prompted to evaluate the purpose of these speeches and their content.

Rhetoric and Debate III

Term: Year

Grade Level:

11th-12th grade

Prerequisite:

Rhetoric and Debate II

The purpose of this course is to further develop scholars in their ability to speak clearly, concisely, and persuasively. Rhetoric is the art of speaking well. Speaking well requires knowledge of the subject at hand, the best choice of words that suit the occasion and the audience, and using this knowledge and word choice in a beautiful and persuasive way. Scholars will seek to identify and analyze an argument, support an argument with facts or text, and engage persuasive dialogue. Scholars will also read, recite, and evaluate great speeches from history and will be prompted to evaluate the purpose of these speeches and their content.

Rhetoric and Debate IV

Term: Year

Grade Level: 12th grade

Prerequisite:

Rhetoric and Debate III

The purpose of this course is to refine the ability of scholars to speak clearly, concisely, and persuasively. Rhetoric is the art of speaking well. Speaking well requires knowledge of the subject at hand, the best choice of words that suit the occasion and the audience, and using this knowledge and word choice in a beautiful and persuasive way.

Scholars will seek to identify and analyze an argument, support an argument with facts or text, and engage persuasive dialogue. Scholars will also read, recite, and evaluate great speeches from history and will be prompted to evaluate the purpose of these speeches and their content.

Journalism I

Term: Year

Grade Level:

10th-12th grade

Prerequisite:

None

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Journalism II

Term: Year

Grade Level:

11th-12th grade

Prerequisite:

Journalism I

The purpose of this course is to enable students to extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

Journalism III

Term: Year

Grade Level: 12th grade

Prerequisite:

Journalism II

The purpose of this course is to enable students to continue development of fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

AP Computer Science Principles

Term: Year

Grade Level:

10th - 12th grade

Prerequisite:

Logic and Coding or
Department Approval

This course is equivalent to an introductory, college-level breadth course in computer science and introduces scholars to the breadth of the field of computer science. Students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

AP Computer Science A

Term: Year

Grade Level:

11th-12th grade

Prerequisite:

AP Computer Science
Principles

This course is equivalent to a first-semester, college-level course in computer science and introduces scholars to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language and includes a minimum of 20 hours of hands-on structured lab experiences.

AP Seminar

Term: Year

Grade Level: 11th grade

Prerequisite:

Department approval

In AP Seminar, the second course in the AP Capstone experience, scholars investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments.

AP Research

Term: Year

Grade Level: 12th grade

Prerequisite:

AP Seminar

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Creative Writing

Term: Year

Grade Level:

10th-12th grade

Prerequisite:

None

This course will enable scholars to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be used at this beginning level of creative writing.

Philosophy & Ethics Honors

Term: Year

Grade Level:

10th-12th grade

Prerequisite:

None

The scholar will explore, understand, and apply the important ethical theories in philosophy to present day issues, and will focus on the ethical theories of the great thinkers, from the ancient era through the modern era, with the purpose of providing the students with the tools necessary to analyze, critique and evaluate current issues and to formulate a personal value system with which to evaluate any present day issue. Special emphasis will be on character education.