
Upper School

Course of Study



Academic Year 2022-23

Table of Contents

INTRODUCTION

Graduation Requirements	4
Course Load/Length/Cancellation Policy	5
Independent Study	5
Dual Enrollment	6
Community Service	6
Honors Level	7
Advanced Placement (AP)	7
International Baccalaureate (IB)	7
Media Center	8
Senior Research Seminar & Practicum	8

ENGLISH

World Literature	9
Honors World Literature	9
American Literature	9
Honors American Literature	10
AP Language and Composition	10
British Literature	10
Honors British Literature	11
English Composition and Literature	11
AP Literature and Composition	12
IB English Language and Literature Year I (HL/SL)	12
IB English Language and Literature Year II (HL/SL)	12
Mythology	13
Public Speaking	13
The Graphic Novel	13
Mystery and Suspense	13
Sports in Literature	14
Creative Writing	14

HISTORY & SOCIAL SCIENCE

Modern World History	14
Honors Modern World History	14
U.S. History	15
Honors U.S. History	15
Comparative Government & Politics	15
AP U.S. History	15
IB History of the Americas Year I (HL/SL)	16
IB History of the Americas Year II (HL/SL)	16
AP Psychology	16

IB Psychology Year I (SL)	16
IB Psychology Year II (SL)	17
Social Entrepreneurship	17
Economics	17
Theory of Knowledge Year I	18
Critical Thinking Seminar	18
Theory of Knowledge Year II	18
Extended Essay	19
Research Methods	19
Ethics & Morality	19
Art History I	19
Art History II	20
Senior Research Capstone	20
MATHEMATICS	20
Pre-Algebra	20
Algebra I	21
Geometry	21
Honor Geometry	21
Algebra II	22
Honors Algebra II	22
Precalculus	22
Calculus	22
Statistics	23
Applications and Interpretations Year I (HL/SL)	23
Applications and Interpretations Year II (HL/SL)	23
TECHNOLOGY & COMPUTER SCIENCE	
Computer Programming	24
Website Design	24
Foundations in App Development	24
Robotics: Land & Sea	24
Keyboarding	25
SCIENCE	
Biology	25
Honors Biology	25
Chemistry	26
Physics	26
Environmental Science	27
IB Biology Year I (HL/SL)	27
IB Biology Year II (HL/SL)	27

Introduction to Animal Science	28
WORLD LANGUAGE	
Spanish I	29
Spanish II	29
Spanish III	29
Advanced Spanish I: Language & Culture Advance	30
Advanced Spanish II: Introduction to Spanish Literature	30
Advanced Spanish III: Spanish Literature	30
IB Spanish Ab Initio Year I (SL)	30
IB Spanish Ab Initio Year II (SL)	31
THE ARTS	
Digital Media & Graphic Design	31
Studio Art I	32
Studio Art II	32
Ceramics	32
Animation	33
Oil Painting	33
Portfolio Development	33
IB Visual Art Year I (HL/SL)	33
IB Visual Art Year II (HL/SL)	34
Digital Photography	34
Piano Lab	34
Instrumental Music	35
Introduction to Filmmaking	35
IB Film Year I (HL/SL)	35
IB Film Year II (HL/SL)	36
PHYSICAL EDUCATION	
P.E.	36
Health	36
Life Skills	37
Strength & Conditioning	37
Yoga	37
BUSSNIESS ADMINISTRATION	
Introduction to Business Foundations	37
APPENDIX	



SPRINGDALE PREPARATORY

Springdale Preparatory School prepares students for an array of outcomes academically and beyond. An SPS education provides students with the platform and resources to align desired outcomes within a student-centered approach to learning. SPS is also dedicated to fostering global-minded critical thinkers and life-long learners. These core concepts, in combination with a rigorous and encouraging educational environment, allow students to take ownership of their learning experience.

RECOMMENDED COURSE OF STUDIES

The recommended course of study for the Upper School:

- 4 years of English
- 4 years of mathematics
- 3 years of a world language
- 3 years of natural and physical sciences
- 3 years of history
- 1.5 years of fine arts
- 1 year of physical education
- .5 year of health
- 1 year of life planning
- 1 year of technology
- 3 years of academic electives
- Senior Research Capstone

MINIMUM REQUIREMENTS

The minimum requirements for receiving a Springdale Preparatory School diploma are:

- Community Service: At least 75 hours of service (see guidelines under Community Service.)
- Fine Arts: One year of an art centered course and one year of a performing arts centered course.
- English: Four years of assigned English.
- History and Social Sciences: 9th Grade: World History; 10th Grade: U.S. History; 11th Grade: Comparative Government or a Group 3 (IB Individuals & Societies Group) course

- Mathematics: 4 sequential years of math at the high school level (including pre-algebra.)
- World Languages: Three successive years of the same language completed in high school (exception for 8th grade exemplar achievement in World Languages.)
- Physical Education: One year of physical education taken between freshman and sophomore year. (Club and Team sport opportunities for credit.)
- Science: Three years, of which one is a life science and one is a physical science, following this sequence: Biology, Chemistry, Physics.
- Technology: One year of a technology course.
- Senior Research Capstone: A required course for all seniors, except for those who are participating in the IB DP program, to polish their applicable research skills in preparation for college level writing and publishing.

COURSE LOAD

The required minimum for each semester's work is five academic courses unless special circumstances arise (must be approved by Director of Curriculum and Head of School). Many students elect to take additional academic, fine arts, or elective courses. Students may have only one free period per semester; any additional free periods must be approved in advance by the Head of School.

SPS encourages all students to pursue their individual passions while exploring our diverse curriculum. Students who persevere through our curriculum are well positioned to gain admission to many colleges and universities. Highly selective colleges will expect students to explore beyond the minimum requirements for a diploma.

COURSE LENGTH

Except where noted, most courses are yearlong (two semesters).

COURSE CANCELLATION

At the School's discretion, any course in which the enrollment is fewer than five students may be cancelled except in the case of an independent study course.

INDEPENDENT STUDY POLICY

If a student in their junior and senior years has a particular interest in a subject that is not covered in our curriculum, they may apply to complete an independent study. An independent study course is the equivalent of a regular academic course with the same level of rigor expected.

Each Independent Study course will be limited to a maximum of three students.

For independent study courses to appear on an SPS transcript, the independent study course must be supervised by a member of the SPS faculty and approved in advance by the Director of Curriculum and the Head of School.

To be approved for an Independent Study, a student must submit an application (available in the Director of Student Service's office) that clearly and thoroughly describes the work to be completed, the resources necessary for completion of the work, the scheduled meeting times between student and faculty supervisor, and an explanation of how student work will be assessed. Copies of all assessments given in an Independent Study will be filed with the Director of Curriculum. Proposals for independent study will not be accepted after the deadline for adding a course.

DUAL ENROLLMENT

Dual Enrollment opportunities allow SPS Upper School students to enroll in college level courses during their senior year, unless otherwise approved. To be eligible for dual enrollment opportunities students must maintain a minimum GPA of 3.5 and are on track to meet minimum requirements for graduation. Students may enroll in college level courses at community college or online and may select introductory college coursework in Humanities, English, Math, Social Studies, and Science subject areas. Students are responsible for acceptance into a post-secondary academic institution to be eligible for this program.

Students seeking to participate in a dual enrollment program should contact the Director of Student Services for more information regarding eligibility and the enrollment process. To be approved for dual enrollment, a student must submit an application request to SPS (available in the Director of Student Service's office) and must be approved in advanced by the Head of School. **The student's family is responsible for all fee associated with the application, enrollment, and course fees with the participating college or university.**

COMMUNITY SERVICE

Students must complete 75 hours of approved community service. At least 20 hours must be completed by the beginning of junior year.

The 75-hour community-service requirement must be completed by and submitted to the Director of Student Services no later than May 10 of their senior year.

HONORS LEVEL (HON) COURSES

Honors (HON) Level courses express the most challenging level of coursework offered at SPS aside from IB and AP courses. HON courses examine material at the highest levels with sustained intellectual independence. These classes often involve increased expectations for time spent out of class.

ADVANCE PLACEMENT (AP) COURSES

Advance Placement courses are designed to give students the experience of an intro-level college course while still in Upper School. AP courses are academically challenging, requiring students to demonstrate excellent study habits, work ethic, time management, and self-sufficiency. Enrollment in AP courses requires the approval of the department and the designated grade in the prerequisite course. All students entering grades 10, 11, and 12 may be considered for enrollment in AP level courses. **The student's family pays the fee associated with the AP examination.**

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME

The International Baccalaureate curriculum prepares students for the real-world challenges of college. Students may take individual IB classes and earn a certificate of completion for each class (with a score of 4 or higher) or may be considered for the IB diploma. To complete the requirements for the IB Diploma, students must take two years of study during their 11th and 12th grade years. These include the IB core and one course from each of the six subject groups.

The IB Core consists of three courses: Theory of Knowledge, Extended Essay, and Community, Action, and Service (CAS). These courses require students to write a 4,000-word Extended Essay, complete and present a project for Theory of Knowledge, and complete Creativity, Action, and Service reflections and service project. The six subject groups are Language A (1), Language B (2), Individuals & Societies (3), Experimental Sciences (4), Mathematics (5), and The Arts (6) and are either standard level (SL: 150 hours) or higher level (HL: 240 hours) classes. Students earn points for IB exams and IB assessments. A minimum of 24 points is needed to earn a diploma, with a maximum of 45 points available. Students must take one course from each of the six areas but may opt to take an extra course from 1-5 instead of a group 6 course. Students must take 3 SL and 3 HL courses, or 4 HL and 2 SL classes.

The IB program is an academically challenging program that prepares students for

success in higher education and beyond. In addition to the rigorous academic curriculum, students must demonstrate excellent study habits, work ethic, time management, and self-sufficiency. Due to the academic rigor of the IB curriculum students may only be admitted into an IB Diploma Programme or enroll in IB level courses with the approval of the IB Administrator. Students entering grade 11 will be considered for participation in the IB program. **The student's family pays the fee associated with the IB examination.**

MEDIA CENTER – INFORMATION AND LITERACY SKILLS

The Springdale Media Center program supports the curricular mission of SPS by providing print and online collections, managing welcoming media spaces, encouraging exploration of identify via interactions with media, supporting independent reading and individualized learning, and teaching information skills. In the Upper School, the librarian teaches students effective research skills and information-finding strategies, including efficient searching, critical evaluation of sources, and ethical and responsible use of intellectual property. This occurs through project planning with other departments, co-teaching within classrooms, stand-alone lessons, reference interactions, and individualized instruction. The library is available for reference, research, and readers' advisory for the entire community, encouraging lifelong habits of library use to prepare our students for life beyond SPS.

SENIOR RESEARCH SEMINAR & PRACTICUM

This full-year leadership course is designed to create a dialogic space where seniors can take active roles in learning. Together the students will reflect critically on the cultural forces at work in their lives and lay claim to their own roles in shaping that culture. Through reading, discussion, and research, students will raise questions, uncover, and develop personal responses. Further, students will continue to hone their critical faculties in reading, writing, listening, and speaking. Assignments are thoughtful and innovative, encouraging critical thinking. Students will work in groups, pairs and individually depending on the subject matter. The course begins with a global or international perspective and, like a camera lens, zooms into national, local, school, family, and personal perspectives. Second semester will begin with public speaking. This is a required class for all seniors, except for those who are participating in the IB DP program.

ENGLISH

Graduation Requirement: Four years of assigned English.

It is in the shared encounter with great literature what we reflect on our deepest humanity, discover our most inventive thinking, and hone our powers of articulation (both written and spoken) to participate in the most crucial conversations about the world and our place in it.

World Literature

(Grade 9)

This course is an introduction to literary genres and provides students with an exposure to the foundations of English language and literature of the world. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction; establish effective writing and research habits; and refine language skills as they apply to writing, listening, speaking, and viewing.

Honors World Literature

(Grade 9)

Prerequisites: Recommendation by Department

This honors world literature course is designed to challenge students and prepare them for a postsecondary experience. Students will build upon reading, writing, and critical thinking skills through an intensive study of a variety of selected world literature. This course provides a review of grammar, mechanics, vocabulary, and usage as needed and focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing opportunities.

American Literature

(Grade 10)

This course is a survey of American Literature from the Colonial Period to the Modern Era. It builds upon the World Literature course through a focus on the acquisition of higher-level reading, writing, speaking, listening, and language skills. This course focuses on the study of American literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. Students will read a variety of informational and literary texts in

all genres and modes of discourse. The study of these authors, and other thinkers and artists, serves as a springboard for seminar-style discussions, reflective and expository writing, and further development of critical and creative thinking skills. While expository writing is the focus in American literature, students will also demonstrate competency in argumentative and narrative genres. They will also engage in research, and the writing process.

Vocabulary and grammar are emphasized, both for SAT preparation and for understanding words in their literary contexts.

Honors American Literature

Prerequisites: Recommendation by Department
(Grade 10)

This course is an accelerated multi-genre survey of American Literature from the Puritan period to post-modernism. Honors American Literature extends beyond the traditional curriculum in both breadth and depth of study and provides problem-seeking and problem-solving opportunities for students. Students are expected to devote additional time and effort to Honors work and, in turn, have greater opportunities for discovering what makes each text quintessentially American through exploring a variety of genres including novels, dramas, essays, poems, and short stories. This will afford students the opportunity to participate in seminar-style discussions, reflective and expository writing, research and further develop critical analysis and application of these skills.

AP Language and Composition

(Grade 11 & 12)

Prerequisites: Open to students in grades 11 or 12; Requires teacher recommendation and successful completion of Honors American Literature.

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

British Literature

(Grades 11 & 12)

Prerequisite: Successful completion of American Literature and World Literature.

This course is a survey of British Literature from the Anglo-Saxon period to the present. It builds upon the American Literature and Composition course and focuses on literature and informational texts, writing modes and genres, and essential conventions for

reading, writing, and speaking. Students will develop an understanding of chronological context and the relevance of period structures in British literature. They will also develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. Students will encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. While the continued focus is expository writing in British literature, students will also demonstrate competency in argumentative and narrative genres. Students will engage in research, timed writing, and the writing process as well as develop an understanding of the impact that technology has on writing. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. Students will also demonstrate an understanding of speaking and listening skills for a variety of purposes.

Honors British Literature

(Grades 11 & 12)

Prerequisite: Successful completion of Honors American Literature or American Literature AND teacher recommendation.

This course is designed to give students a working knowledge of British Literature, from the Anglo-Saxon period through the Modern Era. It is also meant to prepare students for college level reading and writing. To do this, we will be reading and analyzing texts from a variety of literary periods and texts that speak to a variety of experiences. This allows students to be exposed to new ideas and build their literary analysis skills. Students will be constantly writing, discussing, and reflecting to build analytical, communication, and writing skills and in doing so, explore and challenge ideas presented in these literary works. This is achieved through literature, dramatic works, journaling, Socratic seminars, informal discussions, and formal writing.

English Composition and Literature

(Grade 11 & 12)

Prerequisites: Open to students in grades 11 and 12 only.

English Composition and Literature is a rigorous course in critical reading and writing designed to help students develop and refine their ability to think critically, to organize their thoughts, and to express ideas clearly and effectively. The course will focus on the various modes of expository writing, such as process, description, narration, comparison, cause/effect, and analysis, and give significant focus to argumentation. Students will be introduced to documentation and numerous in-class assignments will be required in addition to extended essays written outside of class. A cumulative research paper is required in the fourth quarter.

AP Literature and Composition

(Grade 12)

Prerequisite: Open to students in grade 12 only: Requires teacher recommendation and successful completion of AP Language and Composition or Honors British Literature. The *AP English Literature and Composition* course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

IB English Language and Literature Year I (HL/SL)

(Grade 11)

Prerequisite: Open to 11th grade students only. Requires teacher recommendation and approval by the IB Administrator.

This first year of the course aims to develop students' textual analysis skills and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course develops an understanding of how language, culture, and context determine the ways in which meaning is constructed in texts. It also focuses on how to think critically about the different interactions between text, audience, and purpose.

IB English Language and Literature Year II (HL/SL)

(Grade 12)

Prerequisite: Successful completion of IB English Language and Literature Year I

This course completes the requirements for both the high and standard level IB English Language and Literature exam. The aim of the course is the development of an understanding of "critical literacy" in students. Students produce a critical response evaluating aspects of text, context, and meaning, and demonstrate an ability to write a balanced, comparative analysis.

ENGLISH ELECTIVE COURSES

Mythology

(.5 credit)

Students explore myths from various cultures and participate in collaborative learning activities to understand how myths are reflected in the literature, customs, architecture, and religion of ancient and modern cultures. Students will continue to develop reading and writing skills as well as critical and creative thinking skills and strategies. This course may not be used to meet the State graduation requirements in English.

Public Speaking

(.5 credit)

Public Speaking offers student activities and experiences that help to develop skills in oral communication, critical thinking, accessing information, and writing. Students understand and use the stages of speaking for a variety of purposes, including personal, career, and social. Emphasis is on achieving clarity and confidence when speaking to others. This course may not be used to meet the State graduation requirements in English.

The Graphic Novel

(.5 credit)

This course is designed to introduce students to graphic novels as literary texts suitable for critical analysis. Students will encounter graphic novels of literary merit representing multiple genres such as memoir, fiction, historical narrative, and autobiography. Reading and discussion of texts will focus on both the content of the literature (the story) and the craft (the use of formal conventions in both writing and art). Students will use their knowledge of these formal conventions to engage in class discussions and respond to the text in informal and formal written critical analysis.

Mystery and Suspense

(.5 credit)

Students examine the history and structure of mystery fiction, the suspense story, the detective story, and the adventure mystery. Students will read mystery and suspense short stories and novels offered through a variety of academic sources. The reading list and focus for this course is expected to vary based on the interest of the students in the class. Students will learn about the distinguishing elements of mystery in literature and how to apply these in creating their own suspense-based stories.

Sports in Literature

(.5 credit)

This course will focus on the use of sports in literature. Students will read various short stories, novels and magazine/news articles as well as write opinions about several themes. Themes studied will include leadership and character, current trends, rivalries, definitions of success and failure, jinxes and fate, heroes, coaching ethics, etc.

Creative Writing

(.5 credit)

Creative writing is an elective which shares elements with English and literature classes in focused and searching discussions of iconic texts. Many class sessions will function as participatory writing workshops for young poets and storytellers. Exploring the elements of good storytelling and the mechanics of good narrative fiction, students will write, brainstorm ideas collaboratively, and craft individual stories based on writing assignments. The course culminates in a final writing project.

HISTORY & SOCIAL SCIENCES

Graduation Requirement: Modern World History and U.S. History must be completed with a passing grade. Three credits required to graduate.

Modern World History

(Grade 9)

In this exploration of World History from 1877 through today, students will dive in depth into the events, concepts, and interactions that have shaped our world today. They will use primary and sources to examine the rise of nationalism, war, and how globalization has impacted the development of world cultures. They will utilize their skills to examine the intersectionality of our modern world and use this knowledge to help become informed global citizens.

Honor Modern World History

(Grade 9)

Prerequisite: Recommendation by Department

This honors world history course is designed to challenge students and prepare them for a postsecondary experience. In this exploration of World History from 1877 through today, students will dive in depth into the events, concepts, and interactions that have

shaped our world today. They will use primary and sources to examine the rise of nationalism, war, and how globalization has impacted the development of world cultures. They will utilize their skills to examine the intersectionality of our modern world and use this knowledge to help become informed global citizens.

U.S. History

(Grade 10)

U.S. History will explore the history of the U.S. from the first settlers crossing the Bering Strait roughly 15,000 years ago to the present issues facing America and projecting the nation's future. The class places emphasis on political, social, economic, diplomatic, and military events that have shaped the nation's development. Specific areas of focus include the Constitution, the Civil War, the plight of Native Americans, and World War II. Over the course of the year, students will gain an understanding of how historical events have shaped their lives today. In addition, they will further develop reading, writing, analytical, and verbal communication skills.

Honors U.S. History

(Grade 10)

Prerequisite: Recommendation by Department

This honors U.S. history course is designed to challenge students and prepare them for a postsecondary experience. U.S. History will explore the history of the U.S. from the first settlers crossing the Bering Strait roughly 15,000 years ago to the present issues facing America and projecting the nation's future. The class places emphasis on political, social, economic, diplomatic, and military events that have shaped the nation's development. Specific areas of focus include the Constitution, the Civil War, the plight of Native Americans, and World War II. Over the course of the year, students will gain an understanding of how historical events have shaped their lives today. In addition, they will further develop reading, writing, analytical, and verbal communication skills.

Comparative Government & Politics

(Grade 11, Non-IB DP Students)

This class is an introduction to the comparison of governments and political systems around the world. Students will explore the US institutions and political cultures, as well a wide range of democracies and authoritarian regimes from around the world.

AP U.S. History

(Grade 10 to 12)

AP U.S. History students investigate significant events, individual, developments, and processes in nine historical periods from approximately 1491 to the present. 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.

IB History of the Americas Year I (SL/HL)

(Grade 11)

Prerequisite: Open to 11th grade students only. Requires teacher recommendation and approval by the IB Administrator.

This course is based on a comparative and multi-perspective approach to the history of the Americas. It involves the study of a variety of types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility. Students will study American history, as well as provide opportunities for in-depth investigation of major global events and their impact on the Americas.

IB History Year II (SL/HL)

(Grade 12)

Prerequisite: Successful completion of IB History Year I

Continuing from History of the Americas Year I, History of the Americas Year II will take the building blocks from the first year and dive deeper into North and South America in 20th Century Affairs. Students will be prepared to take the IB test to earn college credits through inquiry-based exploration.

AP Psychology

(Grade 10 to 12)

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inure-based investigations as they explore concepts like 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.

IB Psychology Year I (SL)

(Grade 11)

Prerequisite: Open to 11th grade students only. Requires teacher recommendation and approval by the IB Administrator.

The IB Psychology I course aims to expose upper school students to the many approaches to understanding human processing and behavior. Throughout the course the biological, cognitive, and socioemotional factors of human behavior are explored.

These three topics are expounded upon

through applicable research studies, exposure to historical implications, current studies, applications and practices. Students will be evaluated based on their command and application of the content as it pertains to individuals and in a global sense.

IB Psychology Year II (SL)

(Grade 12)

Prerequisite: Successful completion of IB Psychology Year I (SL)

The IB Psychology II course is an extension of IB Psychology I. The purpose of this course is to prepare IB students to successfully complete their exams. Throughout the course, the biological, cognitive, and socioemotional factors of human behavior are explored through research studies, exposure to historical contributions, current studies, and applications. Students will also explore abnormal psychology, developmental psychology, health psychology and the psychology of human relationships. Students will be evaluated based on their command and application of the content as it pertains to individuals and in a global sense.

HISTORY AND SOCIAL SCIENCE ELECTIVE COURSES

Social Entrepreneurship

(Grades 9 to 12) (.5 credit)

The University Startups Social Entrepreneurship Program is a selective, challenging, college-level business startup course that teaches high school students how to start for-profit social impact companies. Using the lean startup methodology and design thinking, students learn to identify problems, iteratively develop solutions and build business plans and pitch decks to launch companies. Students will learn to speak to customers and will be advised by business mentors. This program culminates in a live pitch showcase where teams present their business to a panel of experienced judges.

Economics

(Grade 9 to 12)

This course will be an introduction to basics of economics including consumer behavior and allocating scarce resources as well as macro-level of complex market interactions in an economy such as that of the United States. This course covers basic market concepts such as scarcity, supply and demand, government regulation, and trade. Students examine modern issues in economics such as poverty and emerging issues faced by modern cities.

Theory of Knowledge I

(Grade 11) (.5 credit)

Prerequisite: IB Diploma Programme Candidates

Theory of Knowledge (TOK) is a critical thinking course designed to teach students how to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which they belong. It is designed around the exploration of knowledge and the knower, knowledge and technology, and knowledge and language as it relates to 5 areas of knowledge: History, The Human Sciences, The Natural Sciences, Mathematics, and The Arts. Students can expect to engage with a variety of literary and non-literary sources including TEDTalks, documentaries, short stories, parables, Twitter feeds, and more.

This course demands a certain level of maturity and grace in discussions and reflections on potentially sensitive topics. Students should be prepared to be challenged in their everyday thoughts and remain open-minded to others' perspectives. Students will participate in a TOK exhibition at the end of the year.

Critical Thinking Seminar

(Grade 11) (.5 credit)

The Critical Thinking Seminar is a combined class that will meet with students in Theory of Knowledge (TOK) I. This course is designed for students who are not required to take TOK as part of the IB diploma program but have interest in the exploration of knowledge and critical thinking. This course is designed to teach students how to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which they belong. Students will explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives through engagement with a variety of literary and non-literary sources. Like TOK, the Critical Thinking Seminar demands a certain level of maturity and grace in discussions and reflections on potentially sensitive topics. Students should be prepared to be challenged in their everyday thoughts and remain open-minded to others' perspectives.

Theory of Knowledge II

(Grade 12) (.5 credit)

Prerequisite: Theory of Knowledge I

This senior-level course expounds upon what was explored during year 1 of TOK. This course has a heavy writing focus as students write their TOK essay. This course builds upon the ideals set forth in TOK I and requires immense maturity as students are expected to reflect on many divisive global issues and participate in civil discourse, both written and oral, with members of the community who have opposing ideas to themselves. Students can expect to challenge their status quo and be introduced to questions they'

ve never considered before, but which will ultimately make them better scholars and better people.

Extended Essay

(Grade 11) (.5 credit)

Prerequisite: *Required course for IB DP students in 11th grade

This course focuses on the research and development of the extended essay, which is an in-depth study of a focused topic chosen from the Diploma Programme subjects. This course promotes academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor. This course will equip learners with the skills to access, navigate, evaluate, and utilize online content responsibly with efficiency. Instruction will reinforce concepts on the mechanics of writing and formatting a research paper, including the extended essay. The tools attained in this course will provide overall guidance during the research process to facilitate the development of an independent and information literate researcher. Students will be assessed on their ability to demonstrate their understanding of these concepts through oral, written, and interactive participation during research skills labs.

Research Methods

(.5 credit)

The course will provide an overview of the important concepts of research design, data collection, statistical and interpretative analysis, and final report presentation. This course will equip students with the skills to access, navigate, evaluate, and utilize online content responsibly with efficiency. Instruction will reinforce concepts on the mechanics of writing and formatting a research paper. This course emphasis is on qualitative and quantitative research approaches, experimental design, sampling, measurement, analysis, ethics in research, and research communication.

Ethics & Morality

(0.5 Credit)

Students learn how to become responsible moral agents, competent and humane professionals, and informed and engaged citizens. To achieve this, the course provides students with the conceptual tools to make autonomous, informed, comprehensive, and coherent judgments about personal, professional, and public ethical issues.

Art History I: Ancient to Medieval

(0.5 credits)

This course provides an in-depth study of the history of art as well as concepts and

principles of visual art. In lectures and discussion, students will explore a variety of artworks, including painting, sculpture, architecture and more, from ancient times through the medieval period. They will learn to recognize major and minor works of art and artists' styles and develop an understanding of the context and important role of art, artists, and creative expression in the evolution of society, culture, and history. Material is presented in lecture and discussion; students will develop observation, listening, and note-taking skills; research projects will be assigned.

Art History II: Renaissance to Modern

(0.5 credits)

Prerequisite: Art History I

In this course, students will continue to explore the visual arts and principles of art from the Renaissance era through modern day, focusing on artists, artistic movements, and art-related innovations that have influenced and expressed historical and cultural developments over the centuries. Material is presented in lecture and discussion; students will develop observation, listening, and note-taking skills; research projects will be assigned.

Senior Research Capstone

Graduation Requirement: Senior Year course completion. Required for all seniors, except for those who are participating in the IB DP program.

This full-year leadership course is designed to create a dialogic space where seniors can take active roles in learning. It is a space designed for students to not only reflect critically on the cultural forces at work in their lives but also lay claim to their own roles in shaping that culture. Through reading discussion, and research, students will raise questions, uncover, and develop personal responses.

MATHEMATICS

Graduation Requirements: At least three sequential years of math at the upper-school level beyond Algebra I.

Pre-Algebra

(Grade 9)

Topics introduced in Intermediate Algebra provide the foundation learners require for future success in high school mathematics, critical thinking, and problem-solving. The primary goal in Accelerated Algebra is to help learners transfer their concrete

mathematical knowledge to more abstract algebraic generalizations. The fundamentals of algebraic problem-solving are explained. Learners will explore the foundations of Algebra, solving equations, solving 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. They will also explore topics in fractional exponents, exponential and logarithmic functions, and trigonometry.

Algebra I

(Grade 9-10)

This course will be focused on basic algebra topics. Students will learn to work with polynomials, linear and quadratic equations, and inequalities in a variety of ways including simplifying, factoring, solving, and modeling everyday problems. Students will also work with rational, radical, and exponential equations. This course will also cover knowledge and skills in working with 2D and 3D geometric shapes.

Geometry

(Grade 9-10)

Prerequisite: Algebra I

This subject will cover some essential concepts from geometry such as main axioms, properties of triangles and general polygons, congruence, similarity transformations, degrees, radians. Some trigonometry concepts will be introduced along with unit circle properties. Major theorems like Pythagorean Theorem, Law of Sines, and Law of Cosines also will be covered. Use of a calculator will be needed although only on some occasions. We will work with 2D and 3D objects and compute areas, surface areas, and volumes of some objects. To improve their critical thinking students will periodically be given some proof-based problems.

Honors Geometry

Prerequisites: Honors Algebra I or Algebra I

This honors geometry course is designed to challenge students and prepare them for a postsecondary experience. This subject will cover some essential concepts from geometry such as main axioms, properties of triangles and general polygons, congruence, similarity transformations, degrees, radians. Some trigonometry concepts will be introduced along with unit circle properties. Major theorems like Pythagorean Theorem, Law of Sines, and Law of Cosines also will be covered. Use of a calculator will be needed although only on some occasions. We will work with 2D and 3D objects and compute areas, surface areas, and volumes of some objects. To improve their critical thinking students will periodically be given some proof-based problems.

Algebra II

(Grade 9-12)

Prerequisite: Algebra I, Honors Geometry and Geometry

This course will be based on more advanced algebra, coordinate geometry, trigonometry, statistics, and probability topics. Main topics will include equations and graphing of various types of functions, complex numbers, trigonometric functions, combination and permutation calculations, probability theories, data measurement, presentation, and regression techniques. Students will be working to improve their overall problem-solving skills.

Honors Algebra II

(Grade 9-11)

Prerequisite: Honors Algebra I or Algebra I

This honors algebra course is designed to challenge students and prepare them for a postsecondary experience. This course will be based on more advanced algebra, coordinate geometry, trigonometry, statistics, and probability topics. Main topics will include equations and graphing of various types of functions, complex numbers, trigonometric functions, combination and permutation calculations, probability theories, data measurement, presentation, and regression techniques. Students will be working to improve their overall problem-solving skills.

Precalculus

(Grade 10-12)

Prerequisite: Honors Algebra II or Algebra II

In this course we will cover topics which are considered prerequisites for Calculus I class, such as functions and graphs, lines and rates of change, sequences and series, polynomial and rational Functions, exponential and logarithmic functions, introduction to linear algebra and matrices, probability, and statistics etc.

Calculus

(Grade 11-12)

Prerequisite: Precalculus

These courses cover the foundational topics and skills of differential and integral calculus of one variable. Topics include distance, velocity, and acceleration relationships; slope functions and linearization's; area functions; differentiation techniques; and optimization. Calculus will explore applications from various fields, including physics and economics. The approach will be concept-driven, with open ended problem solving playing a major role in the class.

Statistics

(Grade 11-12)

Prerequisite: Precalculus or prior approval of the Department

This course covers the concepts and procedures in descriptive and inferential statistics of one and two variable data. The main topics are data organization, inferential statistics, probability as it relates to distribution of data and the use of regression in mathematical modeling. Students engage in discovery of characteristics of data in an open-ended problem-solving through group work and projects. Students will use software through group work and projects. Students will use excel, enabling them to analyze larger sets of data.

IB Mathematics: Applications and Interpretations Year I (HL/SL)

(Grade 11)

Prerequisite: Open to 11th grade students only. Requires teacher recommendation and approval by the IB Administrator.

This is the first year DP math course, primarily focused on applications of mathematics using the theories and techniques learned from number and algebra, functions, geometry and trigonometry, statistics, and probability. It is presumed that students have some prior knowledge in high school algebra and geometry. Some review of critical concepts from those areas will be included. This course aims to develop mathematical thinking and modelling skills. Technology will be used for assistance in solving real world problems.

IB Mathematics: Applications and Interpretations Year II (HL/SL)

(Grade 12)

Prerequisite: Successful completion of Applications and Interpretations I (HL/SL)

This is the second year DP math course and a continuation of DP Mathematics: Applications and Interpretation I. This course includes further topics in geometry and trigonometry, statistics and probability, and calculus. It is presumed that students have completed the first year of DP math course. This course will continue to develop mathematical thinking and model skills, including a math essay exploring a certain topic chosen by each student. DP math exam preparation is included as part of this course.

TECHNOLOGY AND COMPUTER SCIENCE

Graduation Requirement: One year of technology or computer science.

Computer Programming

(Grade 9-12) (.5 credit)

This course utilizes the MIT App Inventor blocks-based programming language. Students will use blocks-based coding programs to inspire intellectual and creative empowerment by building socially useful mobile apps. MIT App Inventor's blocks-based tool facilitates the creation of complex, high-impact apps in significantly less time than traditional programming environments. This course uses project-based programming and computer science lessons; emphasizes writing & communication skills; and fosters collaboration & creativity in the classroom. In this course new incentives also include artificial intelligence (AI).

Website Design

(Grade 9-12) (.5 credit)

This course introduces students to the fundamentals of browser-based application development via fun real-world applications and graphics, animation, and game-based engaging curriculum. The course engages students in creative problem solving and further develops computational thinking. Students learn the basics of HTML/CSS and JavaScript programming concepts including variables, conditionals, loops, functions, user inputs, events, and lists. The programming concepts learned in this course are transferable to any other programming language. No prior coding experience is required to participate in this course. A laptop or Chromebook with internet connectivity is required to participate in this course.

Foundations in App Development

(Grade 9-12)

This course introduces students to the fundamentals of app development. Students will learn about basic programming concepts and how to deploy their app on a device. In addition, students will learn the basics of event-handling, user-interface design, prototyping, the user experience, and other principles of the creative process that bring apps to life.

Robotics: Land & Sea

(Grade 9-12)

This is a hands-on laboratory course involving the physical construction, electronic wiring, and computer programming of robots. Students will, both individually and in groups, be responsible for constructing their own individual robots. Where possible, these robots will be evaluated on students' lab completion and reflection process, and where appropriate through timed and agility robotics competitions. This is considered an introductory level class, and all are encouraged to join. Students should welcome and not fear our new robot overlords.

Keyboarding

(Grade 9-12) (0.5 credit)

Keyboarding is designed to provide an opportunity to learn to touch type on the computer keyboard using correct techniques as well as the development of speed and accuracy. Students will be introduced to the formatting of personal and business letters, notes, memos, and emails.

SCIENCE

Graduation Requirement: Three years to include one life science and one physical science.

The goal of courses in the science department is to help students gain a sophisticated understanding of the natural world using the scientific method of hypothesis-driven inquiry and mathematical description. Science literacy requires both an understanding of the fundamental concepts that underpin all of nature and the investigative skills necessary for their discovery. Ideally, the students' selection of science courses should combine the broad scope of scientific disciplines with an in-depth comprehension of at least one field. The introductory biology course, required for all 9th grade students, provides the foundation of scientific concepts and skills for the other science courses.

Biology

(Grade 9) (Life Science)

This introductory course for 9th grade students emphasizes student-centered, active learning. The course covers many aspects of biological organization, beginning at the molecular level and progressing to interactions at the level of the biosphere. There is a particular emphasis on the levels of organization of populations, communities, and ecosystems. Integrated into the course are basic biological themes including evolution,

diversity of living things, homeostasis, complementary structure and function, and genetics. The course exposes students to the basic laboratory techniques required for further study in the sciences, as well as introducing students to the skills involved in writing lab reports.

Honors Biology

(Grade 9) (Life Science)

This honors biology course is designed to challenge students and prepare them for a postsecondary experience. This introductory honors course for 9th grade students emphasizes student-centered, active learning. The course covers many aspects of biological organization, beginning at the molecular level and progressing to interactions at the level of the biosphere. There is a particular emphasis on the levels of organization of populations, communities, and ecosystems. Integrated into the course are basic biological themes including evolution, diversity of living things, homeostasis, complementary structure and function, and genetics. The course exposes students to the basic laboratory techniques required for further study in the sciences, as well as introducing students to the skills involved in writing lab reports.

Chemistry

(Grade 10) (Physical Science)

This course exists to provide academically strong and motivated students the opportunity to enhance and enrich their overall education and specifically to delve into the academic field of chemistry. This course challenges the students to think and create at the highest levels of their abilities and encourages them to excel as they work to realize their potentials. This course is based on high standards and high expectations. Students are expected to develop refined critical thinking skills and to apply those skills to cumulative examinations, tests, laboratory experiments, class participation, and all other aspects of the course. Topics to be covered include Chemistry in our Lives, Chemistry and Measurements, Matter and Energy, Atoms and Elements, Electronic Structure of Atoms and Periodic Trends, Ionic and Molecular Compounds, Chemical Quantities, Chemical Reactions, Chemical Quantities in Reactions, Bonding and Properties of Solids and Liquids, Gases, and Solutions.

Physics

(Grade 11) (Physical Science)

This course exists to provide academically strong and motivated students the opportunity to enhance and enrich their overall education and specifically to delve into the academic field of physics. This course challenges the students to think and create at the highest levels of their abilities and encourages them to excel as they work to realize

their potentials. This course is based on high standards and high expectations. Students are expected to develop refined critical thinking skills and to apply those skills to cumulative examinations, tests, laboratory experiments, class participation, and all other aspects of the course. Topics to be covered include Mechanics, Properties of Matter, Heat, Sound, Electricity and Magnetism, Light, Atomic and Nuclear Physics, and Relativity.

Environmental Science

(Grade 11 & 12) (Life Science)

Prerequisites: Biology and Chemistry

The Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world.

The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

IB Biology Year I (HL/SL)

(Grade 11)

Prerequisite: Open to 11th grade students only. Requires teacher recommendation and approval by the IB Administrator.

Biology is the study of life. In Biology Year I, students will focus on the foundations of life on the micro and macro scale: cell biology, molecular biology, genetics, ecology, conservation, evolution, and biodiversity. Students will perform up to 28 hours of practical work, culminating in an interdisciplinary group project. Students will be given the opportunity to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers, and evaluate and communicate their findings.

IB Biology Year II (HL/SL)

(Grade 12)

Prerequisite: Successful completion of Biology Year I (HL/SL)

In Biology II, students will investigate their own anatomy and metabolic functions, as well as those found in plants in animals. Topics include human physiology, nucleic acids, metabolism, cell respiration, photosynthesis, plant biology, and animal physiology. Students will perform up to 12 hours of practical work culminating in an individual investigation. Students will be given the opportunity to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers, and evaluate

and communicate their findings.

**Students enrolled in the IB DP program are required to complete a Group 4 (Sciences) group project to introduce the concept of science across multiple disciplines. Group 4 projects encourage an understanding of relationships between scientific disciplines and the overarching nature of the scientific method.*

SCIENCE ELECTIVE COURSES

Introduction to Animal Science

(Grades 9 to 12)

This course introduces students to both small and large breed animals in a variety of settings. Topics will include animal anatomy, physiology, behavior, nutrition, reproduction, health, and basic care. Students will learn about livestock, zoo animals, and companion pets. Additional topics will include a focus on Equine care at Springdale's sister stable – Talbot Run with additional hands-on experience. Students will explore careers in animal science and discuss animal welfare/rights. Students will participate in local field trips and experience hand-on learning opportunities. The course culminates in a research project based on a species of the student's choice.

WORLD LANGUAGE

Graduation requirement: At least **two successive years** of the same language completed in upper school. **Three years total** required to graduate for incoming 9th graders. Requirements for students in grades 10–12 is two years, three years is strongly recommended.

The World Language Department offers courses in Spanish and online elective options in other desired languages. All programs include a course at the introductory level and progress through intermediate and advanced level courses to upper-level courses of advanced literature and/or culture seminars. As they progress in their language study, students gain competency in auditory and oral skills, in reading and writing, and social awareness connected to the themes studied.

Placement

Initial placement of students in language classes is determined by a language placement

test given by the department. The placement test includes a written and an oral component. The goal is to determine the course that best develops each student's potential and continued growth, while also providing an environment in which the student is comfortable taking the academic risks that are essential to that growth.

Spanish I

(Grade 9-10)

As a building block for further study in Spanish, Spanish I will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information, and basic grammatical structures, focusing on the use of the present tense. Students will introduce themselves and others and will be able to answer questions about personal details such as where they live, people they know, and things they have through teacher- student interaction and cooperative practice. Students will become aware of the value of learning a world language in a multicultural society. The primary emphasis will be on speaking and listening with the integration of reading and writing, with the primary objective being to give the students the ability to carry on a simple conversation.

Spanish II

(Grade 9-11)

Prerequisite: Spanish I

Spanish II builds upon the foundation established in Spanish I. This course will build on listening and speaking skills, as well as emphasize reading and writing. Students will be introduced to the preterit and imperfect tenses and will put these structural forms into practice by expressing their immediate past and narrating their childhoods. Specific functions of the future tense will be articulated by the practice of its form. Students will have an opportunity daily for conversational practice. Specific topics of a cultural nature will continue to be addressed with special emphasis on the assimilation of Hispanic influence into mainstream United States society. Students will compare Hispanic cultural practices with their own.

Spanish III

(Grade 10-12)

Prerequisite: Spanish II

Designed for students who have completed Spanish II or who have demonstrated the equivalent level of proficiency, this course reviews and reinforces the four language skills (speaking, listening, reading, and writing) thereby strengthening all modes of communicating: interpreting, conversing, and presenting. Students practice maintaining

conversations with one another, as well as understanding and expressing information across multiple timeframes on a variety of topics. These include aspects of everyday life, personal interests, cultural material, and social justice. This course is taught entirely in Spanish.

Advanced Spanish I: Language & Culture

Prerequisite: Prior approval by the Department

This course is designed for students who have demonstrated the equivalent level of proficiency. Emphasis is placed on developing more advanced structures in various timeframes and expanding vocabulary, applied to more extensive oral and written presentation. Students explore in greater depth socio-cultural, historical, and literary topics often addressing issues of social justice and marginalization through authentic supplementary resources by doing group projects and individual investigations. This course is taught entirely in Spanish.

Advanced Spanish II: Introduction to Spanish Literature

Prerequisite: Advanced Spanish I

This course is designed for students who have completed Spanish Language & Culture course or have taken an advanced placement exam. This course introduces students to the study of Spanish and Latin American writers such as Jorge Luis Borges, Pablo Neruda, Gabriel Garcia Marquez, Ana Maria Matute, and Isabel Allende, among others. Focus is placed on reading and discussions of literary texts and diverse cultural, historical, and social themes. Students expand their vocabulary and refine their oral and written expression through informative class presentations, creative compositions, and persuasive and analytical essays. Authentic resources such as films documentaries, interviews, and short videos enhance students' interpretive skills. This course is taught entirely in Spanish.

Advanced Spanish III: Spanish Literature

Prerequisite: Advanced Spanish II

This course offers advanced Spanish students an opportunity to read literature on a college level from a variety of Hispanophone cultures. The year is devoted to Latin American literature and literature from Spain. Readings are selected from contemporary works. Authentic movies and music enhance the study of topics such as feminism, Black literature, and magical realism.

IB Spanish Ab Initio Year I (SL)

(Grade 11)

Prerequisite: Open to 11th grade students only. Requires teacher recommendation and approval by the IB Administrator.

Spanish *ab initio* uses themes to develop language acquisition which allows students to drive their own instruction by recognizing the use of the Spanish language through context and authentic situations. The course is organized into three themes: (1) individual and society, (2) leisure and work, and (3) urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive, and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations. No previous experience in Spanish is required for the *Ab initio* Year 1 course, however, previous exposure in another world language is preferred. *Ab initio* Year 2 has a prerequisite of the completion of *Ab initio* Year 1 and/or approval of the instructor. Year 1 of *Ab initio* explores cultures of the Spanish-speaking world, city and rural life, the role of sustainability and protecting the environment, as well Spanish and Hispanic cuisine, and customs.

IB Spanish Ab Initio Year II (SL)

(Grade 12)

Prerequisite: Successful completion of Spanish Ab Initio I

Year II of *Ab initio* further covers physical and mental health, environmental issues, entertainment and cultural practices, and technology in the 21st century and beyond.

THE ARTS

Graduation Requirement: 1.5 years of Arts (visual and performing) credits.

One semester courses may be combined with any other one or two semester course to meet the full year Arts credit requirement. The two semesters do not have to be in the same academic year. The Arts requirement may include courses in fine arts, performing arts, or a combination of the two.

Visual Arts

The Fine Art department offers a comprehensive curriculum that fosters skills and creativity in a variety of media. Advanced courses are offered once students have

completed a first year in a specific course. Students are advised to begin their study of art in 9th or 10th grade to meet the requirement for graduation and to allow time for advanced study for those inclined.

Digital Media & Graphic Design

Visual Arts Students in this class will create art in digital art-making programs. Students will explore photography manipulation, graphic design, simple web design, and animation. Students must have access to a digital camera and PC (not Chromebook). All Visual Arts classes are rooted in Art History, Art Appreciation, Art Production, and Art Criticism and are the basis for each lesson.

Studio Art I

(0.5 credit)

Visual Art Students in this class will explore in-depth art making processes in 2D and 3D. Students will explore 2D art such as pencil and charcoal drawings, watercolor, and acrylic and oil painting. In 3D forms, students will explore bookmaking, clay, soap and stone carving. In the final quarter, students will create multimedia art and a community art installation. Students at this level will start using art making knowledge combined with personal styles to convey messages through their art. All visual arts classes are rooted in Art History, Art Appreciation, Art Production and Art Criticism and are the basis for each lesson.

Studio Art II

(0.5 credit) *Prerequisite: Studio Art I*

Visual Art Students in this class will explore in-depth art making processes in 2D and 3D. Students will explore 2D art such as pencil and charcoal drawings, watercolor, and acrylic and oil painting. In 3D forms, students will explore bookmaking, clay, soap, and stone carving. In the final quarter, students will create multimedia art and a community art installation. Students at this level will start using art making knowledge combined with personal styles to convey messages through their art. All visual arts classes are rooted in Art History, Art Appreciation, Art Production and Art Criticism and are the basis for each lesson.

Ceramics

(0.5 credit)

The course introduces students to a range of three-dimensional media, with a strong emphasis on wheel- thrown pottery. Students learn how to prepare clay, use a variety of glazes, and successfully operate a pottery wheel. During the first semester, students learn how to prepare clay, use a variety of glazes, and successfully operate a pottery

wheel. During the first semester, students complete a broad range of wheel-thrown vessels, while in the second semester the course focuses on a more hand-built and sculptural approach to form. Work will be completed using clay, plaster, plastic, wood, paper, and found objects. Projects will range from realism to abstraction. Students electing this class should expect to get messy and be challenged to be resourceful and imaginative in there are-making.

Animation

(0.5 credit)

This introductory course takes a new approach to learning about cinema and animation as an important medium for self-expression and as an art form. Student will be learning a variety of video techniques, including scriptwriting, storyboarding, camera work, lighting, video editing, animation, and special effects. Students will create hand-on are projects with sound design and learn basic production methods of shooting and editing with Adobe Premiere. The second semester will focus on animation and using traditional tools combined with the latest animation software. Students will attend field trips to museums and watch movie screenings of current shorts and features. Students will also learn film history and appreciation.

Oil Painting

(0.5 credit)

This introductory drawing and oil painting course offers training in basic and advanced techniques of drawing, oil painting, and composition. Students work in a variety of genres that challenge them to see more analytically while gradually expanding their repertoire of skills. Students work toward building a portfolio of artwork that meets the criteria for advanced course work and reflects their unique vision.

Portfolio Development

Prerequisite: Prior approval by the Department

This course is a one-year intensive portfolio-based course designed for students seriously interested in painting, drawing, and multimedia art beyond the intermediate level. It is a rigorous college-level curriculum offered in a supportive high school environment. Students need to be self-motivated and serious about following through on assignments to have a successful experience and to be properly prepared for the AP portfolio submission. The objective of the course is to guide each student to create an original portfolio of artwork that meets the standards set by the college board. Students should expect to be challenged to develop their skills to the highest level.

IB Visual Art Year I (SL/HL)

Prerequisite: Open to 11th grade students only. Requires teacher recommendation and approval by the IB Administrator.

Year one of the Visual Arts program explores how art is rooted in history and culture. Students will explore different mediums and themes throughout time as they learn to understand their own strengths. Students will learn how to apply prior lessons of art history, art appreciation and art criticism to their own art. Special attention will be given to the artistic process through the student's own sketchbook. These classes are created for the student to develop their own personal style and expression. Technical skills and self-reflection will be practiced through all media to explore strategies and preferences. Students in studio art will be analyzing works of art and exploring how to respond critically to art on a daily basis.

IB Visual Art Year II (SL/HL)

Prerequisite: Successful completion of IB Visual Art Year I

Year two of the Visual Arts program explores the technicality of expression and digital art-making forms. This class is heavily focused on a deeper understanding of how artwork is presented personally and throughout history. Students will learn to present their own work through curatorial rationale, comparative studies, and exhibition. Students in Year 2 Visual Arts are encouraged to be independently motivated in their personal projects while preparing for their public exhibition.

PERFORMING ARTS (MUSIC & FILM)

Digital Photography

(0.5 credit)

Students will learn how to take well composed photographs using digital cameras and/or smartphones. Students will explore compositional guidelines, including the rule of thirds, symmetry, high and low angles, how to create texture and pattern, and using color. In this class students gain hands-on experience taking pictures, using digital filters, and learning how to edit pictures. Students will be introduced to different types of photography, such as, outdoor, portrait, still-life, or photojournalism photography.

Piano Lab

(0.5 credit)

In this class students will cover more advanced general music as well as history but focus on learning piano skills. Piano will be the instrument driving your journey through

music as you work to understand how harmony, rhythm, and melody work together to create some of the greatest piano pieces of all time. Look forward to playing music from the greats to music of our time. This will also be a performance class with quarterly performances either for the class or for the school.

Instrumental Music

Prerequisite: Prior approval from the music department (0.5 credit)

In this class students will explore advanced instrumental music through a chosen instrument. Students will have the choice of continuing the instrument that they have been learning or starting a new one.

Students will focus on playing ensemble and small group pieces with performances quarterly for the school or for their class.

Introduction to Filmmaking

(0.5 credit)

This course introduces students to the filmmaking process from the initial creation of a film, from its inception as a treatment and screenplay, to its distribution. The course emphasizes both the theoretical knowledge and practical training of film. Students will participate in hand-on learning on all branches of the filmmaking process, including photography, sound recording, lighting, editing, production controlling. Students will also become familiarize with film history and complete in-depth analysis of different kinds of films and learn key technical and critical film concepts. Students will examine film history from initial inception through to the contemporary films of today. By experimenting with multimedia technology, acquiring skills using the language of the medium, and developing artistic voice students will become globally conscious filmmakers.

IB Film Year I (SL/HL)

Prerequisite: Open to 11th grade students only. Requires teacher recommendation and approval by the IB Administrator.

Film is a powerful and stimulating art form and practice. The DP film course is a deep dive into how the film industry works around the world. The course allows students to grow their creative sides, explore their own personal perspectives, and develop critical thinking skills through practical engagement in the art, craft, and study of film. The course focuses on 3 main areas, reading film, contextualizing film, and exploring film production roles. In HL the students will also collaboratively produce films. By experimenting with multimedia technology, acquiring skills using the language of the medium, and developing artistic voice students will become globally conscious filmmakers.

IB Film Year II (SL/HL)

Prerequisite: Successful completion of IB Visual Art Year I

This is the second part of the DP Film course at Springdale. The class will focus more on student creativity and the writing and production of student films. The students will also be working on bolstering their film portfolio and completing a final film for the school to see. It is vitally important that the students have a laptop computer that can edit video (students should contact the instructor about the correct types of computers for this class).

PHYSICAL EDUCATION & HEALTH

Graduation Requirement: One year of physical education.

The goal of the Physical Education Program is to teach students the knowledge and skills necessary to live a healthy life: to embrace physical activity, to think critically, to cooperate across difference and to solve problems rationally.

Physical Education

(0.5 credit)

Physical education provides students the chance to experience and participate in multiple sports throughout the course of the school year. The course provides students an opportunity to improve and maintain fitness levels. Upper School students will spend multiple weeks learning the importance and techniques of strength training. The focus of this course is to provide students the opportunity to compete against their peers, teach sportsmanship, and see the importance of becoming and remaining active throughout their life.

Health

(0.5 credit)

This comprehensive health course covers topics of physical, mental, and emotional health, nutrition, and physical activity. In addition, it addresses social health and relationships, sexual health, personal health and disease, substances and abuse, and injury prevention and safety.

Class discussions will also focus on the importance of a community's health and makeup, and how students can learn to be positive contributors to their local and global communities. Topics include, but are not limited to, social impacts of social media, technology, pressures on adolescents today, and family/community makeup.

Life Skills

(0.5 credit)

Students will explore various skills needed to be successful in life and may include financial management, social/emotional health, leadership, or personal development. Lessons are generally part of nationally used programs. The topics and programs will be selected over the summer. This class is about forming habits and self-discipline. Work will be 80% habit and 20% knowledge based. Students should be able to look inward and be honest with themselves about their habits and skills. Reflection and being open to different ideas are needed to fully embrace the skills/habits introduced. The goal is to provide students with information identified by young adults as skills they wish they had learned in high school. Students will have different programs designed for their learning/grade level. Topics may be the same with varying topics within.

Strength and Conditioning

(0.5 credit)

This course emphasizes basic weight training methods and cardiovascular programs, allowing students to develop strength, conditioning, and develop overall physical conditioning. Students learn the importance of stretching, proper lifting techniques, strength training principles, and maintenance of equipment.

Yoga

(0.5 credit)

Students are introduced safely to the basic postures, breathing techniques, and relaxation methods of yoga. The course will also introduce students to the historical roots of yoga and give them an understanding of anatomy and physiology as it applies to yoga postures and benefits.

BUSINESS ADMINISTRATION

Introduction to Business Foundations

(0.5 credit)

This course investigates the scope of business functions, and the positive impact that business has on our society and economic system. Students will explore various topics concepts, and approaches in the business field, including the dynamics of business and economics, ethics and social responsibility, organizational leadership, operation and supply change, human resource management, and digital marketing and social media.

COURSE INDEX

ENGLISH

World Literature
Honors World Literature
American Literature
Honors American Literature
AP Language and Composition
British Literature
Honors British Literature
English Composition and Literature
AP Literature and Composition
IB English Language and Literature Year I (HL/SL)
IB English Language and Literature Year II (HL/SL)
Mythology
Public Speaking
The Graphic Novel
Mystery and Suspense
Sports in Literature
Creative Writing

HISTORY & SOCIAL SCIENCE

World History
Honors World History
U.S. History
Honors U.S. History
AP U.S. History
IB History of the Americas Year I (HL/SL)
IB History of the Americas Year II (HL/SL)
AP Psychology
IB Psychology Year I (SL)
IB Psychology Year II (SL)
Social Entrepreneurship
Government & Economics
Theory of Knowledge Year I
Theory of Knowledge Year II
Critical Thinking Seminar
Extended Essay
Research Methods
Ethics & Morality
Art History I

Art History II
Senior Research Capstone

MATHEMATICS

Pre-Algebra
Algebra I
Geometry
Honor Geometry
Algebra II
Honors Algebra II
Precalculus
Calculus
Statistics
Applications and Interpretations Year I (HL/SL)
Applications and Interpretations Year II (HL/SL)

TECHNOLOGY & COMPUTER SCIENCE

Python Programming
Computer Programming & Website Design
Foundations in App Development
Robotics: Land & Sea
Keyboarding

SCIENCE

Biology
Honors Biology
Chemistry
Physics
Environmental Science
IB Biology Year I (HL/SL)
IB Biology Year II (HL/SL)
Introduction to Animal Science

WORLD LANGUAGE

Spanish I
Spanish II
Spanish III
Advanced Spanish I: Language & Culture
Advance Spanish II: Introduction to Spanish Literature
Advanced Spanish Literature

IB Spanish Ab Initio Year I (SL)
IB Spanish Ab Initio Year II (SL)

THE ARTS

Digital Media & Graphic Design
Studio Art I
Studio Art II
Ceramics
Animation
Oil Painting
Portfolio Development
Digital Photography
IB Visual Art Year I (HL/SL)
IB Visual Art Year II (HL/SL)
Piano Lab
Instrumental Music
IB Film Year I (HL/SL)
IB Film Year II (HL/SL)

PHYSICAL EDUCATION

P.E.
Health
Life Skills
Strength & Conditioning
Yoga

BUSINESS ADMINISTRATION

Introduction to Business Foundations

APPENDIX



APPLICATION FOR INDEPENDENT STUDY

(Springdale Preparatory School: www.springdaleprep.org)

STUDENT NAME: _____ <div style="display: flex; justify-content: space-between; width: 100%; font-size: small;"> LAST FIRST MI </div>		DATE:
STUDENT ID #:	ADVISOR:	GRADE:
Topic/Course:	<i>(include Days/Times)</i>	<input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Online
NAME OF PARENT/GUARDIAN:		
MAIN PHONE: EMAIL:		
NAME OF ADULT SUPERVISING:	<i>(Talk to Director of Curriculum and Instruction Mrs. Randolph-Lopez to request a supervisor)</i> SUPERVISOR'S SIGNATURE:	
Alternative Supervisors: 1. _____ 2. _____ 3. _____ 4. _____	Desired Quarters for Study: <input type="checkbox"/> Q1 <input type="checkbox"/> Q2 <input type="checkbox"/> Q3 <input type="checkbox"/> Q4 Credit Amount _____	Reason (Check all that apply): <input type="checkbox"/> NCAA <input type="checkbox"/> 5th Year <input type="checkbox"/> Early Grad <input type="checkbox"/> Other _____
Start Date:		
End Date: <i>(To be filled in with Director of Curriculum and Instruction)</i>		
Note: I am agreeing that I have been advised regarding other appropriate educational options. In lieu of these programs, I have freely chosen to enroll in the Independent study Program.		
Parent/Guardian Signature: _____		Date: _____
Student Signature: _____		Date: _____
Dean of Curriculum and Instruction Signature: _____		Date: _____
Head of School Signature: _____		Date: _____