

# SCHOLARS ACADEMY COURSE DESCRIPTIONS FOR 2018-2019

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## ENGLISH AND LANGUAGE ARTS COURSES

**6th Grade Honors English:** This course incorporates studying major works of literature to focus on reading comprehension, literary criticism (analysis and interpretation), grammar and usage, writing genres, techniques and structures, processes, research and documentation, media analysis, reading aloud, and organizational methods. Our study of English will not only focus on communication skills, but it will also emphasize holistic teaching in order to develop internationally minded people who recognize our common humanity. Students relate learning to their daily lives, as well as to other cultures. The majority of reading is done outside of the class, with class time reserved for discussion and analysis of the text; students are expected to complete the reading assignments and come to class prepared to share their understanding of and thoughts on the assignment.

**7th Grade Honors English:** This course incorporates studying major works of literature to focus on reading comprehension, grammar usage, and the research and documentation processes. Students are exposed to literary criticism and will explore a variety of literature and writing genres. The curriculum focuses on elements of writing such as voice, diction, detail, basic sentence types, note-taking, chunk writing (topic sentence, paragraph development, and thesis statement and essay development). The majority of reading is done outside of the class, with class time reserved for discussion and analysis of the text; students are expected to complete the reading assignments and come to class prepared to share their understanding of and thoughts on the assignment.

**8th Grade Honors English:** This course incorporates studying major works of literature to focus on reading comprehension, literary criticism (analysis and interpretation), grammar and usage, writing genres, techniques and structures, processes, research and documentation, media analysis, reading aloud, and organizational methods. Our study of English will not only focus on communication skills, but it will also emphasize holistic teaching in order to develop internationally minded people who recognize our common humanity. Students relate learning to their daily lives, as well as to other cultures. The majority of reading is done outside of the class, with class time reserved for discussion and analysis of the text; students are expected to complete the reading assignments and come to class prepared to share their understanding of and thoughts on the assignment.

**9th Grade Honors English:** This course focuses on reading comprehension, literary criticism, grammar and usage, writing genres, techniques and structures, processes, research and documentation, media analysis, reading aloud, and organizational methods. The curriculum focuses not only on communication skills, but it also emphasizes holistic teaching in order to develop internationally minded people who recognize our common humanity. Students are encouraged to relate learning to their daily lives, as well as to other cultures. The majority of reading is done outside of the class, with class time reserved for discussion and analysis of the text; students are expected to complete the reading assignments and come to class prepared to share their understanding of and thoughts on the assignment.

**10th Grade Honors English:** This course focuses on strengthening students' analysis of literature, syntax development, and composition of essays. Students participate in literary criticism through which a variety of literature and writing genres are explored. Students are expected to demonstrate mastery of sentence construction and grammar conventions and will be given many opportunities to demonstrate their abilities through writing assignments ranging from creative journal responses to poem explications. The majority of reading is done outside of the class, with class time reserved for discussion and analysis of the text; students are expected to complete the reading assignments and come to class prepared to share their understanding of and thoughts on the assignment.

**AP English Language and Composition:** This course focuses on the analysis of classic literary works (novels, nonfiction, drama, and poetry), rigorous study of grammar, formal essays (rhetorical analysis, argumentative, and synthesis), and SAT vocabulary. The majority of reading is done outside of the class, with class time reserved for discussion and analysis of the text; students are expected to complete the reading assignments and come to class prepared to share their understanding of and thoughts on the assignment. (*Grade 10*)

**Honors American Literature:** This course focuses on reading complex and challenging American literature, beginning with the 19<sup>th</sup> century and moving on to contemporary works. The curriculum teaches deep reading, the ability to handle works that move on beyond the literal level, and to begin writing analytical papers. Attention to grammar as well as the student's individual writing style is emphasized. (*Grade 11*)

**Honors British Literature:** This course is an introductory college-level English course that focuses on preparing students to excel at the collegiate level by requiring them to complete essays with each unit assessment and to develop a full length research paper where students must acquire their own evidence from 5 sources and cite these sources appropriately so as not to commit plagiarism. The literature studied in this course focuses on British authors, poets, and playwrights that have dramatically influenced society as we know it today. Students are expected to demonstrate mastery of sentence construction and grammar conventions. The majority of reading is done outside of the class, with class time reserved for discussion and analysis of the text; students are expected to complete the reading assignments and come to class prepared to share their understanding of and thoughts on the assignment. (*Grade 12*)

**AP Literature and Composition:** This course is an introductory college-level English course that studies classical works both British and American (novels, plays, poetry and short stories) and demands the composing of several analytical papers as well as a research paper. These assignments help students prepare for the coming AP exam, as well as deepen their appreciation for and understanding of well-written literature. A summer assignment involving reading a classic novel and preparing a paper on the novel, as well as reading a book of mythology and writing answers to a set of questions is required for students in this course. The majority of reading is done outside of the class, with class time reserved for discussion and analysis of the text; students are expected to complete the reading assignments and come to class prepared to share their understanding of and thoughts on the assignment. (*Grade 12*)

## MATHEMATICS COURSES

**6th Grade Honors Math:** This course introduces students to concepts that prepare them for high school math courses. The curriculum covers topics including number system fluency, ratio and proportion, expressions and equations, geometry, statistics and rational numbers. The rigor of this course prepares students for 7th grade Honors Math.

**6th Grade Accelerated Honors Math:** This is an accelerated curriculum that is offered to students who have demonstrated advanced proficiency or giftedness in the area of mathematics. It introduces students to concepts that prepare them for high school math courses. The curriculum covers topics including number system fluency, ratio and proportion, expressions and equations, geometry, statistics and rational numbers. The rigor of this course prepares students for 7th grade Advanced Honors Math.

**7th Grade Honors Math:** This course focuses on developing the following critical areas of math: developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples. The rigor of this course prepares students for 8th grade Honors Math.

**8th Grade Honors Math:** This course focuses on developing the following critical areas of math: formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence; and understanding and applying the Pythagorean Theorem. The rigor of this course prepares students for Honors Algebra.

**Honors Algebra I:** This course is intended for students who excel in math and is designed to give students an in-depth foundation for all future mathematics courses. Students explore the foundations of algebra, solving equations and inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Student learns how to apply the concepts in real-life situations. (*Grade 9 or Accelerated Grade 8*)

**Accelerated Algebra I / Geometry A:** This course is the first in a sequence of three mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including classes at the local university, AP Calculus AB, AP Calculus BC, and AP Statistics. The curriculum formalizes and extends the mathematics that students learned in the middle grades to lay a strong foundation for future math courses. Applications and problem solving are emphasized. Real & complex numbers, systems of nonlinear equations and inequalities, and analysis of functions is an integral part of the course. Geometric concepts such as transformations on the coordinate plane and the Pythagorean Theorem are emphasized where appropriate. Where possible, the algebraic concepts covered are utilized in a Geometric framework. Students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (*Grade 9*)

**Honors Geometry:** This course is intended for students who excel in math and who intend to continue their study of higher levels of mathematics in high school and college. Students take an in-depth look at creating geometric constructions for many of the geometric concepts covered in this course. This course requires students to be highly motivated, as the instruction is faster paced with an expectation of a higher level of understanding of all geometric postulates and theorems. (*Grade 10 or Accelerated Grade 9*)

**Accelerated Geometry B / Advanced Algebra II:** This course is the second in a sequence of three mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including classes at the local university, AP Calculus AB, AP Calculus BC, and AP Statistics. The curriculum is organized into the following critical geometric areas: congruence, similarity, & proofs; right triangle trigonometry; polygons; circles, & perimeter, area, surface area, & volume. Statistical concepts such as probability & data are included. Algebraic concepts are applied to all geometric studies where appropriate. In particular, algebra is used with geometry in problem solving situations. Students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (*Grade 10*)

**Honors Algebra II:** This course is intended for students who excel in math and builds on algebraic and geometric concepts. Students develop advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, logarithmic and exponential relationships, and probability and statistics. This course prepares students for both the SAT and college mathematics entrance exams. (*Grade 11 or Accelerated Grade 10*)

**Honors Pre-Calculus and Statistics:** This course covers pre-calculus in the first semester and statistics in the second semester. The pre-calculus curriculum covers inverse functions, exponential functions, logarithmic functions, and the general concepts of trigonometry. The statistics curriculum covers descriptive and inferential statistics, statistical techniques including measures of central tendency, dispersion, probability, sampling, elementary significance tests, confidence intervals, correlation, regression, and ANOVA. (*Grade 12*)

**Accelerated Pre-Calculus:** This is the third in a sequence of three math courses designed to prepare students for higher-level courses, including classes at the local university, AP Calculus AB, AP Calculus BC, and AP Statistics. The curriculum focuses on standards necessary to prepare students for an intense study of mathematics by delving deeper into content from previous courses. Students pull together and apply the accumulation of knowledge that they have gleaned from their previous courses, with content grouped into six critical areas of functions: polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. As with all functions, emphasis is on problem solving and analyzing graphs. Trigonometric functions are developed and include inverses, general triangles and identities. Matrices provide a structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability and statistics round out the course using concepts typically studied during an undergraduate level statistics course. Students experience mathematics as a coherent, useful, and logical study of problem situations. (*Grade 11*)

**AP Statistics:** This course is a college-level course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course. (*Grade 12*)

**AP Calculus AB:** This course is a college-level course that emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are demonstrated through the unifying themes of derivatives, integrals, limits, approximation, applications, and modeling. Each student has the choice to complete the AP exam at the end of the school year. (*Grades 11-12*)

**AP Calculus BC:** This course is an extension of Calculus AB rather than an enhancement. Students must have a similar level of understanding as that expected for AP Calculus AB. The curriculum focuses on the study of limits, derivatives, definite and indefinite integrals, polynomial approximations and (infinite) series. Concepts are expressed and analyzed geometrically, numerically, analytically, and verbally. Each student has the choice to complete the AP exam at the end of the school year. (*Grade 12*)

## SCIENCE COURSES

**6th Grade Honors Earth Science:** This course is an introductory course in the study of Earth and space science. The curriculum focuses on Earth's materials, changes of the surface and interior, the forces that cause these changes, the interaction between Earth's weather and climate, the changes of organisms through time (paleontology) as interpreted by organic evolution, and astronomy. The rigor of this course prepares students for further honors science courses.

**7th Grade Honors Life Science:** This course is an introductory course in biology concepts. The curriculum is structured to introduce and develop biological concepts with the goal of long-term comprehension and mastery. The course is designed to give students the necessary skills for a smooth transition from elementary life science standards to high school biology standards.

**8th Grade Honors Physical Science:** This course covers middle school and high school physical science standards. Students take the End-of-Course test at the end of the year and receive high school credit for this course. The curriculum introduces basic chemistry and physics concepts, while hands-on activities teach inquiry and design. The rigor of this course prepares students for high school chemistry and physics courses.

**Honors Biology:** This course is designed for students who wish to go above and beyond the requirements of high school biology. Students investigate in depth cell processes, ecology, genetics, and evolution by performing inquiry-based activities. The rigor of this course prepares students for AP Biology. (*Grade 9*)

**Honors Chemistry:** This course is designed for students who wish to go above and beyond the requirements of high school chemistry. Students learn the fundamentals of chemistry while solving problems in a safe laboratory environment. The rigor of this course prepares students for AP Chemistry. (*Grade 10*)

**AP Biology:** This course is an introductory college level biology course. Students investigate four big ideas of biology: evolution drives the diversity of life; biological systems use and transfer energy; living systems store, use, and transfer information; and biological systems interact. This course focuses on an inquiry approach to the enduring understandings of each of the big ideas and a great deal of time is devoted to laboratory work and other activities. (*Grades 11-12*)

**AP Chemistry:** This course is an introductory college level general chemistry course. Students investigate six big ideas of chemistry: the structure of matter; the properties of matter-characteristics, states, and forces of attraction; chemical reactions; rates of chemical reactions; thermodynamics; and equilibrium. This course is open to all students that have completed a year of high school chemistry and wish to take part in a rigorous and academically challenging course. (*Grades 11-12*)

**AP Environmental Science:** This is an introductory college level environmental science course. Students research and explore the interrelationships of the natural world, identify and analyze environmental problems both natural and man-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. (*Grades 10-12*)

**AP Physics I:** This course is an introductory college level physics course. Students expand upon concepts initially learned in physical science: velocity, acceleration, force, momentum, and energy. Lab activities engage students in hands-on experiences that require engineering design, experimentation, and data collection, such as designing, building, and testing balsa wood bridges. Having a strong background in math is helpful, but not required, as most of the necessary math knowledge can be gained while completing the course. *(Grades 11-12)*

**PLTW Principles of Engineering (POE):** Students solve problems that engage and challenge to explore a broad range of engineering topics, including: mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. *(Grade 9 if successfully passed algebra in grade 8; open to grades 10-12)*

**PLTW Principles of Biomedical Science (PBS):** Students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. This is the first course in the Biomedical Science Pathway. *(This course is not on the registration form; please write in "PBS" if you are in grades 9-12 and would like to take it.)*

**PLTW Human Body Systems (HBS):** Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. This is the second course in the Biomedical Science Pathway. *(Grade 10 if successfully passed PBS in grade 9; open to grades 11-12)*

**PLTW Medical Interventions (MI):** Students design a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease. This is the third course for the Biomedical Science Pathway; students who have successfully completed PBS, HBS, and MI earn the Biomedical Science Pathway. This course will be offered beginning in 2019. *(Grades 11-12)*

## SOCIAL STUDIES COURSES

**6th Grade Honors World Geography:** This course is designed to introduce students to social studies content areas, such as government, civics, geography, economics, and history in the areas of Europe, Latin America, Canada, and Australia. Students complete activities that focus on conflict and change, culture, governance, human environmental interactions, location, production, distribution, and consumption, time, change and continuity in these areas of the world.

**7th Grade Honors Social Studies:** This course examines the geography, environment, government structure, economy, population, history, culture, and tradition of each of the following regions: Southwest Asia, Southeast Asia, and Africa. The course focuses primarily on helping students to comprehend the present day conditions of each of these regions.

**8th Grade Honors Georgia Studies:** This course focuses on Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of Georgia's geography and government. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.

**AP American Government:** This course is a semester-long college level course that is taken with Honors Economics. Students develop an analytical perspective on government and politics in the United States, interpret and analyze specific examples within U.S. government and politics, and gain familiarity with institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students describe and compare facts, concepts, and theories; explain typical patterns and consequences; interpret data in various forms; and critically analyze relevant theories and concepts, apply them correctly, and develop connections across the curriculum. (*Grade 9*)

**Honors Economics:** This course is a semester-long course that is taken with AP American Government. The curriculum focuses on an in-depth analysis of economic systems and provides students with a fundamental understanding of economic concepts, microeconomics and macroeconomics. (*Grade 9*)

**Honors World History:** This course examines the impact of civilizations throughout world history on modern day cultures. The curriculum includes the following eras: ancient, middle ages, and modern times. The civilizations covered include societies in multiple regions of the world including Europe, Asia, Africa, and the Americas. (*Grade 10*)

**AP World History:** This course is a college level history course. Students investigate significant events, individuals, developments, and processes in six historical periods. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. Course themes include: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. (*Grade 10*)

**Honors U.S. History:** This course examines the foundations, growth, and conflicts of United States history. From the influence of Great Britain to the modern era, the course examines the government, economy, population, law, and important events and people that have shaped the United States throughout the country's existence. (*Grade 11*)

**AP US History:** This course is a college level history course. Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. Course themes include: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. Students in this class will also take the EOC Exam for US History. (*Grade 11*)

**AP European History:** This course is a college level course on the history of Europe. The curriculum teaches students to develop an understanding of the principal themes in modern European history, analyze historical evidence, and express that understanding and analysis effectively in writing. Students are expected to demonstrate knowledge of basic chronology and major events and trends from the High Renaissance of approximately 1450 to the present. The broad themes of intellectual-cultural, political-diplomatic, and social-economic history form the basis of the course within that chronology. This course includes history both as content and as methodology. Students develop intellectual and academic skills, including effective analysis of such primary sources as documents, maps, statistics, and pictorial and graphic evidence; effective note-taking; clear and precise written expression; and the ability to weigh evidence and reach conclusions on the basis of facts. (*Grades 11-12*)

**AP Psychology:** This course is a college level psychology course. Students are introduced 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, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. (*Grade 12*)

## FOREIGN LANGUAGE COURSES

**Introduction to the Classics:** This course provides students with basic grammar, vocabulary, and translation skills in Latin and Ancient Greek. This course emphasizes hands on projects in class each week, coupled with language study and appreciation of the Classics in modern life. (*Grade 6*)

**Latin I:** This course is an intense intellectual exercise in language by forming the foundation of a multi-year approach to the Latin language and Roman culture. Grammar and vocabulary are emphasized heavily, providing students with a solid foundation in Latin, and a strong review of English. Other topics of study include historical and cultural information, including an understanding of Rome's governments through the ages and an appreciation for its contributions to the modern world. (*Grades 7-12*)

**Latin II:** This course allows students to progress from an intense grammar study to reading real, unaltered Latin texts. The curriculum continues from Latin I. Students are exposed to poetry and prose selections written by the world's greatest and most influential authors. (*Grades 8-12*)

**Latin III-V:** These courses are 'themed,' in that the class selects a theme and then read a variety of authors within that theme. Past themes have included: *Enemies and Warriors of Rome: Hannibal to Gladiators*; *Law, Oratory, and Romance: a Survey of Legal Literature*; *Philosophers, Poets, and Generals*; *NeoLatin: The Hobbit and Harry Potter*. Students in Latin III and up are expected to work in a group through the selected texts. The goal is to study the culture of the Romans in their own words, while reinforcing the grammar foundation begun in Latin I. Composition skills should also drastically improve at this level, as students become more comfortable with the language. (*Grades 9-12*)

**AP Latin:** Typically offered to fourth year students and above, the AP Latin course covers Vergil's *Aeneid* and Caesar's *Gallic Wars*. This is the most intense of the Latin classes, requiring a genuine desire to learn the language and study the literature. This course is fast paced, emphasizing first and foremost translation skills. Students are also required to analyze Latin texts and write essays (in English) about those texts. Sight reading is a regular part of the class, and demonstrates students' increased abilities with the language. (*Grades 11-12*)

**Ancient Greek I:** This course is a translation-based language course with most of the time spent on reading Ancient Greek. Grammar is de-emphasized, and taught only as required to achieve reading ability. The text used, *Athenaze*, teaches Attic Greek, which, while not the same dialect, leaves students with a base competency in Koine, the Greek of the *New Testament*. Students also complete a quarterly independent personal project. in the Greek classes are also offered a quarterly personal project. (*Grades 10-12*)

**Ancient Greek II:** This course is typically taught alongside Ancient Greek I, in the same period. Students in this course must be highly motivated and capable of creating and sticking to their own timelines to complete assignments. The second text in the *Athenaze* series is used, but is otherwise identical to Ancient Greek I. (*Grades 11-12*)

**Ancient Greek III:** This course is typically taught alongside Ancient Greek I and II, in the same period, but is an independent readings course. Students select one author or several authors to read and study independently, with assistance as needed. Activities include independent reading, reviewing with the teacher, and completing independent projects. Past reading selections include: selections from the *New Testament*, Herodotus' *Histories*, Homer's *Iliad*, and Lyric Poetry from a variety of authors. (*Grade 12*)

**6th Grade Honors Spanish Culture:** This is a beginning level language course that helps students develop an understanding of the Spanish language and culture. The curriculum focuses on the development of communicative competence in the Spanish language and understanding of Spanish-speaking cultures. Students learn vocabulary through thematic units such as celebrations, traditions, family and friends, food, school, numbers, Spanish grammar, and geography. Students develop listening, reading, writing and speaking skills in Spanish in preparation for upper level Spanish courses.

**Honors Spanish I:** This course focuses on the development of communicative competence in the Spanish language and understanding of Spanish-speaking cultures. The curriculum assumes that students have minimal or no prior knowledge of the language and culture. An important component of language classes is the use of the language beyond the classroom in the real world. (*Grades 7-12*)

**Honors Spanish II:** This course is a continuation that further develops the skills learned in Spanish I. Students begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the language. Students communicate about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. An important component of language classes is the use of the language beyond the classroom in the real world. (*Grades 8-12*)

**Honors Spanish III:** This course is a continuation that further develops the skills learned in Spanish I and II. The curriculum provides opportunities to further increase listening, speaking, reading, and writing skills in an integrated way. Students continue practice in previous topics, are introduced to new topics, and further increase their understanding of Spanish-speaking cultures. This course prepares students for Spanish IV. (*Grades 9-12*)

**Honors Spanish IV:** This course is a continuation of the Spanish language that enhances skills learned in Spanish I-III. The curriculum provides opportunities to further increase listening, speaking, reading, and writing skills in an integrated way. Students continue language development through exploration of familiar and unfamiliar topics and are provided opportunities for a broader and more extensive understanding of Spanish-speaking cultures. This course prepares students for AP Spanish. (*Grades 10-12*)

**Honors Spanish V:** This course is a continuation of the Spanish language that enhances skills learned in Spanish I-IV. The curriculum involves recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages, and making oral and written presentations. The course emphasizes advanced communication and listening skills. (*Grades 11-12*)

**Honors Spanish VI:** This course is a continuation of the Spanish language that enhances skills learned in Spanish I-V. The curriculum expands students' communicative skills by manipulating complex features of the language, including abstract concepts and focuses on various topics with a continued emphasis on the practical use of language. This course is designed to enhance oral and written skills in Spanish while increasing the familiarity with Hispanic cultures. Students improve writing proficiency including presentational and informal writing and presentations. (*Grade 12*)

**Workplace Spanish:** This introductory course teaches students specific vocabulary and phrases related to the work environment, such as work safety, security, and simple directions appropriate to communicating with employees whose first language is Spanish. The curriculum emphasizes oral and listening applications of the language in the workplace, especially as a means of effecting better functional cross-communication between English and Spanish speakers. (*Grades 11-12*)

**Advanced Workplace Spanish:** This course teaches students advanced vocabulary and phrases related to the work environment, such as work safety, security, and simple directions appropriate to communicating with employees whose first language is Spanish. The curriculum emphasizes advanced industry-related vocabulary, speaking, and listening applications in the workplace, especially as a means of effecting better functional cross-communication between English and Spanish speakers. (*Grades 11-12*)

**AP Spanish Language and Culture:** This course is an introductory college level Spanish course that emphasizes communication by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. The curriculum involves mastery of vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. (*Grade 12*)

## ELECTIVE COURSES: COMPUTER SCIENCE & TECHNOLOGY

**Computer Science Essentials:** Students gain exposure to computational thinking, problem-solving, and computer programming through cross-curricular instruction integrated with math, science, and other subjects OR as an independent elective course. *(Grades 6-8)*

**Introduction to Digital Technology:** In this introductory course, students develop and enhance vital technology skills for use in high school, college, the workplace, as well as at home. Students learn the basics of computer hardware, software, programming, web design, data, and networks as they use computers for learning, researching, solving problems, communicating, and creating computational artifacts. *(Grades 9-12)*

**Computer Science Principles:** This course introduces the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, students learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society. *(Grades 10-12)*

**Programming, Games, Apps, and Society:** This course gives students the opportunity to plan, design, and develop games and mobile and desktop applications. Students work with multiple programming platforms, while they learn the system development life cycle, user interface design considerations, testing, and modeling. The importance of privacy, legal, ethical, and security considerations in software development are emphasized. *(Grades 11-12)*

**AP Computer Science A:** This is an introductory, college-level course in computer science. Students are introduced to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, approaches to processing data, analysis of potential solutions, and the ethical and social implication of computing. The curriculum emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The curriculum is compatible with many CS1 courses in colleges and universities. This course will be available in 2019. *(Grades 11-12)*

**Science Connections (FIRST Lego League):** This course combines teamwork with computer programming and Legos. Students apply math and science concepts to solve real-world problems, while developing critical thinking, team-building, and presentation skills. Teams compete with their peers at regional tournaments. *(Grades 6-8)*

**Robotics:** This course integrates creativity and design with computer programming. The curriculum explores past, present, and future use of automation technology in industry and everyday use. Students use the engineering process to create and test robots suitable for competition. *(Grades 9-12)*

## ELECTIVE COURSES: BUSINESS

**Business and Computer Science 6:** This course is a semester course that 6th grade student take in conjunction with a semester of art (Visual Arts). Students review and work on their keyboarding skills as well as focusing on proper keyboarding techniques and posture. In addition to this daily practice, students learn the parts of a computer and increase their technology vocabulary. Students are introduced to and work in some Microsoft applications. *(Grade 6)*

**Introduction to Business and Technology:** This course provides an overview of business and technology skills required for today's business environment. Students learn essentials for working in a business environment, managing a business, and owning a business. *(Grades 8-12)*

**Business and Technology:** This course is designed to prepare students with the knowledge and skills to be an asset to the collaborative and innovative business world of today and tomorrow. Employability skills will also be integrated into activities, tasks, and projects throughout the course standards. Students must have successfully completed Introduction to Business and Technology. *(Grades 9-12)*

**MS Journalism:** This course combines the fun of working on the middle school yearbook with the learning of computer software programs. Students work on the elements of writing, photography, and graphic design, which are used in creating the yearbook. Students also explore Publisher and create and design brochures and newsletters. *(Grades 6-8)*

**HS Print Journalism:** The curriculum of this course includes a brief overview of the history of journalism, followed by print fundamentals like news judgment, interviewing, and news writing. Articles written in the first half of the year are published locally and are used for abbreviated content in *The Pines* yearbook. Students gather additional content, take photographs, and complete layouts for the yearbook by an early spring deadline. *(Grades 9-12)*

## ELECTIVE COURSES: VISUAL ARTS

**Visual Arts 6:** This course is a semester course that 6th grade student take in conjunction with a semester of Business and Computer Science. The curriculum focuses on art vocabulary, the elements of art, the fundamentals of composition, basic drawing techniques, and color theory. Students learn how to maintain a portfolio and be expected to learn the proper care and use of the tools of the art room. Lessons are designed to meet the creative needs of all students at their level of artistic development.

**MS Art I (Fundamentals):** This course is designed to build upon the basic beginning art student's knowledge of drawing. The curriculum focuses on art vocabulary, the elements of art, the fundamentals of composition, basic drawing techniques, color theory and painting. Students learn how to maintain a portfolio and be expected to learn the proper care and use of the tools of the art room. Lessons are designed to meet the creative needs of all students at their level of artistic development. *(Grades 6-8)*

**MS Art II (Developing Artist):** This course is designed to build upon the techniques learned in Art I. Students learn the elements of art and the principles of design as it applies to understanding composition in an artwork. Students are expected to plan their artworks in a journal and be able to reflect on their process of creating art. The course focuses on expanding students' drawing and painting techniques to create works of art and to critique their artwork and the artwork of others using the language of art. Students keep a portfolio of ideas and artwork and learn to write formally about art. *(Grades 7-8)*

**MS Art III (Comprehensive Art Study):** This course is designed to build upon the techniques learned in Art II and introduce new media as time allows. Students extend their knowledge of the principles of design and using historical and cultural elements they research to enhance art compositions. Students are expected to plan their artworks in a journal, and to reflect on the creative process of making art and keep a portfolio artwork. Individual and class critiques take place as a way of improving artwork and the ability to convey a message using art. An emphasis on craftsmanship in the production of art along with the student's individual voice being evident in their work is introduced in this course. The course focuses on expanding students' current level of drawing and painting abilities.

**HS Visual Arts/Comprehensive I:** This course is a beginning art class for students with little or no background in the studio or visual arts. This course focuses on vocabulary, elements of art, the design principles, and the basics of composition, drawing techniques, painting techniques, the use and care of different art materials and color theory. Students develop a strong art vocabulary as well as write formally about their own works and the artworks of others. Students are expected to keep a portfolio of ideas and artwork to show development throughout the year. *(Grades 9-12)*

**HS Visual Arts/Comprehensive Art II:** This course is designed to further enhance skills learned in Comprehensive Art I or for students who have a strong art background coming from middle school. Students develop their skills and techniques in drawing and painting with a variety of media and experiment with different methods of printmaking, clay and other 3-Dimensional media and techniques. An emphasis on craftsmanship in the production of art along with the student's individual voice being evident in their work is a goal for students in this course. *(Grades 9-12)*

**HS Visual Arts/Comprehensive III and IV:** These courses further advance the student's ability to create artwork using the principles of design and generally leads to AP Studio Art or is in place of AP Studio. Students learn to make a digital portfolio for use in sharing and marketing their artwork as well as keeping a physical portfolio of works. Students are given assignments in class to complete but also are expected to come up with ideas of their own to create artwork. Students are expected to write formally about their own works and the artworks of others using the language of art. Significant emphasis is placed on craftsmanship, along with the student's individual voice being evident in their work. *(Grades 10-12)*

**AP Studio Art:** This course is for the advanced and/or proficient art student. Students should have successfully completed Visual Arts/Comprehensive I and II before registering for this course or permission of instructor. This course is designed for portfolio building and test submission to the College Board. Students have summer work to complete before the start of the school year to help with the creation of their portfolio. Students digitally submit a portfolio of 24 works, 12 of which show their breadth of understanding in techniques and media and 12 that concentrate on a specific theme or idea. Students then submit by mail a portfolio of their 5 best or quality pieces (that are matted and labeled) all by the "AP test" date for AP Studio Art in early May. *(Grades 10-12)*

**AP Art History:** This course is based on 2 college level art history courses. The curriculum is similar to world history through the use of art images and art movements from prehistory to contemporary art production. It is best suited for students who have successfully completed World History. *(Grades 11-12)*

## ELECTIVE COURSES: MUSIC

**Music Basics:** This course teaches students fundamental concepts of music including rhythm, pitch, notation, history, listening, styles and composition. No prior music experience is necessary. Topics include singing, bucket drumming, boomwhackers, and more! (*Grades 6-8*)

**Orchestra 6:** This course teaches students how to read music, play their string instruments and how to play together as an orchestra. Students perform in concerts throughout the year and will compete in a competition. Classical and popular music are learned on one of four stringed instruments: violin, viola, cello, or double bass.

**Orchestra 7:** This course reinforces fundamentals of performing music of varying genres on one of four string instruments: violin, viola, cello, or double bass. Students reinforce proper instrument position and posture, note- and rhythm-reading skills, proper right- and left-hand technique, and proper rehearsal and concert etiquette.

**Orchestra 8:** This course continues student development of performing music of varying genres on one of four string instruments: violin, viola, cello, or double bass. Students prepare to perform in festivals and competitions.

**Orchestra I-IV:** These courses enable students to develop intermediate and advanced skills by performing music of varying genres on one of four string instruments: violin, viola, cello, or double bass. Students prepare to perform in festivals and travel to various competitions.

**AP Music Theory:** This course introduces students to elements of music theory and composition with score reading and analysis, dictation, audiation, and sight-singing. The curriculum focuses on the study of music composition as it relates to texture, harmonic progression, and formal structuring and style. This course is an advanced theory course designed both to prepare students for a career in music as well as personal enrichment for student musicians. Students are highly recommended to have the ability to read and write musical notation as well as instrumental or vocal experience. (*Grades 11-12*)

**Band 6, 7, 8:** These courses are an ensemble that provides students with learning and performance opportunities on wind and percussion instruments. The curriculum focuses on the development, continuation, and expansion of basic skills begun in elementary school that are necessary for effective instrumental music performance. Performances outside of school hours are required.

**HS Band:** This course is a large ensemble that performs formal symphonic music. It is the cornerstone of the band program at Thomasville High School, and a requirement for participation in the Marching Bulldogs, THS Jazz Ensemble, and all other groups. Instrumentation includes woodwind, brass, and percussion instruments. Activities involving performance techniques, general musicianship and creative/critical thinking are emphasized during rehearsals. Four concerts are performed each year: A Fall Masquerade Concert, a Christmas Concert in downtown Thomasville, a Pre-Festival Concert at the Thomasville Center for the Arts, and a Spring Concert in May.

## ELECTIVE COURSES: DRAMA & THEATER

**Introduction to Drama:** This introductory course is designed to develop an appreciation for and an understanding of theater. Students explore voice projection and movement, musical theatre, and drama games to teach essential acting skills. The curriculum includes the study of essential theatre vocabulary, monologues, and scene work. *(Grades 6-8)*

**Intermediate Drama:** This is a performance-based course for students who have experience in theatre or who have completed the Introduction to Drama course. Students further develop acting skills and dramatic techniques in acting through improvisation to play production. Students perform skits, scenes, and plays while developing an enjoyment for the experience of acting. *(Grades 9-12)*

**Advanced Drama:** This course is designed for students who have a serious passion for drama and have completed the Intermediate Drama course. Students are introduced to various acting methods used in college theatre programs. Students master auditioning techniques through challenging monologue and scene work and are exposed to famous playwrights and their works. Students in this course are required to participate in school drama productions. *(Grades 9-12)*

**Technical Theater:** This course focuses on design principles and elements of theater and applies these to the design and construction of sets and props for stage shows. This course also studies the use and safety practices of the tools and machines found in a woods and metals shop and that is applied in building the sets and props needed for the school's one-act and spring musical. Additional topics include sound and stage lighting design and sound and light board operation in the auditorium. *(Grades 9-12)*

## ELECTIVE COURSES: DANCE

**MS Introduction to Dance:** This course is for students at the beginner to intermediate level. Students are introduced to basic dance fundamentals including jazz, ballet, contemporary and dance history. The curriculum focuses on essential techniques for three movement genres building a strong foundation for continued study of dance. This is the first required class to enter the middle school dance program. *(Grades 6-8)*

**MS Advanced Dance:** This course is for students at the intermediate to advanced level. Students continue to develop fundamental dance principles while building a broader dance vocabulary with intensive study into dance techniques including jazz, ballet, contemporary and choreographic principles. Students must have successfully completed at least 2 years of Introduction to Dance or receive teacher permission. *(Grades 6-8)*

**HS Introduction to Dance:** This course is for students at the beginner to intermediate level. Students are introduced to basic dance fundamentals including jazz, ballet, contemporary and dance history. The curriculum focuses on essential techniques for three movement genres building a strong foundation for continued study of dance. This is the first required class to enter the high school dance program. *(Grades 9-12)*

**HS Advanced Dance:** This course is for students at the intermediate to advanced level. Students continue to develop their fundamental dance principles while building a broader dance vocabulary with intensive study into dance techniques including jazz, ballet, contemporary and choreographic principles. Students must have successfully completed at least 2 years of Introduction to Dance or receive teacher permission. *(Grades 9-12)*

**HS Dance Composition:** This course is for students at the intermediate to advanced level. The study of choreography and dance pedagogy with the freedom to explore both fields of study and ultimately focus on one area of interest. Students develop a clear understanding of choreographic principles and dance pedagogy with the opportunity for supervised teaching as well as creating completed works for the stage. Students must receive permission of the instructor to enroll in this course. *(Grades 11-12)*

## OTHER ELECTIVE COURSES

**Introduction to Agriculture:** This course is the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. *(Grades 8-10)*

**Odyssey of the Mind:** This course is a creative problem solving class that prepares teams for Odyssey of the Mind competition. The curriculum provides students with the opportunity to bring their imaginations to life by writing, building, and acting-out the solutions to their team's chosen problem. Students develop the ability to work independently and as part of a team. *(Grades 6-12)*

**Peer Leadership:** This course provides high school students with training in becoming proficient in human relations and leadership skills. The skills include, but are not limited to, interpersonal and intrapersonal communication, conflict resolution, decision-making, group facilitation, and understanding diversity. Students with these skills may, with supervision and administrative support, provide a variety of school and community services. This course increases students' self-awareness, improves their ability to communicate effectively, and encourages their exploration of their individual leadership potential, while significantly enhancing their role as school leaders and citizens of their community. *(Grades 11-12)*

**9th Grade Health / Drivers Ed / Personal Fitness:** This course is required for graduation. The first semester focuses on Health and Drivers Education. The second semester focuses on Personal Fitness to develop fitness goals to last a lifetime. The YMCA and Factor Fitness are community partners that help students develop individual skills. Walking units, unique team fitness games and team sports are included.

**Speech and Debate:** This course covers a variety of styles of public speaking and formal debate. Through research and practice students will become familiar with these styles. Students are involved in detailed and extensive analysis of debate theory and technique with application of skills in competition. Students will initially learn about and practice structured extemporaneous speeches with emphasis on verbal and nonverbal delivery skills (organization, projection, inflection, eye-contact, hand gestures, and more). Students will then build a foundation for effective argumentation and advocacy (claim/warrant/evidence) by participating debates and ultimately presenting research-based persuasive speeches. Each unit will culminate in performance assignments that require students to demonstrate their abilities within the classroom setting and even on a competitive field. Opportunities to take their knowledge to competition at the local and state level will be made available to students as well through extracurricular programs. After completing this course, students will have a set of portable argumentation and advocacy skills that they can use in a variety of experiences throughout the curriculum at Scholars Academy. This class is ultimately for students who want to explore debate and may choose to participate in the debate team. *(Grades 9-12)*

**MS Physical Education:** This course focuses on movement and involves students in activities that improve health and social skills. Student participate in exercise and fitness routines as well as team sports. *(Grades 6-8)*

**MS Strength Training:** This course stresses the importance of optimizing performance and recovery with healthy nutrition, proper hydration, and adequate sleep. Students use workout logs to monitor their progress. This course is offered through MPMS only. *(Grades 6-8)*

**HS Strength Training and Conditioning:** This class is designed to teach the fundamentals of all major power lifts, such as presses, squats, and deadlifts. Students learn proper techniques of two Olympic lifts, the Snatch and clean and jerk. Over the course students are taught different ways to design workouts and program schedules for off season and in season workouts. *(Grades 9-12)*

**Keys to College Success / Professional Communications:** This course is a combination of two semester-long courses. In the first semester, students begin with the process of searching for and identifying colleges for post secondary educational opportunities. The various costs of colleges, academic programs, living arrangements are explored. Students will visit colleges in Georgia and Florida. Students research scholarship requirements and opportunities to complete the FAFSA online application. In the second semester, student learn to communicate on a professional level using oral and video presentations. Students learn how to create written proposals and effectively deliver these proposals for positive results. The curriculum includes learning PowerPoint to make presentations in academic and professional situations, mastering dinner etiquette, and interacting with local business leaders. *(Grades 11-12)*