



**2021 - 2022 HIGH SCHOOL  
CURRICULUM GUIDE**



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Dear Students and Parents,

The 2021-2022 Curriculum Guide is designed to help students and parents understand the academic offerings, graduation requirements, and policies of Brandon Academy. On the following pages, administrators and teachers have assembled a common sense guide that offers practical and philosophical advice as students plan their course of studies in High School. Of course, any plan is likely to change during a four year journey, but the advice offered is sound and worth considering. BA's curriculum and diploma requirements seek to balance breadth of exposure and in-depth pursuit of a student's strongest interests. There are three major enhancements that will take effect during the 2021 -2022 school year.

1. Brandon Academy is implementing a new Advanced Placement (AP) curriculum for the 2021 - 2022 school year. Advanced work in most areas is facilitated by access to Advanced Placement courses.
2. BA is also introducing Applied Academic Courses for grades 6-12. Applied Academic courses approach learning by focusing on motivating and challenging students to connect what they learn in class with the world they experience and with what interests them.
3. The Upper School will be implementing a new daily course schedule that will enhance the learning experience.
  - a. On Day X, all of the core classes meet.
  - b. The schedule will preserve the block scheduling being used this year with A & B Days.
  - c. The new schedule allows time for a formal advisory program, weekly club meetings, tutoring sessions, and divisional assembly meetings.

Course descriptions are sorted by department. Read them carefully, as new courses have been added and others removed from the previous guide. The faculty make every attempt to include all courses that will be offered in a particular school year, but understand that some courses may not have sufficient enrollment to be included each year. Any announced course for which the enrollment is deemed insufficient may be withdrawn.

The High School teachers and administration are here to answer any questions you have; please do not hesitate to contact us.

Sincerely,

Eric Miles

## UPPER SCHOOL ADMINISTRATION & FACULTY

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One of the differences between the Lower School (which features self-contained classrooms) and the Upper School is the faculty in the Upper School are divided into grade-level teams and Grades 6-12 subject-matter departments. Without sacrificing the holistic view of the child which serves the younger grades so well, the Upper School departmental affiliation (combined with team structures) enables us to know each child individually and maintain a strong sense of curricular flow from grades 6 through 12, with subject-matter specialists in every area of study.

### Upper School Administration

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**Upper School Faculty**

<b>Heather Miles</b> History: Grades 6 - 8	<b>John DiBenedetto</b> AP Human Geography	<b>Melissa Heck</b> Biology, Chemistry, AP Physics
<b>Alex Mattioli</b> Upper School Art	<b>Madison Pelt</b> English: Grades 6 - 8	<b>Anna Rice</b> Upper School Music
<b>Carolyn Moffett</b> Science: Grades 6 - 8	<b>Brittany Parks</b> English 9 & 10, AP English Language	<b>Aida Ramiez</b> Upper School Spanish
<b>Carlos Troche</b> Upper School Spanish	<b>Suzanne Ullrich</b> Upper School Mathematics	<b>Diana Wisth</b> Upper School Mathematics

## **COURSE ADVISING FOR THE 2021 - 2022 SCHOOL YEAR**

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Four years of English, Math, Science, Social Studies, and Spanish are recommended for all 5 core subjects. All BA courses are college preparatory. The Florida University-System requires students to take an additional math beyond Algebra II for minimum admission consideration. Please note, the baseline minimum GPA for admission into any Florida System school is a 2.5.

AP (Advanced Placement) is a program of classes developed by the College Board to give high school students an introduction to college-level classes and also gain college credit before even graduating high school. AP Courses Offered at BA:

### **ARTS**

AP Studio Art: 2 D Design  
AP Studio Art 3D Design (2022 - 2023)

### **ENGLISH**

AP English Language & Composition  
AP English Literature & Composition (2022- 2023)

### **HISTORY & SOCIAL SCIENCES**

AP Human Geography  
AP Microeconomics  
AP Psychology  
AP U.S. Government & Politics  
AP U.S. History  
AP World History: Modern  
AP Comparative Government (2022 - 2023)  
AP Macroeconomics (2022 - 2023)

### **STEM**

AP Physics 1: Algebra-Based  
AP Computer Science Principles (2022 - 2023)  
AP Environmental Science (2022-2023)  
AP Physics 2: Algebra-Based (2022 - 2023)

### **WORLD LANGUAGE**

AP Spanish Language and Culture (2022 -2023)

The Administration will present course information and then students will register for their 2021 - 2022 courses. Students’ academic load should be reasonable with regard to honors and AP classes scheduled. As a healthy balance with the combination of academics, athletics, and the arts, a scheduling waiver must be signed by a parent, the student, a college counselor, and Upper School Director to take four or more Advanced Placement courses. Seniors receive first priority in scheduling and students must meet the listed class prerequisites at the time of class registration. The Upper School Administration will review each request. The College Counselor is available for requested appointments/conferences.

**Drop-Add Policy:** Students are required to meet with the teacher of the course as well as a College Counselor and the Upper School Director before making any course changes once the academic year has begun. Students may add or drop either a 1st semester or year-long course without penalty by **Friday, September 10, 2021**. The grade from the dropped course will not transfer to the added course; however, assignments may be expected to be made-up per teacher’s discretion. The second semester add/drop deadline is **Friday, January 7, 2022**. Students choosing to drop a course after the Drop/ Add date will receive a “Withdraw Passing/Failing” notation for the dropped course on their transcript depending on their current grade at the time of withdrawal.

### GRADUATION REQUIREMENTS & RECOMMENDATIONS

Subject	Required	Additional Details	Recommended
English	4	English in each grade 9-12.	4
Math	4	Math in each grade 9-12.	4
Science	3	Must include Biology, Chemistry, Physics.	4
Social Studies	3	Must include World History, Government (.5), Economics (.5), US History.	4
World Language	2	Minimum “2” must be two successive courses of the same language.	3
HOPE	1		1
Fine Arts, AP Courses, Electives	4		4
Applied Academic Courses	4	Applied Academic Courses in each grade 9-12.	4

TOTAL CREDITS REQUIRED FOR GRADUATION: 25			
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**GRADUATION REQUIREMENTS: SCOPE & SEQUENCE**

	9th Grade	10th Grade	11th Grade	12th Grade
<b>English</b>	Lit & Comp I H	Lit & Comp II H	AP Eng Language	AP Eng Literature
<b>Math</b>	Algebra I Geometry H	Geometry H Algebra II H	Algebra II H Precalculus H	Precalculus H Algebra III H
<b>Science</b>	Biology H	Chemistry H	AP Physics I	
<b>Social Sciences</b>	AP World History: Modern	S1: AP US Govt S2: AP Economics	AP US History	
<b>World Languages</b>	Spanish I Spanish II H	Spanish II H Spanish III H		
<b>PE</b>	HOPE			
<b>Applied Academics</b>	Q1: Personal Finance Q2: Publications Q3: BA News Q4: College Counseling	Q1: Publications Q2: Investing 101 Q3: College Counseling Q4: BA News	Q1: BA News Q2: College Counseling Q3: SAT Test Prep Q4: Website Design	Q1: College Counseling Q2: BA News Q3: Publications Q4: Senior Seminar

**MATH:** Please note that Florida public universities and colleges require an additional math course beyond Algebra II. Once the student meets the minimum requirement, courses will be considered an elective, including academic core elective courses.

**WORLD LANGUAGE:** Please note that a student who has completed 1 or more credits of a World Language before grade 9 must still complete 2 years of a World Language in the High School.

These requirements prepare students to attend many selective colleges and universities. A student must complete 25 credits in grades 9-12 and should carry 6 courses per year. Additional requirements include: 100 hours of approved community service per year.

**2021 - 2022 HIGH SCHOOL DAILY SCHEDULE**

Monday X Day	Tuesday A Day	Wednesday B Day	Thursday A Day	Friday B Day
8:00 - 8:55 Period 1	8:00 - 9:30 Period 1	8:00 - 9:30 Period 4	8:00 - 9:30 Period 1	8:00 - 9:30 Period 4
8:55 - 9:50 Period 2	9:30 - 10:00 Clubs & Tutoring	9:30 - 10:00 Clubs & Tutoring	9:30 - 10:00 Advisory	9:30 - 10:00 Assembly
10 Minute Break	10:00 - 11:30 Period 2	10:00 - 11:30 Period 5	10:00 - 11:30 Period 2	10:00 - 11:30 Period 5
10:00 - 10:55 Period 3	11:30 - 12:30 Applied Academics			
10:55 - 11:50 Period 4	12:30 - 1:30 Lunch	12:30 - 1:30 Lunch	12:30 - 1:30 Lunch	12:30 - 1:30 Lunch
11:50 - 12:45 Lunch	1:30 - 3:00 Period 3	1:30 - 3:00 Period 6	1:30 - 3:00 Period 3	1:30 - 3:00 Period 6
12:45 - 1:40 Period 5				
1:40 - 2:35 Period 6				
2:35 - 3:00 Advisory				

**High School Daily Schedule**

The 2021 - 2022 middle school daily schedule is a predictable schedule that allows for:

- weekly advisory meetings
- weekly club, tutoring or morning break periods
- divisional assemblies

High school students must be enrolled in 5 courses plus the Applied Academic Courses.

- Mondays - core classes meet for 55 minutes.
- Tuesday through Fridays - classes meet every other day using a 90-minute block schedule.

The 2021 - 2022 daily schedule allocates 470 minutes of contact time every 2 weeks compared to 450 minutes during the 2020-21 school year.

### BA SCHOLARS PROGRAM

The Scholars Program at BA provides students who are particularly focused and engaged in a certain area to explore these interests in depth through guided coursework, extracurricular opportunities, and rigorous, independent research. The application process begins in the fall of sophomore year, with program selections determined the following spring. Students who successfully complete all requirements in a Scholars Program will graduate with distinction. Students may only pursue one concentration.

All seniors will take the Ted Talk course and the course allows seniors to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and present a 6-8 minute speech to address a research question. In this Ted Talk course, students further their skills acquired in course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates with a presentation.

#### BA Scholars Program Requirements

	Global Scholar	STEM Scholar	Creative Scholar	Human Performance Scholar
Additional Required Courses	AP Spanish Lang, AP Macroeconomics, AP European or AP Human Geography	AP Calculus AB, AP Environ. Sci., or AP Comp Sci Principles.	AP Psychology or AP 2D Art	AP Psychology And Help with MS PE classes.
Required Co-curricular Activity	Model UN	Robotics or Science Olympiad	BA Art Club	FCA
Required Honor Society	Spanish Honor Society	Science National Honor Society	National Art Honor Society	National Honor Society
Required Participation	Exchange Trip Participant	Internship	Write an original play; Showcase artwork	3 Varsity Athletic Seasons
Required Community Service	Global Theme or MS Spanish Tutor	Environment, Technology, etc.	MS Art, help write/produce the Spring Musical.	BA Middle School, YMCA, TBU, etc.
Required Senior Seminar	Presentation in 50% Spanish.	Present Completed Research.	How to...draw, act, etc.	Current topic related to sports.

(12th Grade)



## CREATIVE SCHOLARS

*Fine Art, Performing Art, English*

The goal of the Creative Scholars Program is to marshal the creative energies of the students to create original student work. This can be anything from a screen play or musical score to an art exhibit or poetry slam. Students should be talented and passionate in either the Written, Visual, or Performing Arts and be dedicated to completing additional coursework in these areas. Each spring, the Creative Scholars cohort will put on an original, student-led production, with each member of the cohort contributing in the area(s) of his or her strength. Students interested in pursuing one of these areas in college are encouraged to apply, since the goal of this program is to create a body of work that can be submitted as a portfolio to post-secondary institutions.

### *Creative Scholars Requirement:*

In addition to BA's standard graduation credit requirements, the following are required for the Creative Scholars distinction:

- Maintain a 3.5 weighted GPA.
- Complete a portion of required service hours in a Creative area (writing, the arts, etc).
- Contribute to the student publication.
- Showcase your original work, whether written, visual, or performance, in the spring Evening of the Arts your senior year.
- Complete at least one arts related internship or program over the course of a summer.
- Complete one of the following: Four years of art concluding with either AP 2D Design or AP 3D Design, or take four years of music, or take four years of drama.



## HUMAN PERFORMANCE SCHOLARS

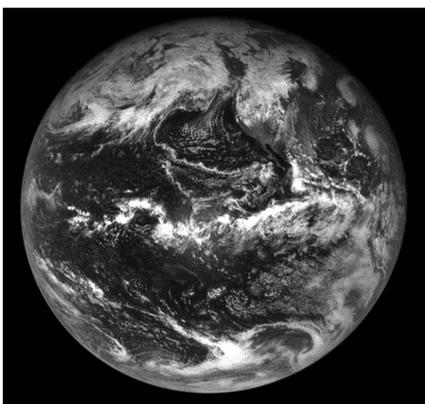
*Science, Psychology, Business*

The goal of the Human Performance Scholars Program is to introduce students to the multidisciplinary nature of sport science. It will provide an understanding and overview of the role and importance of sport, exercise and health. Human performance as a discipline, and the needed skills in various sub-disciplines will be examined along with career opportunities. Possible career areas include athletic administration, athletic training, sport psychology, strength & conditioning, personal training, coaching at high school and collegiate levels, and occupational/physical therapy. Students will be required to do an internship in their area of interest. This blend of coursework, research and practical experience will assist the student in determining their specific interest in the Sport and Exercise Science field.

### *Human Performance Scholars Requirements*

In addition to BA's standard graduation credit requirements, the following are required for the Global Scholars distinction:

- Maintain a 3.5 weighted GPA.
  - Letter in or manage a BA sport for at least three seasons. This can be the same sport or different sports.
  - Help with MS PE classes.
  - Complete at least one sports-related internship or program over the course of a summer.
  - Complete at least a third of BA's required service hours (100 hours by graduation) with a sports-related organization, both on- and off-campus.
  - Earn at least five credits in Social Science courses. Along with the three core Social Science courses (AP Human Geography, AP US Government, AP US History), students must earn two credits from among AP Psychology, AP Microeconomics or AP Macroeconomics.
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## **GLOBAL SCHOLARS**

*Social Studies, World Languages*

The goal of the Global Scholars Program is to inspire students to explore global issues more fully both in the classroom and through community and international learning opportunities. This program will identify students interested in pursuing Global Studies or wishing to distinguish themselves by showing greater international preparedness and competency, achieved through fostering an understanding of the world, its people, and the issues that affect the quality of life enjoyed.

Students who fulfill the requirements of the three-year program will earn a Global Scholars endorsement on their BA diplomas, attesting that they have completed requirements within each of the following rigorous areas: cross-cultural experience, service learning, world language proficiency, specialized global coursework, interdisciplinary Senior Seminar, and local community participation. The benchmarks are tailored to prepare students for future opportunities in college programs that aspire to similar goals at competitive colleges.

### *Global Scholars Requirements:*

In addition to BA's standard graduation credit requirements, the following are required for the Global Scholars distinction:

- Maintain a 3.5 weighted GPA.
- Earn at least four credits in World Language courses, including at least one AP World Language course.
- Earn at least 4.5 credits in Social Science courses. Along with the three core Social Science courses (AP World History, AP US Government (*Semester Course*), AP Microeconomics (*Semester Course*), AP US History), students must take AP Macroeconomics and either AP Human Geography or AP European History.
- Participate in at least one BA Global Exchange opportunity, which involves both hosting an international student for two weeks and living with him/her for another two weeks.
- Regularly participate in at least one Social Science or World Language competition team for at least two years, including at least one year of Model U.N.
- Be an active member of the Spanish Honor Society.
- For the BA Community Service requirement (100 hours by graduation), at least a third of these hours should be related to an international topic, location, or organization.



## **STEM SCHOLARS**

*Science, Technology, Mathematics*

The United States has developed as a global leader, in large part, through the genius and hard work of its scientists, engineers, and innovators. In a world that's becoming increasingly complex, where success is driven not only by what you know, but by what you can do with what you know, it's more important than ever for our youth to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence, and make sense of information. These are the types of skills that students learn by studying science, technology, engineering, and math—subjects collectively known as STEM. The goal of the STEM Scholars program is to immerse students in the world of math, science, engineering, and computer science studies. Although opportunities for growth are available for all students in these areas, the STEM Scholars program will help students make connections between various courses with an emphasis on problem solving, exploring through experimentation, research-based learning, and applying their skill base in activities that extend beyond the classroom.

### *STEM Scholars Requirements*

In addition to BA's standard graduation credit requirements, the following are required for the STEM Scholars distinction:

- Maintain a 3.5 weighted GPA.
- During the summer after sophomore and/or junior year, participate in an approved, STEM-related internship, summer course, or community service opportunity.
- Complete the core Science courses: Biology Honors, Chemistry Honors, AP Physics
- Complete the following Computer Science course: AP Computer Science Principles
- Complete the following STEM courses: AP Physics II, AP Environmental Science
- Regularly participate in at least one of the following STEM competition teams and/or clubs for at least three years: ESTEEM, Robotics, or another, approved STEM-related competition team or club.
- Complete at least a third of BA's required service hours (100 hours by graduation) with a STEM-related organization, both on- and off-campus.

## COURSE DESCRIPTIONS BY DEPARTMENT

### ARTS

The mission of the BA Arts Program is to encourage students to challenge their own creative and cultural expectations and boundaries, to develop an enduring appreciation for the Arts, and to prepare students with strong personal interests in the arts to successfully pursue entry into an institute of higher learning and/ or a career. Through this endeavor, students will acquire the skills to perform and create quality fine art work, develop problem- solving techniques for intellectual and artistic pursuits, appreciate the works of other artists and value the arts in their lives.

9th Grade	10th Grade	11th Grade	12th Grade
Drawing & Painting I (0.5 credit)	Drawing & Painting II Honors	AP Studio Art 2D Design: Drawing & Painting	AP Studio Art 2D Design: Drawing & Painting
Photography I (0.5 credit)	Photography II Honors	AP Studio Art 2D Design: Photography	AP Studio Art 2D Design: Photography

### Electives

Jazz Band	Theatre
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### Drawing & Painting I

The course will provide opportunities for students to develop drawing and painting skills. Students will develop their observation and accuracy skills as they progress through a variety of classroom assignments such as still life drawings, perspective drawings, portraiture, figure drawing, and landscape paintings. A wide range of drawing and painting media may be used: (such as graphite, charcoal, pastels, oil pastels, colored pencils, watercolor, acrylic, and tempera paint). Students will continue to develop compositional understanding by applying the elements and principles of design to their sketches, drawings and paintings. Students will be expected to produce original drawings and paintings and critique. *One Semester.*

### Drawing & Painting II Honors

This course is designed to continue and enhance the skills and knowledge gained through Drawing & Painting I with greater emphasis on advanced techniques and individual expression. There will be more emphasis on critical thinking and critiques as a means of evaluating and looking at works of art. This course will allow participants an opportunity to explore drawing and painting as a method for investigating and recording the visual and imagined world. Varied media, styles, and methods will

be discovered as students learn to sharpen their observational skills. The drawing component will encompass an understanding of the basic elements of drawing: line, mark, tone, value, scale, and space. The painting component will explore the basic elements of painting: color, shape, space, tone, value, and mark. Both drawing and painting allow students expressive and imaginative ideas to meld with the observable world. Historic and contemporary artists will be presented to establish a connection with their own work. Students will maintain a sketchbook/journal as a record of learning and as a container for recording, imagining, and self expression. *Prerequisite: Drawing and Painting I*

### **AP Studio Art 2D Design: Drawing & Painting**

This course is intended to address two-dimensional (2D) design. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships), articulated through the visual elements (line, shape, color, value, texture, space), help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. Good design is possible whether one uses representational, abstract, or expressive approaches to making art. For this course, students are asked to demonstrate mastery of 2D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. *Prerequisite: Drawing and Painting II*

### **Photography I**

This course will help the students become well rounded in the fundamentals of digital photography. Four areas of instruction will be emphasized: How cameras work, how composition works using the principal and elements of design, how lighting works, how to use photo editing software. Students will receive instruction, demonstration, and see samples of the desired outcomes, at the beginning of each period. They will be allowed to go outside and shoot assignments, based on what they are learning. Biweekly reviews and critique will be held every two weeks of the photos students have shot. *One Semester.*

### **Photography II Honors**

Students will learn to see photographically through an exploration of the basic tools, techniques, and aesthetics of digital photography, with an emphasis on creative use of camera controls, exposure, digital imaging software, and an awareness of issues in contemporary photography. Students will also learn how to edit, process and manipulate digital images for use in different applications including and computer applications using Adobe Photoshop and photo quality printers. A major emphasis of the course will be to develop and increased awareness of visual literacy as a means of understanding and creating visual images. *Prerequisite: Photography I*

### **AP Studio Art 2D Design: Photography**

Unlike many AP courses, this course will require each student to develop a personal portfolio demonstrating to those judging that the student has experienced a variety of concepts, techniques, art mediums, and approaches and that their work has developed as a result. This class assumes the

student's preference for computer assisted/generated or photographic images, since much of our work will relate to creating and manipulating bitmapped and vector images for digital output. We periodically review and discuss the elements of design to create more effective visual messages.

*Prerequisite: Photography II Honors*

### **Jazz Band Honors**

BA Upper School Jazz band is for students with experience on drums or percussion, guitar, bass, piano and woodwind or brass instruments. Students will learn jazz repertoire including jazz standards, modal songs, Latin jazz, pop and the basics of playing in a band/jazz group. They will study soloing and improvisational techniques including scales, harmonic concepts and phrasing in addition to reading music. They will study song form and structure in addition to how to navigate a jazz performance. The jazz band will perform several times a year both on and off the BA campus.

### **Theatre Honors**

Theatre class includes the study and performance of scenes from varied theatrical styles, focusing on the fundamentals of stage movement, acting, dance and characterization.

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## **COMPUTER SCIENCE**

### **AP Computer Science Principles (2022 - 2023)**

AP Computer Science Principles introduces students to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, students will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society.

### **Competitive Robotics Honors**

The Robotics Programming and Design course introduces students to the engineering process as they explore current and future applications of robotic technology. In a collaborative team setting, students learn to design and build with the VEX® Robotics Design System to compete in exciting, real- world challenges. Students gain experience programming with RobotC.

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## **ENGLISH**

The High School English Program encourages students to read as writers and write as readers so that they come to recognize and appreciate both the art and the craft of verbal expression. Through careful, active reading and the respectful exchange of ideas in discussion our students come to understand rich texts, recognizing the intentional choices writers make-- from diction and syntax to patterns of allusion and figurative language--and appreciating how those choices create meaning.

Influential literary works that span eras, genres, and cultures provide opportunities for a broad investigation of the human experience and the vast world of ideas. We want our students to become lifelong readers, who reach for a book both for pleasure and for their own edification, and so we encourage them to maintain a robust independent reading life beyond the classroom.

The High School English curriculum is designed to grow student proficiency and confidence in written expression. Students write frequently, both informally and formally, and practice all stages of the writing process, from pre-writing to drafting through to revision and publication. They learn to make intentional choices around precise diction and meaningful sentence variety in their own writing in order to express their ideas fluidly and effectively to a chosen audience. They become comfortable writing in various nonfiction modes (narrative, persuasive, descriptive, analytical, reflective), learning how to suit voice and formality to occasion; they also try their hands at writing fiction and poetry, thereby broadening the array of expressive options available to them as well as deepening their appreciation of the craft of writing. Students in every year undertake the systematic study of vocabulary and grammar as key components in the growth of effective writing skills.

9th Grade	10th Grade	11th Grade	12th Grade
Literature & Composition I Honors	Literature & Composition II Honors	AP English Language & Composition	AP English Literature & Composition

### **Literature & Composition I Honors**

Skills and attitudes taught in ninth grade English lay the foundation for the reading and thinking and writing required by High School and college. The course approaches the study of literature by genre, giving almost equal weight to novels, short stories, poetry, essays, and drama. Titles of specific texts may well vary from teacher to teacher, but all sections of ninth grade will acquire and practice the skills of annotation, analysis, discussion and composition that will help students establish themselves as sophisticated readers and thoughtful writers.

Representative works taught in ninth grade might include: *The House on Mango Street*, Sandra Cisneros; excerpts from *An American Childhood*, Annie Dillard; *An Enemy of the People*, Arthur Miller; *When the Emperor Was Divine*, Julie Otsuka; *To Kill a Mockingbird*, Harper Lee; *The Sonnets* and *Much Ado About Nothing*, William Shakespeare; *Funny in Farsi*, Firoozah Dumas; *The Book Thief*, Markus Zusak; short fiction, nonfiction and poetry (selection varies).

### **Literature & Composition II Honors**

Literature and Composition II plays a pivotal role in the development of students on their journeys to become sophisticated readers, writers, and thinkers. Before students face the pressures inherent to college selection in upper grades, they have the opportunity to be steeped in literature and ideas within the safety of our classrooms. Students will be expected to write analytically and creatively, formally and informally. Developing as scholars means students will practice skills of annotation and

close reading while adding to their personal canons of literary knowledge. It also means taking intellectual risks and honing the skills of revision and peer review as they take increasing ownership of their work.

Representative works taught in tenth grade might include: *The Great Gatsby*, F. Scott Fitzgerald; *Persepolis: The Story of a Childhood*, Marjane Satrapi; *Beloved*, Toni Morrison; *Othello*, William Shakespeare; *Frankenstein*, Mary Shelley; short fiction, nonfiction, and poetry (selection varies)

### **AP English Language & Composition**

This college-level English course, open to eleventh graders, engages students in the task of becoming better readers of prose written in a variety of disciplines, during different eras, and within many rhetorical contexts. It also grooms students to become skilled writers who compose for a variety of purposes. Students will use their honed critical reading, thinking, and writing skills for a variety of purposes, including their best possible performance on the Advanced Placement Language and Composition Exam in the spring. Of utmost importance, this course is designed to raise students' awareness of the interactions among a writer's purpose/purposes, audience, occasion, subject, and techniques for communicating effectively. In other words, this course includes the study of rhetoric in conjunction with exposition, analysis, and argument in the writing of each student's work and in that of other writers.

Representative works taught in eleventh grade might include: *Maus*, Art Spiegelman; *The Crucible*, Arthur Miller; *1984*, George Orwell; *Waiting for Snow in Havana*, Carlos Eire; *The Omnivore's Dilemma*, Michael Pollan; *Reading Like a Writer*, Francine Prose; *Hamlet*, William Shakespeare; short fiction, nonfiction, and poetry (selection varies).

### **AP English Literature & Composition**

This is a college-level course open to seniors. The central focus of the course is on how authors use the resources of language to express meaning in imaginative poetry and fiction. Class discussion might cover topics as diverse as close syntactical analysis of a single sentence, to a poet's evocative use of allusion, to the role of hubris and catharsis in Shakespeare. Over and over, students are required to move beyond mere observation and to get to argument, to an assertion about why authorial choices matter. The daily work of the course prepares students both for the AP exam in May and for a lifetime of voracious independent reading.

Representative works taught in twelfth grade might include: *Invisible Man*, Ralph Ellison; *Arcadia*, Tom Stoppard; *Pride and Prejudice*, Jane Austen; *Purple Hibiscus*, Chimamanda Ngozi Adichie; *The Color of Water*, James McBride; *A Raisin in the Sun*, Lorraine Hansberry; *The Things They Carried*, Tim O'Brien; *Macbeth*, William Shakespeare; short fiction, nonfiction, and poetry (selection varies).

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## **MATHEMATICS**

The goal of the math program is to give students the mathematical skills, problem-solving techniques, and analytical skills necessary to excel in today’s society. Learning mathematics ought to be an active rather than passive undertaking, and both individual and group involvement help strengthen mathematical skills as well as afford students opportunities to view mathematics from multiple perspectives. Students learn how to think and communicate mathematically through varied forms of instruction. Mental math and problem solving strategies are incorporated into all courses.

The math department seeks to place students in math sections relevant to their skill level, and in which they will be challenged to think quantitatively, work efficiently, and contribute actively in class discussions. We offer a spectrum of courses from traditional high-school math courses to university level courses. The sequence of required courses begins with Algebra I and continues through Geometry, Algebra II, Precalculus, Calculus (Honors or AP AB). Graduation requirements for mathematics include four credits taken while a student is in the High School. Note: Department approval is required for any student who wishes to enroll in two math classes simultaneously.

	9th Grade	10th Grade	11th Grade	12th Grade
Track #1	Algebra I	Geometry Honors	Algebra II Honors	Algebra III Honors or Precalculus Honors
Track #2	Geometry Honors	Algebra II Honors	Algebra III Honors or Precalculus Honors	Algebra III Honors, Precalculus Honors, or AP Calculus AB

**Algebra I**

The first year of Algebra includes the study of properties and operations of the real number system, evaluation of rational algebraic expressions, solutions, and graphs of first-degree equations and inequalities, operations with the factoring of polynomials, and solution of quadratic equations and inequalities. Further topics include variables, field properties, algebraic fractions, ratio and proportion, linear equations, direct and inverse variation, systems of equations in two variables, and irrational numbers. Students must have completed Pre-Algebra before taking this course.

**Geometry Honors**

Geometry includes the study of properties of plane and solid figures, deductive methods of reasoning and use of logic, and the application of algebraic techniques in the solution of geometric problems. Topics include angles, congruent triangles, lines in the plane, parallel lines and related figures, lines and planes in space, polygons, similar polygons, the Pythagorean Theorem, circles, area, surface area, volume, coordinate geometry, and locus. Students must have completed Algebra I before taking this course.

**Algebra II Honors**

The second year of algebra covers field properties and theorems, set theory, operations with rational and irrational expressions, factoring of rational expressions, in-depth study of linear equations and inequalities, constant, linear and quadratic equations, properties of higher degree functions, operations with rational and irrational exponents, complex numbers, logarithms, and an introduction to trigonometry. Students study the unifying theme of functions with graphing calculators and computers. *Students must have completed Algebra I/Algebra I Honors before taking this course. Note: Students with departmental approval may take Geometry and Algebra II during the same school year.*

### **Precalculus Honors**

Precalculus combines the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for Calculus. Topics include complex numbers, polynomial, logarithmic, exponential, rational, right trigonometric and circular functions and their relations, inverses, and graphs, trigonometric identities and equations, solutions of right and oblique triangles, vectors, polar coordinates, conic sections, mathematical induction, matrix algebra, sequences and series, limits and continuity, binomial theorem, permutations and combinations, and probability. Students study functions extensively with graphing calculators.

### **Algebra III Honors**

Algebra III is a course meant to prepare students for higher level math courses such as College Algebra. We will review many of the concepts from Algebra II while working to build strong thinking and reasoning skills which are necessary to survival not only in college, but also in most careers. Looking at how these concepts can be used in the world outside the classroom will allow students to gain a better appreciation for how all of what they have seen so far in math comes together.

### **AP Calculus AB**

This course provides students with an understanding of the concepts of calculus and experience with its methods and applications. The course includes the study of elementary functions, properties of functions and their graphs, limits and continuity, differential calculus, and integral calculus. The BC course also includes the study of vector functions, parametric equations, polar coordinates, and sequences and series. Students are expected to investigate and solve problems using algebraic, numerical, graphical, verbal, and written methods.

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## **PHYSICAL EDUCATION**

### **Health Opportunities through Physical Education (HOPE)**

Health Opportunities through Physical Education (HOPE) combines instruction in health and physical education in a full-year, integrated course. It focuses on developing skills, habits and attitudes to maintain a healthy lifestyle and applying lessons learned to physical fitness. Through

active participation and real-world simulations, the course aims to demonstrate firsthand the value of conscientious lifestyle management.

HOPE lays a foundation for making healthy decisions by building seven skills: accessing valid health information; analyzing internal and external influences; self-management; interpersonal communication; decision-making; goal setting; and advocacy. Students apply these skills to a variety of topics throughout the course, including mental and emotional health, social health, nutrition, physical fitness, substance use and abuse, disease prevention and treatment, and injury prevention and safety. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

**SCIENCE**

The BA Science Program offers courses that provide students with a solid foundation in the sciences and with opportunities to acquire knowledge and appreciation of the natural world. Students of science courses also understand how scientific issues relate to their lives and to the well-being of our planet, and they recognize the interdependence between science and other fields of study. Because of the continually evolving nature of science, we aspire to create and refine scientific models for our students, whom we encourage to: make observations; ask and answer questions; maintain independence of thought while engaged in learning; participate in discussions; and develop scientific literacy. The Department endeavors to cultivate core academic skills, including critical and constructive thinking as well as the ability to communicate ideas and results clearly and accurately from a scientific perspective. Students participate actively in testing hypotheses, conducting experiments, analyzing data, and solving problems—both qualitatively and quantitatively. Outfitted classrooms and technological innovations ensure that our students have numerous and applicable hands-on experiences. The Department’s course options provide students with opportunities to pursue their interests at appropriate levels of rigor, in turn fostering the ability to become self-directed learners who pursue their own academic agendas.

9th Grade	10th Grade	11th Grade
Biology Honors	Chemistry Honors	AP Physics 1: Algebra
<b>Science Electives</b>		
AP Environmental Science		AP Physics 2: Algebra-Based

**Biology Honors**

Biology Honors is a comprehensive study of the concepts of life and life processes. This course delves into the same subject areas of Biology, but with more depth, a greater degree of analysis, and an emphasis on life processes at the molecular and cellular level. Students will be required to master topics in biochemistry, cell structure and function, protein synthesis, enzyme activity, cell respiration, photosynthesis, cell replication, cell communication, genetics and evolution. These topics will be applied in the study of microorganisms, plant, and animals and their interrelationship in the environment. This course is designed to challenge the student's critical thinking skills and requires the student to analyze experimental data. Students will learn the process of writing coherent, technical summaries describing the results of the laboratory investigations and applying the results of the investigations to other real life situations. To further student understanding of the research process, the student will design an experiment, collect data and analyze the results.

### **Chemistry Honors**

This course is designed to be an advanced high school science course. This rigorous course will cover the basic principles of chemistry with an emphasis on the mathematical and laboratory component of chemistry. Quantitative and qualitative analyses in the lab will focus on developing technique and precision. The pace and depth of Chemistry Honors requires a significant investment of time and effort. Problem-solving skills and critical thinking will be reinforced throughout the year. To further student understanding of the research process, the student will design an experiment, collect data and analyze the results.

### **AP Physics 1 & 2: Algebra-Based**

Guided by the National Research Council and National Science Foundation, the AP® Program collaborated with college and university educators and AP teachers to develop two full-year AP Physics courses — AP Physics 1: Algebra-Based and AP Physics 2: Algebra-Based, replacing the former one-year AP Physics B course. The AP Physics 1 and 2 courses focus on the big ideas typically included in the first and second semesters of an algebra-based, introductory college-level physics sequence and provide students with enduring understandings to support future advanced course work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Students will cultivate their understanding of physics and science practices as they explore the following topics:

*AP Physics 1:* Kinematics; Dynamics: Newton's laws; Circular motion and universal law of gravitation; Simple harmonic motion: simple pendulum and mass-spring systems; Impulse, linear momentum, and conservation of linear momentum: collisions; Work, energy, and conservation of energy; Rotational motion: torque, rotational kinematics and energy, rotational dynamics, and conservation of angular momentum; Electrostatics: electric charge and electric force; DC circuits: resistors only; Mechanical waves and sound.

*AP Physics 2:* Thermodynamics: laws of thermodynamics, ideal gases, and kinetic theory; Fluid statics and dynamics; Electrostatics: electric force, electric field and electric potential;

DC circuits and RC circuits (steady-state only); Magnetism and electromagnetic induction; Geometric and physical optics; Quantum physics, atomic, and nuclear physics.

*AP Physics 1 & 2 Laboratory Requirement* - These courses require that 25 percent of the instructional time will be spent in laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply all seven science practices defined in the curriculum framework.

**AP Environmental Science**

The AP Environmental Science course is designed to be the equivalent of a first year, introductory college course in environmental science. The goal of the course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. They will also be able to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and / or preventing them. AP Environmental Science promotes the development of citizens who could make informed, knowledgeable decisions concerning environmental issues.

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**SOCIAL SCIENCES**

The BA Social Sciences Program offers a wide range of courses, encompassing the social, political, economic, cultural, and intellectual tradition of humankind. The department seeks to inspire students to think critically and creatively by asking historical questions about themselves, their communities, other cultures and society as a whole. Students are encouraged to participate in their own society, to apply historical knowledge to the situations they encounter, and to value the particular privileges and responsibilities inherent in their own lives. Armed with these skills, students are able to view their world in complex ways, not to be swayed easily by simple answers, to critically evaluate information provided by the media, government, or special interest groups. Through a solid background in history, these students become citizens who will think carefully, seek to better their understanding of the world, and have the confidence to act upon their convictions.

At all levels, the department provides students with the tools to think rigorously, to research, and thereby articulate independent ideas about historical events. Throughout courses, close critical reading is emphasized using textbooks, primary sources and literature. Activities and assignments incorporate vocabulary building and encourage students to engage with historical and geographic themes at increasingly complex levels. Similarly, writing instruction in the history department builds from one year to the next to help students develop their expository and analytical writing.

9th Grade	10th Grade	11th Grade
AP World History: Modern	S1: AP Microeconomics S2: AP US Gov't & Politics	AP US History

**Social Science Electives**

AP Psychology	AP Human Geography	AP European History
AP Comparative Government		AP Macroeconomics

**AP World History: Modern**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

**AP Microeconomics**

The purpose of AP Microeconomics is to give students a thorough understanding of the principles of economics as they apply to the decisions of individuals – both consumers and producers – within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

**AP US Government & Politics**

AP United States Government and Politics is a one-semester, college level course offered to students who wish to be academically challenged and plan to take the AP exam in the spring. It is a survey course that provides an introduction into the operation of American national government. As such, students will examine: Foundations of American Democracy; Interactions Among Branches of Government; Civil Liberties and Civil Rights; American Political Ideologies and Beliefs; Political Participation; and Primary source materials and contemporary news analyses.

**AP United States History**

This course will survey the history of the United States of America from the “discovery” and settlement of the New World to the very recent past. The primary focus of the course will be to provide students with an opportunity to develop an understanding of some of the major themes in American history, to train students to analyze historical evidence, and to develop in students their ability to analyze and express historical understanding in writing. This class will emphasize certain themes: political institutions and behavior and public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments.

### **AP European History**

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. *Offered every other year.*

### **AP Comparative Government**

AP Comparative Politics provides students with: a concrete understanding of the scientific method behind political comparison, a well-developed sense of political theory, and a “real world” understanding of global studies through specific analysis of 6 different political entities: The United Kingdom, Russia, Iran, China, Nigerian and Mexico. *Offered every other year.*

### **AP Human Geography**

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. *Offered every other year.*

### **AP Macroeconomics**

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. *Offered every other year.*

### **AP Psychology**

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

At BA, language communication, while definitely a central goal, is not the only focus of study in world language courses. Also important is culture, focusing on the history, literature, civilization, and contemporary mores of the world communities speaking these languages. Students gain an understanding of the global and personal perspectives of target language communities, enabling them to establish connections and make comparisons with their own community and culture, leading to greater international understanding.

It is also our philosophy and a primary expectation, as recommended by the American Council on the teaching of Foreign Languages, that teachers use the target language 90% of the time in their instruction and that students be encouraged and required to communicate in the language while in class, both in interactions with the teacher and with one another. Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop linguistic and cultural proficiency.

BA offers a program of modern language study in Spanish from basic entry levels through Advanced Placement (AP). Curriculum is focused on building language proficiency in the three modes of communication through authentic texts from various target language communities. Language and culture are based on everyday themes including: Contemporary Life, Personal and Public Identities, Global Issues, Science and Technology, Beauty and Aesthetics (including literature), and Families and Communities.

BA students are required to take two high school level courses in Spanish or an online modern language. The sequence of courses is determined by the successful completion of prior courses, according to proficiency achieved and teacher recommendation, not by grade level. Advanced Placement courses provide students with rigorous instruction and therefore, are intended for juniors and seniors. To be successful, students must possess academic maturity and a strong work ethic.

### **Spanish I**

This initiation to Spanish language study emphasizes the development of fundamental language skills. The objective of the course is to lay a solid foundation in the four skills of language — listening, speaking, reading, and writing. Students practice pronunciation and intonation of the language, and they learn to recognize words and grasp the main ideas when listening to simple spoken Spanish. They develop basic conversational skills, grammatical knowledge for writing simple sentences, and reading skills at and beyond the level of “cognate Spanish.” As the year progresses students strive for novice-mid or greater proficiency in the three modes of communication and two skill areas within each one: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. The goal of the program is to help students acquire linguistic skills and cultural awareness by interweaving language and culture, and by guiding them through a progression of activities from use of authentic language through structured practice to produce creative, personalized expression. The course is taught in Spanish, with increased use of authentic materials that deal with world themes. There is also emphasis on accurate pronunciation and intonation. Language skills are developed through class activities, recordings, and videos, as well as

the use of the textbook, workbooks, and readings. Assessment of all communication is geared toward the novice-mid proficiency level.

### **Spanish II Honors**

This is an intensive course designed for those who have demonstrated an exceptional talent and affinity for Spanish language and culture study. The overall goal of the Spanish II Honors course is to move students toward a natural and idiomatic communicative competence. The language learning process, which includes a contextualized review and building upon the foundation of first level topics and vocabulary units, and the introduction of concepts assigned typically to the second level, is accomplished through integrating modes of communication in authentic, real life application. The new material is no sooner introduced, than it becomes integrated into communicative contexts of the language promoted throughout textbook and Web-based interactive activities. Culture is also presented and integrated contextually as students are exposed to more authentic texts and learn to read Spanish with greater fluency, comprehension, and analytical skill. Audio and audiovisual resources, which accompany the text, drive the scope and sequence of the vocabulary and grammar curriculum, additionally providing instruction in cultural awareness and understanding. The honors track course distinguishes itself through its more rigorous pace and greater focus on higher order thinking and cognitively challenging communicative tasks, leading to more creative language use. Assessment of all communication is geared toward the intermediate-low proficiency level.

### **Spanish III Honors**

This course is designed to more fully develop intermediate language skills in the three modes of communication: interpretive listening, reading, and viewing; interpersonal speaking and writing; and presentational speaking and writing. The Spanish III Honors course is designed to strengthen and to build upon the skills that students have acquired in previous levels. Grammatical concepts are reviewed and expanded to include more sophisticated vocabulary, taught in a meaningful, contextualized way. Students improve their listening skills through audio and video activities and develop their comprehension and analytical skills through exposure to authentic print passages of varying degrees of length, complexity, and cultural impact. Speaking and writing skills are developed through discussion and composition work, including both analysis and personal response to authentic texts, such as film clips and readings. Students are expected to apply learning in realistic communication, using Spanish to create meaning, as well as building intercultural competence through exploration of the perspectives of Spanish-speaking communities of the world. The honors track course distinguishes itself through its more rigorous pace and greater focus on higher order thinking and cognitively challenging communicative tasks, leading to more creative language production. Assessment of all communication is geared toward the intermediate-mid proficiency level.

### **Spanish IV Honors**

This course provides an additional year of language study for students who are planning to take AP Spanish Language and Culture, but want or need another year to reinforce and advance their level of proficiency in interpretive listening and reading, interpersonal speaking and writing, and

presentational speaking and writing, all areas that define language communication and are assessed on the AP exam. As a pre- AP course students work toward ease and clarity of expression as they reinforce and build on prior grammar and vocabulary. AP themes are introduced through plentiful authentic print, audio, and audiovisual resources, leading students to develop a rich, thematic vocabulary, which enables them to routinely communicate about the world in which they live. Learners not only develop greater proficiency in language communication, but also in cultural knowledge as they make connections and comparisons between Spanish-speaking communities of the world and their own community, ultimately leading to greater intercultural competency. An integrated approach to learning provides students interactive Web resources that both reinforce and enhance learning, within the classroom environment, at home, and in real-world application. Assessment of all communication is geared toward the intermediate-high proficiency level.

### **AP Spanish Language & Culture**

AP Spanish Language and Culture is intended for students who wish to achieve greater proficiency (advanced-low to advanced-mid) while integrating their language skills, basing content on authentic materials and sources. Students who enroll should already have a functional knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. Students explore the various themes and contexts of the AP Spanish curriculum while also considering essential questions that are addressed in the global community. Products, practices, and perspectives of Spanish-speaking cultures of the world are explored and strengthened, while also comparing them to the students' home community and culture. All authentic print, audio, and audiovisual materials are engaging, relevant, and especially appropriate as they give students thematic vocabulary and contextualized grammar and structure, all with the goal of reaching greater communicative competence.

The AP Spanish Language and Culture course helps prepare students to demonstrate their level of Spanish proficiency across three communicative modes (interpersonal [interactive communication], interpretive [receptive communication], and presentational [productive communication]), and the five goal areas as outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to fifth semester college and university courses that focus on spoken and written communication in the target language at an advanced level. Higher order thinking is key as students seek to analyze, evaluate, infer, conclude, and predict within the various contexts explored. Grammar and vocabulary are reinforced, reviewed, and strengthened in meaningful context, making learning more relevant and natural.

## **APPLIED ACADEMIC COURSES**

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Applied Academic courses approach learning by focusing on motivating and challenging students to connect what they learn in class with the world they experience and with what interests them. Each Applied Academic Course will run for 9-weeks and they will be pass/fail.

<b>9th</b>	Personal Finance	BA News	Publications	College Counseling
<b>10th</b>	BA News	Investing 101	College Counseling	Publications
<b>11th</b>	Publications	College Counseling	Test Prep	BA News
<b>12th</b>	College Counseling	Publications	BA News	Senior Seminar

**Principles of Personal Finance**

This course is designed to inform students how personal finance directly correlates to their future success. Students will be exposed to the following topics: income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; and risk management and insurance. Students will learn how to set and prioritize financial goals, develop spending plans, obtain financial security, distinguish between wealth and income, and calculate the time value of money. This course will empower students to make informed financial decisions and recognize outcomes that promote financial independence.

**BA News**

This course is a media course intended for students to learn the ins & outs of Broadcast Journalism. On-the-air experience, including announcing skills and production techniques, will be expected of students, as well as leadership with other Broadcast Journalism students. Evaluation is based on daily oral/written assignments, quality of story segments, and attention to process and deadlines.

**Publications**

Combining elements of graphics arts, writing, photography, and marketing, students work together to design, produce, finance, and maintain the school yearbook and the Upper School newspaper. Students also create slide presentations and programs for various Upper School events. Students learn to apply journalistic standards of writing, design, and photography while using a variety of software such as Adobe Creative Suite, which includes Photoshop and InDesign.

**College Counseling**

Students will have discussions about balancing academics, athletics and extracurricular activities. Transcript review. Students will begin to write a resume. Explore colleges using online tools. Students will refine the college list and have time to complete their college applications, finalize essays & research scholarship options.

**Test Prep**

The Test Prep course concentrates on SAT reading, vocabulary and writing skills along with math practice. The course includes practice in taking the SAT test, as well as strategies for the question types (sentence completion, vocabulary, critical reading, and writing – finding errors / revision). In the Spring Semester, the course will focus on the new SAT test, using Khan Academy online, classroom reading, vocabulary, grammar lessons and practice tests.

### **Senior Seminar**

Students will demonstrate an understanding and application of the techniques used in formal public speaking including listening skills, speech preparation and research methods. Activities involve preparing a Ted Talk style speech to inform, entertain and persuade as well as panel discussions and oral interpretation of literature. This course is designed for college communication skills.

## **ADVISORY**

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Each student in the Upper School has a faculty advisor, who will serve as the student's advocate, guide, and mentor. Students meet with their advisor weekly and are encouraged to seek their advisor's assistance as needed. Advisors are students and parents' primary point of contact in relation to the overall experience of the student at Brandon Academy. Parents who have concerns about any aspect of their child's social or academic progress should initiate contact with Gina Morse, BA's Guidance Counselor.

### **9th Grade Advisory Theme: Practicing Reflection**

- Q1 Essential Question:* What is reflection?
- Q2 Essential Question:* When is a good time for reflection?
- Q3 Essential Question:* How do you practice the habit of reflection?
- Q4 Essential Question:* How much should past experience affect future decision making?

### **10th Grade Advisory Theme: Growing Resiliency**

- Q1 Essential Question:* What is resiliency?
- Q2 Essential Question:* Why do "first attempts" or "rookie status" require resiliency?
- Q3 Essential Question:* What gets in the way of resiliency?
- Q4 Essential Question:* What is the relationship between resilience and learning?

### **11th Grade Advisory Theme: Respecting Rest and Recreation**

- Q1 Essential Questions:* How much sleep does a high school student need?
- Q2 Essential Question:* Can school feel like recreation?
- Q3 Essential Questions:* What is the difference between "taking a break" and procrastination?
- Q4 Essential Questions:* What are some strategies for staying "balanced" during the school year?

### **12th Grade Advisory Theme: The Year of Self-Reflection**

- Q1 Essential Questions:* Where are you going? How will you get there?
- Q2 Essential Question:* How will you plan your future?
- Q3 Essential Question:* How to decide where you want to go in life... You'll get there faster.
- Q4 Essential Questions:* How to get ready for life after HS.

## CO-CURRICULAR ACTIVITIES

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BA encourages students to participate in co-curricular activities, activities that often extend and apply the ideas that they learn in academic classes. The benefits of such involvement are substantial. The students learn interpersonal skills that help develop leadership, confidence, determination and responsibility. We encourage students to participate in no more than two co-curricular activities while playing seasonal sports. Students may wish to coordinate their co-curricular activities with their academic program to build on areas of strength. Students who wish counseling on the selection of co-curricular activities as they relate to individual college goals should meet with their advisor or with a college counselor. There is a Club Fair every fall to kick off student sign ups and share information.

### **Admissions Ambassadors Club**

The Admissions Ambassadors are a select group of BA students who are dedicated to the positive promotion of Brandon Academy. Student ambassadors serve as the official hosts and hostesses of the school, and are the first point of contact to many prospective visitors to the BA campus each year! The goal of the Student Ambassador program is to educate prospective students, families, school groups and the general public on the programs and resources and student life at Brandon Academy through leading campus tours and various enrollment events.

### **Ecology & Environment Club**

The “DOUBLE E” Club is an organization in which the students not only get to learn more about the environment, but also get an opportunity to contribute to the protection of it. The goal is to involve the student body to develop an understanding and admiration for the environment through various service and educational activities.

### **ESTEEM Club**

“ESTEEM” represents Excellence in Science, Technology, Engineering, science Essay writing and Mathematics. Students can compete as a team or as an individual in many events such as: Science Olympiad regional team competition in Tampa in January; Science Bowl regional team competition at U. Miami in February; ExploraVision science research essay sponsored by Toshiba and NSTA, which is a team event and project deadline is in February; Illustrated Science Poem contest, which is an individual event, due in November; an Earth Science photo contest which is an individual event, due in November; and a Physics photo contest, which is an individual event, due in April.

### **Key Club**

Key Club is a high school student-led service organization sponsored by a local Kiwanis Club that provides its members with opportunities to serve their school and community, build character, and develop leadership. Working together with local members, the Florida District, and Key Club International, BA Key Club is part of a global service leadership community in over 38 countries.

Members learn to stand up for what's right through service and volunteerism as well as become global leaders through leadership training at the Zone, Division, and District level.

### **Model United Nations**

Student delegates study a foreign nation in depth, researching related topics of global interest. They learn parliamentary procedure, practice specialized writing formats, and learn the diplomatic art of negotiation and compromise. Months of study culminate in several conferences, Boston College's Eagle MUN, Bishop Verot's COPMUN, FGCU's SWFLAMUN, and UCF's KnightsMUN. Using the knowledge gained from their research of assigned countries and international issues, students negotiate among widely divergent views as they argue for and defend the positions of their nations.

### **Mu Alpha Theta**

Mu Alpha Theta is a national mathematics honor society that promotes the study of math. At BA, all students are welcome to attend practice sessions in Geometry, Algebra 2, Precalculus, Calculus, and Statistics. The sessions will give students an opportunity to look at math from a different perspective and learn to deal with non-routine situations in math. If interested, students may then participate in local and state math competitions that are held from November through April.

### **Wordsmiths**

Members of Wordsmiths will meet once a week to engage in activities surrounding the love of literature and craft. With the officers and other members of the National English Honor Society, Wordsmiths members will help to organize Writers' Week events and to produce *Tessera*, the school's literary and arts annual. Other activities of the Wordsmiths may include participation in poetry readings, poetry slams, and writing workshops, open mic nights, and seminars for students in other divisions.

### **Spanish Conferencia**

Each year members of the Spanish Team meet weekly to prepare for the annual State Spanish *Conferencia*, which takes place in March in Orlando. A maximum of 16 students from all levels compose our team and compete against other Florida schools in the areas of impromptu speaking, poetry recitation, and presentation of a dramatic piece. There are also opportunities to compete in music and dance, as well as cultural dress/regional costumes.

### **HS Student Council**

The High School Student Council was formed to give students a voice and leadership opportunities, to encourage enthusiasm and participation in school activities, and to build school spirit. Elections for officers and advisory representatives take place during the first week of April.

## **Learning Beyond the Classroom - Online Classwork**

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Through a partnership with a new vendor, BA is able to offer students a variety of online courses including electives and World Languages in a number of curricular areas. BA is now partnering with

**K-12 Education** which offers us the two slightly different platforms of iCademy and the Keystone School. For complete course listings, review the following: [K-12 International Academy Curriculum](#). If you are interested in pursuing online coursework, please contact Gina Morse.

**More information about online courses:**

- Course costs are not included in BA tuition. Online course availability and pricing are subject to change.
- Online course letter grades will be retained as part of a student's permanent record.
- Online coursework counts toward academic credits but **does not count toward the transcript GPAs**.
- All online course requests must be approved by a College Counselor and Upper School Director.
- You will have a BA online course mentor throughout the duration of the online course.

**College admissions (in regards to online classwork):**

Rigor is of utmost importance when colleges evaluate an applicant's transcript. Colleges and universities view courses in the following order of preference:

- Courses taught at the student's secondary institution (with honors and advanced placement providing the highest rigor that colleges seek).
- Courses taken through the university or community college.
- Courses taken through an online provider.