

**The Vanguard School
Curriculum Guide
2018 - 2019**

Table of Contents

Educational Philosophy.....	2
The Vanguard School Graduation Requirements.....	3
Grade Placement.....	4
English Department.....	5
Fine Arts Department.....	16
Foreign Language Department.....	34
History Department.....	48
Mathematics Department.....	62
Science Department.....	72
Physical Education.....	88

The Vanguard School

Educational Philosophy

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

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

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

We chose the Hillsdale Academy curriculum because we believe as they do as stated in their mission statement a school should:

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

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

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

The Vanguard School Graduation Requirements

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

	Semester Credits
English	8
History	8
Mathematics	8
Science	6
Foreign Language	6
Physical Education	2
Fine Arts	2
Academic Electives	6
Minimum Total for Graduation	46

(Academic Electives include all electives except for study hall.)

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

Academic Policy Guidelines

Grading System

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

Grade Point Average

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

A	5.0
B	4.0
C	3.0
D	2.0

All honors courses are calculated on a 4.5 scale.

A	4.5
B	3.5
C	2.5
D	1.5

Grade Placement

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

To Grade 10: A student is promoted to 10th grade if he or she successfully completes 10 credits.

To Grade 11: A student is promoted to 11th grade if he or she successfully completes 22 credits.

To Grade 12: A student is promoted to 12th grade if he or she successfully completes 34 credits.

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

English Department

Honors Classical Literature and Composition (English 9)

2 Credits

Purpose:

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

Textbooks used in class:

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

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

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

Classwork:

Most every day, students will be instructed in grammar, vocab, and literature. Frequent reading quizzes are given on the literature. In addition, vocab and spelling quizzes are given about once a week. Also weekly are in-class writing assignments, known as writing labs, which range from the analytical to the creative. Finally, nearly every day, students will dive into the classics they read in the course, exploring the themes, literary devices, and, above all else, the sheer beauty that make these Great Works great.

Homework:

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

Tests/Projects/Exams:

There will be tests over each work of literature, major topic in grammar, and set of vocabulary words. Students will memorize and recite several poems throughout the year for a test grade as well. There is a joint English-History Research Paper in the second semester. Binder checks count as a test grade every quarter. A midterm and a final are given at the end of each semester.

Summer Reading:

The Chosen—Chaim Potok and *Mythology*—Edith Hamilton

Purpose:

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

Textbooks used in the class:

The literature program includes reading the following:

Everyman and Medieval Miracle Plays
The Song of Roland
The Inferno – Dante Alighieri
Sir Gawain and the Green Knight
Hamlet – William Shakespeare
A Tale of Two Cities – Charles Dickens
Crime and Punishment – Fyodor Dostoevsky

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

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

One Day in the Life of Ivan Denisovich—Aleksandr Solzhenitsyn

Purpose:

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

Textbooks used in the class:

The literature program includes reading the following:

- *The Scarlet Letter*
- *Adventures of Huckleberry Finn*
- *Of Mice and Men*
- *The Great Gatsby*
- *The Crucible*
- Selections from *McMichael Concise Anthology of American Literature*

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

Classwork:

Students learn twenty spelling words and twenty vocabulary words each week. Words are introduced on Mondays, and quizzes are given on Fridays. Writing labs occur on Thursdays and include assignments in expository, creative, persuasive, and analytical writing. Literary works are often read in class, and lectures are given about their authors, time periods, and literary techniques. We read plays, novels, short stories, essays, articles, letters, poetry, and historical documents. Poetry is memorized and recited both in and out of class. Grammar drills and exercises also occur daily.

Homework:

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

Tests/Projects/Exams:

In the fall semester, students present a short speech in class. Additionally, they recite poetry both in and out of class. Tests occur at the completion of major grammar units and after finishing a literary period or major work. Students will also have periodic cumulative vocabulary tests. The junior project takes place in the spring semester, and it is a graduation requirement. The project involves a major paper and speech presentation in which students answer the question, "What is a good American?"

Summer Reading:

A Farewell to Arms—Ernest Hemingway

Purpose:

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

Textbooks used in the class:

The literature program includes reading the following:

- *David Copperfield*
- *Dr. Faustus*
- *Macbeth*
- *Paradise Lost*
- *Heart of Darkness*
- *The Importance of Being Ernest*
- *Nineteen Eighty-four*
- *Rosencrantz and Guildenstern are Dead*
- Selections from *The Longman Anthology of British Literature, 4th Edition, Volumes 1A, 1B, 1C, 2A, 2B, 2C*

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

Classwork:

Students learn twenty spelling words and twenty vocabulary words each week. Words are introduced on Mondays, and quizzes are given on Fridays. Writing labs occur on Thursdays and include assignments in expository, creative, persuasive, and analytical writing. Literary works are often read in class, and lectures are given about their authors, time periods, and literary techniques. We read plays, novels, short stories, essays, articles, letters, poetry, and historical documents. Poetry is memorized and recited both in and out of class. Grammar drills and exercises also occur daily.

Homework:

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

Tests/Projects/Exams:

In the fall semester, students present a short speech in class. Additionally, they recite poetry both in and out of class. Tests take place at the completion of major grammar units and after finishing a literary period or major work. Students will also have periodic cumulative vocabulary tests. The senior capstone project takes place in the spring semester, and it is a graduation requirement. The project involves a major paper and speech presentation in which students answer the question, "What is the good life?"

Summer Reading:

The Remains of the Day—Kazuo Ishiguro

AP English Language and Composition

2 Credits

Prerequisite: Completion of Honors European Literature and Composition with a B or higher

Purpose:

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

Textbooks used in class:

The literature program includes reading the following:

- *The Scarlet Letter*
- *Adventures of Huckleberry Finn*
- *Of Mice and Men*
- *The Great Gatsby*
- *The Crucible*
- Selections from *McMichael Concise Anthology of American Literature*

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

Classwork:

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

Homework:

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

Tests/Projects/Exams:

In the fall semester, students present a short speech in class. They furthermore write a typed, 3-4 page essay on a literary topic of their choosing. Additionally, they recite poetry both in and out of class. Tests occur at the completion of major grammar units and after finishing a literary period or major work. Students will also have periodic cumulative vocabulary tests. The junior project takes place in the spring semester, and it is a graduation requirement. The project involves a major paper and speech presentation in which students answer the question, "What is a good American?"

Summer Reading:

The Grapes of Wrath—John Steinbeck and *A Farewell to Arms*—Ernest Hemingway

AP English Literature and Composition

2 Credits

Prerequisite: Completion of Honors American Literature and Composition or AP English Language and Composition with a B or higher.

Purpose:

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

Textbooks used in the class:

Students will read selections from *The Longman Anthology of British Literature*, Vol. 1 and 2, as well as supplementary texts such as Lewis' *Abolition of Man*, Bradbury's *Fahrenheit 451*, Shakespeare's *Macbeth*, and Orwell's *1984*. The basic text in grammar is *Warriner's English Grammar and Composition* complete course handbook. Vocabulary is studied in conjunction with literature as well as from *Vocabulary Workshop* (Level G).

Classwork:

The class is more discussion-based than the Honors classes, so students will be expected to come prepared not only to take quizzes on the material, but to discuss it in depth as well. Students will write essays and more informal journal entries based on the literature at least once a week. Quizzes are given regularly in spelling, vocabulary, literature, and grammar. All quizzes are announced except for reading quizzes, which cover the reading from the previous night. There is a significant amount of in-class preparation for the AP exam during the second semester as well.

Homework:

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

Tests/Projects/Exams:

There will be tests over each era of literature, major topic in grammar, and set of vocabulary words. Students will memorize and recite several poems throughout the year for a test grade as well. Binder checks count as a test grade every quarter. All students are required to complete a senior capstone project by the end of the second semester, which uses Vanguard's curriculum and the student's personal experience to write a paper and give a presentation defining what it means to live the good life. A midterm is also given at the end of the first semester.

Summer Reading:

David Copperfield—Charles Dickens

Classical Mythology

1 Credit

Prerequisite: Students must be in grades 10-12

Purpose:

A foundational knowledge of the myths of ancient Greece and Rome is essential for understanding the classic literature and fine arts of Western civilization. Additionally, the moral and value lessons contained in the stories of ancient people are timeless. In this course, we will read, discuss, and interpret the primary mythological stories of ancient Greece and Rome; analyze our sources for and the historical context of Greek and Roman mythology; research topics in ancient history, archaeology, language, and art related to the myths studied; and explore the enduring influence of Greek mythology on visual art, literature, music, and dance.

Textbooks:

There is no school-issued textbook for this course. Students are highly encouraged to purchase our primary text, *The Metamorphoses* of Ovid. Additional excerpts will be provided in class, including excerpts from Hesiod, the *Homeric Hymns*, Apollodorus, Aeschylus, Euripides, and others.

Classwork:

Lessons will focus on reading the myths and interpreting the plots, characters, themes, and ideas within them. Relevant historical and cultural information will be presented in order to enhance student understanding and appreciation of the stories and the context in which they were created and written.

Homework:

Homework assignments may include readings, written responses regarding interpretation of readings, and review worksheets. Students can expect 20 minutes of homework 2 – 3 nights a week.

Tests/Projects/Exams:

A test will follow each unit, focusing on characters, plots, themes, historical context, source material information, and other ideas presented within that unit's readings. At the end of the course, the students will complete the World Mythology project, researching a non-classical mythology of their choosing and creatively comparing that mythology to Greco-Roman mythology. Classical Mythology does not include a final exam.

Summer Reading:

None

Yearbook

1 Credit

Purpose:

Yearbook is a year-long elective in which students learn and apply the basics of layout, design, copy writing, and photography. Students will work together to create the 2018-2019 high school yearbook. This is one of the most important classes at Vanguard in learning how to work as part of a team.

Textbook:

None

During class time, students will:

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

Homework:

None

Tests/Projects/Exams:

Project work only

Summer Reading:

None

Forensics

1 Credit

Prerequisite: None

Purpose:

The goal of this class is to help students interested in Forensics gain an advantage by receiving daily coaching and guidance in addition to an academic incentive to competing in Forensics. In this class, students will not only receive support in how to better compete at Forensics' tournaments but also will develop communication skills in a variety of fields including performance, oratory, and impromptu speaking. Due to the nature of this class, all students enrolled are required to not only join, but also compete on, the Forensics team as a co-requisite.

Textbook:

None

Classwork:

Students will primarily work on and receive feedback on their two different forensics pieces that they will have to compete with at competition.

Homework:

The students will need to complete some smaller tasks (select a drama script or speech topic, present a thesis, etc.) and will also have smaller assignments to be turned in on an occasional basis.

Tests/Projects/Exams:

This class will not have tests, but it will have a heavily weighted presentation category to replace tests. This will assess the student's ability and improvement in his forensics piece.

Summer Reading:

None

Literature Survey: Voices of America**1 Credit**

This survey of contemporary American literature features in-depth study of literary works of merit by a broad variety of celebrated authors. We will read novels, short stories, and poetry pieces by writers from various cultural and ethnic backgrounds. Many of our readings are regularly featured on the AP Literature and Composition Examination.

Literature Survey: Voices of the World**1 Credit**

This course introduces students to contemporary novels, short stories, and poetry from award-winning international authors. Readings focus on fictional narratives from Nigeria, Afghanistan, China, Brazil, and other countries. Students expand their knowledge of different cultures and are able to see the world through the eyes of a diverse array of characters. Most readings for this course appear on the recommended reading list for the Advanced Placement English Literature and Composition Examination.

Literature Survey: Gothic Literature**1 Credit**

This course introduces students to the classics of Gothic literature, which will include novels, short stories, and poetry from both modern and classic award-winning authors. Students will learn about the Gothic period in literature and connect this influential artistic movement to the modern age. Students will discover how Gothic literature has evolved throughout the ages. Through the readings, students will analyze human nature, beliefs, and psychology and how they relate to the modern genres of suspense, thrillers, and horror. Classic tales such as *Dracula*, *Frankenstein*, and many more will be viewed and discussed through a modern lens to determine the long lasting effects of the period.

Literature Survey: J. R. R. Tolkien**1 Credit**

This class is for students to understand and appreciate one of the greatest English writers of the last century: J.R.R. Tolkien. During the course, students will read *The Lord of the Rings*, arguably Tolkien's finest work, as well as some of his short stories, poems, and letters. To fully understand this material, we will also study many of Tolkien's sources, ranging from Anglo-Saxon poetry to Plato to Tolkien's own *Silmarillion*. Tolkien's works have become part of our culture's mental furniture, and this class will look at how that came to be the case. Students will read reviews of his work by C.S. Lewis and watch significant portions of Peter Jackson's films of *The Lord of the Rings*.

Fantasy, for Tolkien, was not a way to escape from the world, but to understand it. Students will be guided through his understanding of the world and be equipped to show how some of those same principles apply to their lives.

Literature Survey: Redemption**1 Credit**

This class will explore the theme of redemption through literature, comparative religion, philosophy, and psychology. Beginning with myths and ending with selections from modern sociologists, students will see how different eras and cultures believe that people can be free from evil. This class will stretch all students' powers of critical thinking and force them to engage with ideas and people that they might not have encountered otherwise. The stakes are high, and the opportunity exciting.

Literature Survey: Shakespeare**1 Credit**

The purpose of this elective is to teach students to love and understand Shakespeare by reading, watching, and performing his plays. The class will consist primarily of reading four plays aloud – *Much Ado About Nothing*, *Henry IV Part I*, *King Lear*, and *Twelfth Night* - which cover Shakespeare's three main genres: comedy, tragedy, and history. Students will also learn about their historical and biographical context, and watch scenes from movie versions of the plays.

Creative Writing**1 Credit**

The purpose of this class is to understand and practice different elements of successful creative writing. We will experiment with various styles and genres. By studying short fiction and poems by Shakespeare, Bradbury, Doyle, Poe, and others, students will learn how to improve upon their own craft. Throughout the semester, the class will read a significant portion of each student's work aloud and offer constructive comments. This class is an opportunity to hone writing skills and encourage one another in the pursuit of the writing craft.

Humanities Tutorial**0 Credit**

Prerequisite: Freshmen recommended by either the junior high or high school assistant principal.

The purpose of this class is to provide extra support for students who would struggle with freshmen history and English. A broad range of exercises are employed to reinforce skills in reading comprehension, writing, studying, note-taking, and organization. Students will be able to use this time daily to prepare for upcoming tests and quizzes, as well as read the night's assignments aloud together with discussion for comprehension and guidance. This course is strictly capped at twelve students to ensure effectiveness for those enrolled. This course takes the place of biology in the standard freshmen schedule; therefore, it results in a less flexible graduation path in the sciences in later years.

Introduction to Rhetoric**1 Credit**

In modern terms, rhetoric typically comes with connotations of "bombast" or "empty language," but classically speaking, rhetoric was *the* art of citizenship. This change in understanding derives from our poor use of communication, which generates a need for the mastery of classical rhetoric. Throughout this semester-long course, we will explore the ways in which one can become a master rhetorician by studying both the theory and practice of the rhetorical art. In using Cicero's "5 Canons of Rhetoric" as the framework for theoretical study and a wide array of practical rhetorical skills, this course will provide the foundational understanding necessary to master the communicative art in any given situation. Specifically, students will learn how to confront the several core genres of speech: impromptu, introductory, informative, persuasive, and ceremonial speaking.

Fine Arts Department

Art History

1 Credit

Purpose:

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

Textbook:

Janson, H. W., and Penelope J. E. Davies. *Janson's Basic History of Western Art*. Upper Saddle River, N.J.: Pearson Prentice Hall, 2009.

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

None

Purpose:

This one-semester course is designed to help the student begin to understand the essential elements of classic western music history through an analysis of the student's personal musical aesthetic perspective and how it fits in context with a larger world historical aesthetic. While we will study music from pre-history to the present, we will focus on the common practice era (1600-1803).

Textbook:

Kerman, Joseph and Tomlinson, Gary. *Listen Sixth Edition*. Boston, New York: Bedford/St. Martin's

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

None

Purpose:

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

Textbooks:

A strong collection of art references that include the internet, along with a library of books and past student works, will be used for instruction. The instructor will provide students with PDFs from credible potter workbooks.

Classwork:

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

Homework:

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

Projects:

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

Ceramics II

1 Credit

Prerequisite: Ceramics I

Purpose:

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

Textbooks:

A strong collection of art references that include the internet, along with a library of books and past student works, will be used for instruction. The instructor will provide students with pdfs from credible potter workbooks.

Classwork:

Ceramics II students will use their knowledge of the three basic hand building techniques that they learned in beginning ceramics and expand into sculpture with more advanced composition and complexity. Students are required to create a relief sculpture in this class. Students will begin wheel throwing techniques, and will learn technical processes in advanced ceramic design.

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

Homework:

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

Projects:

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

Photography I

1 Credit

Purpose:

This course provides a broad experience in photography to match students to the tools they find most creative and useful. Students gain in-depth knowledge about the machine they're using, and they are provided with the tools to get creative and analytical.

Textbook:

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

Classwork:

This is a working studio class, and the history of photography and proven techniques from masters in art and photography are studied. Students will start with a simple portrait designed to make each student successful within the first two weeks of class. They will then study depth of field, motion blur, and stop motion. This is followed by an in-depth examination of the quality of light. Students finish the course with a carefully executed study in composition. The student is also introduced to the wild world of Photoshop.

Homework:

None

Tests/Projects/Exams:

Project work only

Summer Reading:

None

Photography II

1 Credit

Prerequisite: Photography I

Purpose:

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

Textbook:

The BetterPhoto Guide to Creative Digital Photography: Learn to Master Composition, Color, and Design by Jim Miotke

Classwork:

This is a working studio class.

In addition to reinforcing subjects learned in the beginning course, the following aspects of photography will be covered throughout the course:

- 3 similar RGB channels combined into a single image to create an amazing, spooky, and classy composite image
- Montage
- Expanded understanding of focal length and how telephoto, wide angle, normal, reverse lens, and macro lenses affect depth of field
- Filmography (Ken Burns style) animation in Premier.
<http://www.pbs.org/nationalparks/>
- A more thorough examination of color, limited pallet, and graphic design in the photograph
- Glycerin droplet shots on plants and glasses
- The silhouette
- Extreme viewpoints
- Moving water and a more thorough investigation of stopping water action.

Homework:

None

Tests/Projects/Exams:

Project work only

Summer Reading:

None

Photography III

1 Credit

Prerequisite: Photography I (Photography II is recommended but not required)

Purpose:

Students will expand and develop their problem-solving techniques in the areas of composition, camera tools, and photo retouching so that they will be able to express their creative ideas in high quality, artistic photography. They will also expand their skills into creating transparencies, movie posters, food packaging, and movie trailers.

Textbook:

None

Classwork:

This is a working studio class.

In addition to reinforcing subjects learned in the beginning courses, the following aspects of photography will be covered throughout the course:

- 3-D Transparency shoot. We will examine and quantify the perception of 3-Dness in comparing deep versus shallow DOF. A short (1/4-page) description of the resulting differences between the two will be submitted with the transparencies.
- Movie Poster. Create one poster. Do research on movie posters. Use a photo montage for the main image, and vectored fonts in Indesign for the headline and the rest of the type. Photos for the montage should be of the stars of the movie, and extreme fun with makeup and wardrobe is encouraged.
- Movie Snack. A commercial art packaging project that requires a real or mocked-up food product with packaging design and graphics that tie in with the movie above.
- Movie Trailer. In a world where we shoot original high-resolution video footage, we can edit in Premiere into a preview ad. 2:10 to 2:40 long.
- Out of Place. Photoshop project. Window in the sky. Fire on the water. Door in a forehead. Must come up with a deep title, too.
- B&W Squallor. Homeless people, trash, graffiti, urban grunge, and decay.

Homework:

None

Tests/Projects/Exams:

Project work only

Summer Reading:

None

Photography IV

1 Credit

Prerequisite: Photography I and Photography II or III (Both II and III are recommended but not required)

Purpose:

Students will expand and develop their problem-solving techniques in the areas of composition, camera tools, and photo retouching so that they will be able to express their creative ideas in high quality, artistic photography. The students will be expanding their skills into Photoshop expertise, even more angst than before, and delving deeper into video production.

Textbook:

None

Classwork:

This is a working studio class:

In addition to reinforcing subjects learned in the beginning courses, the following aspects of photography will be covered throughout the course:

- Animation—We will develop a short animation sequence as an introduction to how that insane world works.
- Floaters—Photoshop project where we catch a model in the air and put him in a different environment, like floating above water, a floor, etc.
- Creepy dolls, an old building, cracked paint, falling plaster, dramatic lighting, and a cute doll with one eye open looking directly at the viewer.
- Photography Noir—You are the creeper. A broken mirror behind the model in the background captures you looking. Your long shadow travels infinitely to the distant horizon at sunrise or sunset. Your hand obscures part of the shot and becomes an integrated part of the composition.
- Worm With a View—Time to rock your viewpoint. Lie flat on your back in every building, every room, every natural environment you encounter and look up. Climb buildings and overpasses and look down. See an interesting object like a rusted-out car, antique machine, or futuristic building? Get close up and view it from the inside-out. View it close up with other objects in the distance. Pay attention to cool textures on the sidewalk. Look for extreme perspective possibilities.
- The Shadow Knows—Work with sunlight or direct studio flash to shoot subjects (models, fences, dogs, bugs, etc.) so that they cast harsh shadows that create the primary composition in the photo.

Homework:

None

Tests/Projects/Exams:

Project work only

Summer Reading:

None

Sculpture I

1 Credit

Purpose:

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

Textbooks or author overview:

A strong collection of art references that include the internet, along with a library of books and past student works, will be utilized.

Classwork:

The students will study the theory of 3-D art by working through the lengthy processes of creating additive sculpture. Students will start this process with drawing their ideas, creating maquettes, building armatures, molding clay, and adding patinas. The next study will surround the subtractive techniques of carving. Students can choose between stone or wood for their medium.

Homework:

All work is to be conducted in the classroom.

Projects:

The sculpture students will create a figurative sculpture using the additive method of building. They will also learn to create a sculpture using the subtractive method.

Purpose:

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

Textbooks or author overview:

A strong collection of art references that include the internet, along with a library of books and past student works, will be utilized.

Classwork:

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

Homework:

All work is to be conducted in the classroom.

Projects:

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

2-D Art II

1 Credit

Prerequisite: 2-D Art I

Purpose:

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

Textbooks or author overview:

A strong collection of art references that include the internet, along with a library of books and past student works, will be utilized.

Classwork:

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

Homework:

All work is to be conducted in the classroom.

Projects:

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

2-D Art III

1 Credit

Prerequisite: 2-D Art II

Purpose:

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

Textbooks or author overview:

A strong collection of art references that include the internet, along with a library of books and past student works, will be utilized.

Classwork:

With this being their third semester in 2-D Art, the students will be encouraged to start dialing in on a couple of their choice mediums and exploring them with more depth. If the student is in his senior year at this point, the instructor will be working with him in creating a body of work for his senior portfolio.

Homework:

All work is to be conducted in the classroom.

Projects:

The semester projects in 2-D Art III contain a variety of independent studies.

2-D Art IV

1 Credit

Prerequisite: 2-D Art III

Purpose:

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

Textbooks or author overview:

A strong collection of art references that include the internet, along with a library of books and past student works, will be utilized.

Classwork:

The students in 2-D Art IV are expected to be working with more focus in-depth methods of art making. Choosing original content with greater degrees of complexity are points of emphasis for these fourth semester 2-D art students. If the student is in his senior year, he will be working on creating a body of work for his senior portfolio.

Homework:

All work is to be conducted in the classroom.

Projects:

The semester projects in 2-D Art IV contain a variety of independent studies formulating into a body of work to add to each student's senior portfolio.

2-D Art V

1 Credit

Prerequisite: 2-D Art IV

Purpose:

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

Textbooks or author overview:

A strong collection of art references that include the internet, along with a library of books and past student works, will be utilized.

Classwork:

The students in 2-D Art V are expected to be working with more focus in-depth methods of art making, choosing original content with greater degrees of complexity. The students that are in their fifth semester of 2-D art studies will be focused on their senior portfolio. If the student is going on to study art in college, conducting research on what each perspective college is looking for and creating art that fulfills these objectives is an emphasis.

Homework:

All work is to be conducted in the classroom.

Projects:

The semester projects in 2-D Art V contain a variety of independent studies formulating into a body of work to finalize each senior portfolio and fulfill college entrance requirements.

Choir

1 Credit

Purpose:

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

Textbook:

None

Classwork:

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

Homework:

There is no homework for this elective.

Tests/Projects/Exams:

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

Select Choir**2 Credits****Prerequisite:** One Semester of Choir and Audition**Purpose:**

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

Textbook:

None

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Instrumental Music

1 Credit

Purpose:

This is a continuing course designed to build a nationally recognized high school instrumental ensemble. We will study music of the classical composers as well as appropriate current music. Music fundamentals will be a part of every rehearsal. In addition, students will lead some in-class scale studies.

Textbook:

None

Classwork:

The ensemble will rehearse daily to master the literature chosen for each semester. Individual playing tests may be included in these rehearsals.

Homework:

Practice sheets must be turned in weekly. Each student is required to practice 100 minutes weekly.

Tests/Projects/Exams:

Instrumental ensemble concerts are considered the students' tests and are required. There is no final exam.

AP Music Theory

2 Credits

Prerequisite: Experience with a curricular ensemble and/or teacher approval.

Purpose:

Students in AP Music Theory learn how the various elements of music are employed in music composition during the Common Practice Era (approx. 1600-1900). Emphasis is placed on the rules of music theory, aural skills, analysis, and composition. This course is designed with the future professional musician in mind, though it is also helpful for those who are serious about their musical knowledge and enrichment. Through successful completion of homework, class discussion, quizzes, tests, and projects, students will be prepared for the AP Music Theory exam.

Textbook:

Clendinning, Jane Piper., and Elizabeth West Marvin. *The Musician's Guide to Theory and Analysis, with Workbook*. New York: W.W. Norton, 2011. Print.

Classwork:

Each class will begin with sight reading exercises and harmonic or melodic dictation. Students are expected to take notes in class. There will be portions of active listening, where students will need to analyze music from the score or aurally.

Homework:

Students will have daily homework including worksheets, reading, part-writing, and listening assignments.

Tests/Projects/Exams:

Students will be given tests over sections of the textbook. These tests will include AP sample questions, as well as sight-reading, dictation, and listening examples. Students will have a major project at the end of the semester, where they will compose their own piece using common practice techniques. The midterm exam is based on the format of the AP exam and will be given at the end of the first semester. Students are required to take the AP exam in May.

Summer Reading:

Students are required to complete a summer reading packet pulled from the textbook.

Foreign Language Department

Latin I

2 Credits

Purpose:

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

Textbooks or author overview:

Latin for the New Millenium, Level I (Bolchazy-Carducci Publishers)

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

None

Latin II

2 Credits

Prerequisite: Latin I

Purpose:

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

Textbooks or author overview:

Latin for the New Millenium, Level I and II (Bolchazy-Carducci Publishers)

Classwork:

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

Homework:

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

Tests/Projects/Exams:

A test will follow each chapter and unit, focusing on new and review vocabulary and grammar and including translation exercises of both seen and unseen passages. Students will complete the 2nd semester Roman Architecture project in which they will research an ancient Roman structure type—amphitheater, forum, temple, bath, etc—and present their research in an engaging, original, and creative manner in groups. Both semesters conclude with a semester exam. Students will also be invited to take the Level II National Latin Exam.

Summer Reading:

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

Latin III

2 Credits

Prerequisite: Latin II

Purpose:

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

Textbooks or author overview:

The students work with *Latin for the New Millennium, Level II* (Bolchazy-Carducci Publishers) and the adapted Latin text of “Jason and the Argonauts” from the *Fabulae Graecae* (ed. Lawall, Iverson, and Wooley; Longman Publishing Group) supplemented by the *Fabulae Graecae Companion Curriculum* (Dr. Melissa Schons Bishop; Creative Classical Curriculum).

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

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

Latin IV

2 Credits

Prerequisite: Latin III

N.B. Latin IV may be taken as a dual-enrollment course with UCCS through the CU-Succeeds program.

Purpose:

Latin IV is a reading-intensive course in which students apply all earlier knowledge of Latin vocabulary and grammar to unadapted readings in Latin prose and poetry. New grammar topics will be introduced when relevant to ensure continual progress in mastering advanced Latin concepts. Students will study the authors and historical context of the texts read and will be introduced to the common figures of speech and rhetorical devices used by authors such as Vergil and Cicero. Students will be prepared to succeed in lower level collegiate Latin courses upon successful completion of Latin IV.

Textbooks or author overview:

Students will utilize the *Legamus Transitional Reader Series* (Bolchazy-Carducci Publishers) to study excerpts of Livy, Cicero, and Vergil. All students will be issued *The New College Latin & English Dictionary* by John Traupman (Bantam).

Classwork:

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

Homework:

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

Tests/Projects/Exams:

Tests will be given after each unit within the authors studied, focusing on translation exercises, key grammar review topics, new and review vocabulary, literary devices, and historical context of the text. Students will take an exam after first semester. Throughout 2nd semester, students will work on a sixty-line independent translation project from the works of Vergil, Cicero, Livy, or Caesar, culminating in a final in-class presentation. This project will take the place of the 2nd semester exam. Students will also be invited to take the Level IV National Latin Exam.

Summer Reading:

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

Latin V

2 Credits

Prerequisite: Latin

N.B. Latin V may be taken as a dual-enrollment course with UCCS through the CU-Succeeds program.

Purpose:

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

Textbooks or author overview:

Students will utilize the *Legamus Transitional Reader Series* (Bolchazy-Carducci Publishers) to study excerpts of Ovid, Pliny, Seneca, *et al.* Additional texts will be provided in class covering a variety of patristic and medieval authors. All students will be issued *The New College Latin & English Dictionary* by John Traupman (Bantam).

Classwork:

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

Homework:

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

Tests/Projects/Exams:

Tests will be given after each unit within the authors studied, focusing on translation exercises, key grammar review topics, new and review vocabulary, literary devices, and historical context of the texts. Students will take an exam after first semester. Throughout 2nd semester, students will work on a 500-word composition project and presentation on an ancient Roman topic of their choosing. This project will take the place of the 2nd semester exam.

Summer Reading:

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

Purpose:

Students will learn beginning German vocabulary and grammar in order to develop skills in speaking, listening comprehension, reading comprehension, and composition. Emphasis will be placed on present tense verbs. Additionally, students will explore numerous topics on the history, literature, and culture of German-speaking countries.

Textbooks or author overview:

Students work with *Geni@l klick: German Textbook Level I* and the corresponding *Geni@l klick: German Workbook Level I*, published by Langenscheidt, a leading German textbook publisher.

Classwork:

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

Homework:

Homework assignments will closely reflect the vocabulary and grammar topics presented in class in order to provide students the opportunity to practice those skills, particularly in reading comprehension and composition. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15 – 20 minutes of homework daily. Homework will frequently be corrected during class.

Tests/Projects/Exams:

A test will follow each chapter, focusing on new and review grammar, reading and listening comprehension exercises, and composition activities. Students will complete one project each semester focusing on a particular aspect of German culture and history and culminating in a brief presentation. Students will take a cumulative exam both semesters. German I students will also be invited to take the Level I National German Exam.

Summer Reading:

None

German II

2 Credits

Prerequisite: German I

Purpose:

German II builds on the skills acquired in German I and adds more complex grammatical forms, including past tense verbs, while continuing the emphasis on listening, speaking, reading, and writing. Students will continue to explore the culture, history, literature, and traditions of the German-speaking world.

Textbooks or author overview:

Students work with *Geni@l klick: German Textbook Level 2* and the corresponding *Geni@l klick: German Workbook Level 2*. Both are published by Langenscheidt, a leading German textbook publisher. In addition, students read their first German book, *Café in Berlin*, a collection of short stories by Andre Klein (LearnOutLive).

Classwork:

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

Homework:

Homework assignments will closely reflect the vocabulary and grammar topics presented in class in order to provide students the opportunity to practice those skills, particularly in reading comprehension and composition. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15 – 20 minutes of homework daily. Homework will frequently be corrected during class.

Tests/Projects/Exams:

A test will follow each chapter, focusing on new and review grammar, reading and listening comprehension exercises, and composition activities. Students will complete one project each semester focusing on a particular aspect of German culture and history and culminating in a brief presentation. Students will take a cumulative exam both semesters. German II students will also be invited to take the Level II National German Exam.

Summer Reading:

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

German III

2 Credits

Prerequisite: German II

Purpose:

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

Textbooks or author overview:

Students work with *Geni@l klick: German Textbook B1* and the corresponding *Geni@l klick 1: German Workbook B1*. Both are published by Langenscheidt, a leading German textbook publisher. Students also read their first German novel: *Das Paradies liegt in Amerika: Eine Auswanderergeschichte* by Karin Gündisch (Beltz & Gelberg).

Classwork:

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

Homework:

Homework assignments will closely reflect the vocabulary and grammar topics presented in class in order to provide students the opportunity to practice those skills, particularly in reading comprehension and composition. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15 – 20 minutes of homework daily. Homework will frequently be corrected during class.

Tests/Projects/Exams:

A test will follow each chapter, focusing on new and review grammar, reading and listening comprehension exercises, and composition activities. Students will complete one project each semester focusing on a particular aspect of German culture and history and culminating in a brief presentation. Students will take a cumulative exam both semesters. German III students will also be invited to take the Level III National German Exam.

Summer Reading:

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

German IV

2 credits

Prerequisite: German III

Purpose:

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

Textbooks or author overview:

Students will continue to work with the *Geni@l klick* German textbook series published by Langenscheidt, a leading German textbook publisher. Students will also continue to develop their reading skills through a variety of German literature provided in class.

Classwork:

New vocabulary and/or grammar material will be presented frequently, followed by practice activities in speaking, reading, listening, and writing. German IV will be conducted almost entirely in German, and lessons will focus especially on student interaction and the development of strong communication skills.

Homework:

Homework assignments will closely reflect the vocabulary and grammar topics presented in class in order to provide students the opportunity to practice those skills, particularly in reading comprehension and composition. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15 – 20 minutes of homework daily. Homework will frequently be corrected during class.

Tests/Projects/Exams:

A test will follow each chapter, focusing on new and review grammar, reading and listening comprehension exercises, and composition activities. Students will complete one project each semester focusing on a particular aspect of German culture and history and culminating in a brief presentation. Students will take a cumulative exam both semesters. German IV students will also be invited to take the Level IV National German Exam.

Summer Reading:

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

Introduction to Greek (Elective)

2 Credits

Prerequisite: Latin I

Purpose:

Ancient Greek was the language of many of the writers, creators, and thinkers most foundational to Western civilization. In this year-long elective, students will acquire an introductory knowledge of ancient Greek vocabulary, grammar, and syntax and will apply that knowledge to brief, adapted translations of ancient Greek authors. Students will also learn relevant cultural and historical information about ancient Greece, supplementing their knowledge from Classical History.

Textbooks or author overview:

An Introduction to Ancient Greek: A Literary Approach by C.A.E. Luschnig (Hackett Publishing Company, Inc.).

Classwork:

New vocabulary and/or grammar material will be presented on a daily basis, followed by practice exercises in grammar and translation. Given the inherently cumulative nature of language study, practice exercises will frequently and intentionally reflect review topics in order to maintain students' understanding of earlier topics while adding new concepts. Frequent quizzes will be given to ensure continual progress, particularly in memorizing vocabulary and word endings.

Homework:

Homework assignments provide an opportunity for students to practice the grammar and vocabulary skills learned in class. As language study is inherently cumulative, the homework assignments are essential to practicing new material while maintaining all previous lessons. Students can expect 15 – 20 minutes of homework 2 – 3 nights a week.

Tests/Projects/Exams:

A test will follow each chapter, focusing on new and review grammar and vocabulary as well as on translation exercises of both seen and unseen readings. In the second semester, the students will complete an etymology project intended to enhance their understanding and appreciation of ancient Greek words by creating new English words derived from Greek. A cumulative exam follows both semesters in this course. Students will also be invited to take the National Greek Exam.

Summer Reading:

None

Purpose:

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

Textbooks or author overview:

Descubre Level I (Vista Higher Learning)

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

None

Spanish II

2 Credits

Prerequisite: Spanish I

Purpose:

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

Textbooks or author overview:

Descubre Level II (Vista Higher Learning)

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

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

Spanish III

2 Credits

Prerequisite: Spanish II

Purpose:

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

Textbooks or author overview:

Descubre Level III (Vista Higher Learning), with additional excerpts from Spanish authors provided in class

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

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

Spanish IV

2 credits

Prerequisite: Spanish III

Purpose:

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

Textbooks or author overview:

Descubre Level III (Vista Higher Learning), with considerable additional excerpts and readings from Spanish authors provided in class

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

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

History Department

Honors The Classical World

2 Credits

Purpose:

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

Textbooks:

- De Blois, Lukas and Robartus van der Spek. *Introduction to the Ancient World*. London: Routledge Press, 1997.
- Aristotle. *Politics*. Translated by T.A. Sinclair and T.J. Saunders. New York: Penguin, 1992.
- Herodotus. *Histories*. Translated by Aubrey De Selincourt. New York: Penguin, 2003.
- Hesiod. *Theogony; Works and Days*. Translated by M.L. West. Oxford: Oxford University Press, 1999.
- *The Holy Bible*. New American Standard Bible edition. Anaheim, CA: Foundation Publications, Inc., 1997.
- Livy. *Stories of Rome*. Translated by Roger Nicols. New York: Cambridge University Press, 1999.
- Plato. *The Republic*. Translated by D. Lee and H.D. Pritchard. New York: Penguin, 2003.
- Thucydides. *History of the Peloponnesian Wars*. Translated and edited by Rex Warner. New York: Penguin, 2003.

Classwork:

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

Homework:

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

Tests/Projects/Exams:

Each unit will end with a unit test assessing knowledge through fill in the blank, multiple choice, timeline, and short essay questions. There will be one project for each semester; both will focus on research skills primarily as well as other skills specific to each project. In the first semester, there will be a map project that requires students to select one of four regions in the ancient world and to construct a map with twenty five specific locations. In addition to crafting the map, students must type summaries explaining each location's significance. In the second semester, students will conduct a lengthy research project drafting a biography about a specific figure of their choosing. This project will focus on research skills, thesis and argument construction, as well as learning how to approach a project of such a scale. This project is done in unison with the student's freshmen English class. As a result, this is considered the largest and most difficult academic task of their entire freshmen year. Each semester will finish with a two-hour exam assessing all information covered during the semester.

Summer Reading: *Prometheus Bound*—Aeschylus

Honors European History

2 Credits

Prerequisite: Honors The Classical World

Purpose:

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

Textbooks:

- Palmer, R. R. and Joel Colton. *A History of the Modern World*. 8th ed. New York: McGraw-Hill, Inc., 1995.
- Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue, editors. *Sources of the Western Tradition*, 6th ed.
- Einhard. *Life of Charlemagne*
- Niccolo, Machiavelli. *The Prince*
- Burke, Edmund. *Reflections on the Revolution in France*
- Smith, Adam. *The Wealth of Nations*
- Remarque, Erich Maria. *All Quiet on the Western Front*
- Wiesel, Elie. *Night*
- Boston: Houghton Mifflin Company, 2006.
 - Vol I (From Ancient Times to the Enlightenment)
 - Vol II (From the Renaissance to the Present)

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading: *A Man for All Seasons*—Robert Bolt

AP European History

2 Credits

Prerequisite: The Classical World

Purpose:

The Advanced Placement program in European History (APEH) is a college-level course that “seeks to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning about the past.”¹ Completing this course, plus the AP exam, is equivalent to college introductory courses in European History. This class will cover the development of European civilization from 1450 to the present using extensive reading in both primary and secondary sources. In the first semester, students will explore topics including the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, the French Revolution, and the Napoleonic Wars. In the second semester, students will examine the coming of industrialization, the shift to popular government, capitalism, Communism, the two World Wars, the Cold War, and the post-cold-war efforts towards European unity.

Textbooks:

- Palmer, R. R. and Joel Colton. *A History of the Modern World*. 8th ed. New York: McGraw-Hill, Inc., 1995.
- Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue, editors. *Sources of the Western Tradition*, 6th ed.
- Einhard. *Life of Charlemagne*
- Niccolo, Machiavelli. *The Prince*
- Burke, Edmund. *Reflections on the Revolution in France*
- Smith, Adam. *The Wealth of Nations*
- Remarque, Erich Maria. *All Quiet on the Western Front*
- Wiesel, Elie. *Night*
- Boston: Houghton Mifflin Company, 2006.
 - Vol I (From Ancient Times to the Enlightenment)
 - Vol II (From the Renaissance to the Present)

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

- Merriman, John W. *A History of Modern Europe*, 3rd ed. New York, W. W. Norton & Company, 2010.
- Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue, editors. *Sources of the Western Tradition*, 6th ed.
- The Fordham University Internet History Sourcebooks Project (<http://www.fordham.edu/Halsall/index.asp>)
- The “Europeana” EU Culture Project (<http://www.europeana.eu/portal/>)
- The W. W. Norton & Co *History of Western Music* (<http://www.wwnorton.com/college/music/grout7/home.htm>)
- *The Art of War in World History*, Gerard Chaliand ed)
- *Sources of European History: Since 1900*, 2nd ed, Perry, Berg, and Krukones, eds)
- Boston: Houghton Mifflin Company, 2006.
 - Vol I (From Ancient Times to the Enlightenment)

¹ AP European History Curriculum Framework 2015-2016 (The College Board, 2013) p. 3

- Vol II (From the Renaissance to the Present)

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Specific to this course is a form of writing assignment called the Document-Based Question, or DBQ, designed to train and evaluate your ability to form historical arguments based on analysis and interpretation of a variety of primary source materials, including written, graphic, and artistic. To prepare you for this unique aspect of the AP exam, you will do at least one DBQ in each of the course's ten units, initially as a homework over several days, and as a timed in-class exercise by the end of the second semester.

Summer Reading:

A Man for All Seasons—Robert Bolt; Selected chapters from *The Pursuit of History*—John Tosh

Honors United States History

2 Credits

Prerequisite: European History

Purpose:

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

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

Textbooks:

Brinkley, Alan. *American History: A Survey*, 12th edition. New York: McGraw Hill, 2003.

Various primary sources will be assigned through handouts.

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

The American Revolution: A History by Gordon Wood

AP United States History

2 Credits

Prerequisite: European History

Purpose:

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

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

Textbooks:

- **Primary text:** Brinkley, Alan. *American History: A Survey*, 12th edition. New York: McGraw Hill, 2003.
- **Supplementary texts**
 - George, Jason, and Jerald Brown, *AP Achiever: Advanced Placement Exam Prep Guide to accompany American History*, 12th edition. New York: McGraw Hill, 2007.
 - *An American Primer*, edited by Daniel J. Boorstin. New York: Meridian, 1995.
 - McMichael, George, ed. *The Concise Edition of American Literature*, 5th ed. Upper Saddle River, NJ: Prentice hall, 1998
 - Hillsdale College Department of History. *American Heritage: A Reader*, 2nd edition. Acton, MA: Tapestry Press, 2001.
 - *Annals of America*. Chicago: Encyclopedia Britannica, Inc., 1974.
 - Riis, Jacob A. *How the Other Half Lives: Studies among the Tenements of New York*. New York: Dover, 1971. Print.
 - Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: New, 1995. Print.
 - Other anthologies as required.

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

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

Honors United States Government and Politics

1 Credit

Prerequisite: United States History

Purpose:

Government in the fullest sense is the way a people organize their common life to make it a better life. In the United States, the fullest expression of government is the self-governing of the American people. Preserving self-government requires clear-sighted attention to our fundamental principles. These principles are found in the primary documents of our history. We aim to understand those documents as their authors did. This implies that we can escape our own time and understand something from another time. This is a semester-long college course designed to familiarize the student with the basic structure of American government and the Constitution of the United States, and the interrelationships among the three branches of national government—the Executive, Legislative, and Judicial branches—and the other major players on the national scene—the media, political parties, interest groups and public opinion. The course will cover the following six topic areas: Constitutional Underpinnings of United States Government; Political Beliefs and Political Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties.

Textbooks:

- Edwards, George C. III, Martin P. Wattenberg, and Robert L. Lineberry. *Government in America: People, Politics, and Policy*, 14th ed. New York: Longman, 2009.
- Woll, Peter. *American Government: Readings and Cases*, 18th ed. New York: Longman, 2010.
- Johnson, Jeffrey Alan, *AP Government and Politics United States to accompany Government in America*. New York: Longman, 2009.
- Serow, Ann G. and Everett C. Ladd. *The Lanahan Readings in the American Polity*, 14th ed. Baltimore: Lanahan, 2007.
- Lasser, William, *Perspectives on American Politics*, 5th ed. New York: Houghton Mifflin Company, 2008.

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading: *The Federalist Papers* by John Jay, Alexander Hamilton, and James Madison. *Federalist 10, Federalist 48, Federalist 51, Federalist 78.*

Prerequisite: United States History**Purpose:**

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

The goal of this AP course is, quite simply, to enable each student to do well on the AP exam, that is achieve a score of 4 or 5. A greater, long-term goal of this AP course is to make each student a good, informed citizen. To accomplish this goal, this is a semester-long college course designed to familiarize the student with the basic structure of American government and the Constitution of the United States, and the interrelationships among the three branches of national government—the Executive, Legislative, and Judicial branches—and the other major players on the national scene—the media, political parties, interest groups and public opinion. The course will cover the following six topic areas: Constitutional Underpinnings of United States Government; Political Beliefs and Political Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties.

Textbooks:**• Primary texts**

- Edwards, George C. III, Martin P. Wattenberg, and Robert L. Lineberry. *Government in America: People, Politics, and Policy*, 14th ed. New York: Longman, 2009.
- Woll, Peter. *American Government: Readings and Cases*, 18th ed. New York: Longman, 2010.
- Johnson, Jeffrey Alan, *AP Government and Politics United States to accompany Government in America*. New York: Longman, 2009.
- Serow, Ann G. and Everett C. Ladd. *The Lanahan Readings in the American Polity*, 14th ed. Baltimore: Lanahan, 2007.
- Lasser, William, *Perspectives on American Politics*, 5th ed. New York: Houghton Mifflin Company, 2008.

• Other Materials

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

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

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

Honors Microeconomics

1 Credit

Prerequisite: United States History

Purpose:

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

Textbooks:

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

- *Murder at the Margin*, by Stanley Jevons
- *Principles of Economics*, by N. Gregory Mankiw (5th edition)

Classwork:

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

Homework:

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

Tests/Projects/Exams:

Unit tests and a final examination are given each semester.

Summer Reading:

The Law—Frederic Bastiat

AP Microeconomics

1 Credit

Prerequisite: United States History

Purpose:

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

Textbooks:

- Mankiw, N. Gregory. *Principles of Economics*, 5th ed. Mason, OH: Thompson South-Western, 2008
- Bastiat, Frederic. *The Economics of Freedom: What your Professors Won't Tell You*, Ottawa, IL: Jameson Books, 2010.

Classwork:

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

Homework:

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

Tests/Projects/Exams:

Unit tests and a final examination are given each semester.

Summer Reading:

The Law, by Frederic Bastiat

Classical Warfare

1 Credit

Prerequisite: Classical Warfare is open to students in grades 10 - 12.

Purpose:

The rise and fall of city-states, nations, and empires has often been decided in a few hours' time by armed men in violent engagements on land or sea. This course will survey the most influential battles of the ancient Mediterranean, from the first recorded battle at Kadesh to the siege of Masada in the early Roman Empire. We will compare and contrast ancient Mediterranean military structures, weaponry, and strategy; study prominent generals and their leadership styles; understand the political and social forces behind conflicts; and explore the impact of each conflict on subsequent Mediterranean history.

Textbooks or author overview:

There is no school-assigned textbook for this course. Texts will be provided in class and will include readings from prominent Greco-Roman historians, including Herodotus, Xenophon, Polybius, Livy, Arrian, and others.

Classwork:

Through lecture and in-class reading activities, students will be introduced to the historical contexts in which battles were fought and will explore relevant topics in military figures, military technology, geography, and source material. The focal point of each lesson will be a detailed map of each battle studied identifying specific maneuvers in the course of the engagement.

Homework:

Homework assignments will most frequently involve readings from ancient source material focusing on a particular aspect of the battles studied in class, e.g. specific generals and their leadership styles or ancient descriptions of military structures and technology. Students will also read secondary sources in the form of contemporary scholarly articles. Interpretative questions will be included to guide students' understanding of the readings. Students can expect twenty minutes of homework two to three nights a week.

Tests/Projects/Exams:

A test will follow each chapter, focusing on the course of specific battles, the historical context of conflicts, our source material for each conflict, and other information presented in class or in the readings. Early in the semester, students build their own hoplite shields in order to better understand and appreciate a key piece of Greek military technology. Students will complete a final project in lieu of an exam.

Summer Reading:

None

Purpose:

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

Textbooks or author overview:

- de Blij, H. J., Alexander B. Murphy, and Erin H. Foubert. *Human Geography: People, Place, and Culture*. 9th ed. New York: John Wiley, 2009.
- Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 5th ed. New York: John Wiley, 2010.
- Swanson, Kelly. *AP Human Geography*, 2012. New York: Kaplan, 2012.

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

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

The Lexus and the Olive Tree—Thomas Friedman

Math Department

Algebra I

2 Credits

Prerequisite: Course 3 or the Course 3 placement test.

Purpose:

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

Textbooks or author overview:

Saxon Algebra 1, 4th ed. Orlando, FL, HMH Supplemental Publishers, Inc., 2009. This text is on our website available for download at www.TheVanguardSchool.com/saxon

Classwork:

Each lesson has a set of 30 practice problems which are cumulative. At least 20 minutes of class should be used for working problems for lesson. In addition, Investigations and Labs are assigned every 10 lessons or so.

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

None

Algebra II

2 Credits

Prerequisite: Algebra I (and pass placement test, if transferring).

Purpose:

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

Textbooks or author overview:

Saxon Algebra 2, 4th ed. Orlando, FL, HMH Supplemental Publishers, Inc., 2009. This text is on our website available for download at www.TheVanguardSchool.com/saxon.

Classwork:

Each lesson has a set of 30 practice problems which are cumulative. At least 20 minutes of class should be used for working problems for lesson. In addition, Investigations and Labs are given every 10 lessons or so.

Homework:

Students are responsible for completing the remainder of problem set for lesson or investigation as their homework. Students will be given answers to odd problems for self-check during homework. Test corrections will be required after each test and count as a homework grade. Starting in second quarter, several problems will be cut from the lesson most nights to stay within appropriate homework times.

Tests/Projects/Exams:

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

Summer Reading:

None

Honors Geometry

2 Credits

Prerequisite: Algebra I (This class is typically taken after Algebra II.)

Purpose:

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

Textbooks or author overview:

- Jacobs, Harold R. Jr. *Geometry: Seeing, Doing, Understanding*, Third ed. New York City, NY: W.H. Freeman and Company, 2003.
- Abbott, Edwin A. *Flatland, A Romance of Many Dimensions*, 1884. (read during second semester)

Classwork:

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

Homework:

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

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

Tests/Projects/Exams:

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

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

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

Summer Reading:

None

Pre-Calculus (previously called Advanced Math)**2 Credits****Prerequisite:** Algebra II (and pass placement test, if transferring). This class is typically taken after geometry.**Purpose:**

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

Textbooks or author overview:

Saxon, John H. Jr. *Advanced Math: An Incremental Development*, 3rd ed. Oklahoma City, OK: Saxon Publishers, Inc., 2003.

Classwork:

Each lesson has a set of 30 practice problems which are cumulative. At least 20 minutes of class should be used for working problems for lesson. In addition, Investigations and Labs are given after every ten lessons.

Homework:

The remainder of problem set for lesson or investigation is assigned to students as homework every evening. Test corrections will be required after each test and count as a homework grade.

Tests/Projects/Exams:

Cumulative tests are given after every four lessons and there is at least a four-lesson buffer from learning to testing. The first test is after lesson eight and contains problems from Lessons 1-4. There are no projects, and each semester exam is cumulative.

Summer Reading:

None

AP Calculus AB

2 Credits

Prerequisite: Juniors: Advanced Math/Pre-calculus; seniors: Advanced Math/Pre-calculus with a B- or better. (This course can be taken as Honors without grade weighting and AP exam. Final exam will be required.)

Purpose:

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

Textbooks or author overview:

Calculus—Graphical, Numerical, Algebraic. 4th edition, by Finney, Demana, Waits, and Kennedy. Pearson Education Publishing, Pearson Prentice-Hall, Boston, Massachusetts. 2012.

Classwork:

Each lesson has a set of 10-15 practice problems based on the lesson content. Some lessons include additional problems that review previous concepts. At least 20 minutes of class should be used for working problems for lesson. Investigations of key ideas or procedures are conducted periodically.

Homework:

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

Tests/Projects/Exams:

Tests are given after every chapter. Quizzes covering two sections of a chapter are given two to four times per semester. There are no projects in this course, and taking the AP Exam fulfills the final exam requirement.

Summer Reading:

None

AP Calculus BC

2 Credits

Prerequisite: Pass AP Calculus AB (or Honors).

Purpose:

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

Textbooks or author overview:

Calculus—Graphical, Numerical, Algebraic. 4th edition, by Finney, Demana, Waits, and Kennedy. Pearson Education Publishing, Pearson Prentice-Hall, Boston, Massachusetts. ©2012.

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

None

Statistics

2 Credits

Prerequisite: Algebra I. Seniors may select this class rather than the next algebra series. This may also be taken as an elective while enrolled in another math class.

Purpose:

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

Textbooks or author overview:

The Practice of Statistics (4th edition), by Starnes, Yates, and Moore, W. H. Freeman & Co., 2010.

Classwork:

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

Homework:

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

Tests/Projects/Exams:

Tests are roughly given once every two weeks. During the first semester, the first six chapters are introduced. For the second semester, chapters 7-12 are completed. A mid-term and final exam are given. A second semester project is assigned in which the student applies statistical reasoning and procedure.

Summer Reading:

None.

AP Statistics

2 Credits

Prerequisite: Algebra II, geometry, and advanced math with a B or better and approval of the department chair. Seniors may select this class rather than the next in algebra series. This may also be taken as an elective while enrolled in another math class.

Purpose:

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

Textbooks or author overview:

The Practice of Statistics (4th edition), by Starnes, Yates, and Moore, W. H. Freeman & Co., 2010.

Classwork:

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

Homework:

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

Tests/Projects/Exams:

Tests are roughly given once every two weeks. During the first semester, the first six chapters are introduced. For the second semester, chapters 7-12 are completed. A mid-term and final exam are given. A rigorous second semester AP Review Guide is assigned.

Summer Reading:

None

College Math (Calculus III, Linear Algebra or Differential Equations)

2 Credits

(Offered based on demand)

Prerequisite: AP Calculus BC

Sometimes: CU Succeed

Purpose:

In the event that a student takes AP Calculus BC before junior year, we will offer a college-level math course if necessary to fill math requirements of 8 credits. When UCCS allows, we will give dual enrollment credit. This class may be offered via UCCS as an online class or it may be offered by Vanguard.

Depending on staffing and number of students, we will offer a math above Calculus II and textbook. Classwork, homework, and grading will be determined by instructor.

Textbooks or author overview:

Linear Algebra: Strang, Gilbert; Introduction to Linear Algebra; 4th ed.

Calculus III: UCCS text

Introduction to Programming**1 Credit**

This course introduces computer programming via Python (version 3) without assuming any prior programming experience. Python is a high-level programming language well suited to beginners, yet having many advanced features which are attractive for experienced programmers. Its clear syntax, wealth of standard libraries, high-level data types, and intuitive object orientation make learning programming as painless as possible. Topics covered include: the basic structure of computers and computer programs, simple programs and computations, objects, graphics, basic data types, functions, conditionals, and loops.

Advanced Programming**1 Credit**

Prerequisite: Pass Introduction to Programming

This one-semester course is a continuation of the introductory programming course in the Python language. Topics include simulation, object classes, data collections, object-oriented design, and recursion.

Science Department

Honors Biology

2 Credits

Purpose:

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

Textbooks or author overview:

Miller, Kenneth, *Prentice Hall Biology*, 2002, Pearson Education, Inc.

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

None

AP Biology

2 Credits

Prerequisite: sophomores-seniors—previous science courses with B's or better; freshmen—all A's in all four quarters of Vanguard 8th grade, Algebra I, and teacher recommendation.

Purpose:

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

Textbooks or author overview:

Mader, Sylvia, *Biology*, 10th edition, 2010, McGraw-Hill

Peer-reviewed journal articles and science magazine articles

Classwork:

In-depth discussion of biology topics, intense note-taking, and systems modeling require active contributions from each student. Labs provide hands-on application of lecture topics. Free response practice in scientific writing occurs regularly. Lab techniques, hypothesis-driven investigations and data analysis, and interpretation are practiced constantly. Students will display experimental results in publishable (science journal format) Excel processed graphs.

Homework:

The homework load reflects college-level intensity. Reading related to topics covered is voluminous, and students will be held accountable for content. Case studies, research, and lab reports are frequently assigned.

Tests/Projects/Exams:

Tests are given at the end of every chapter or two. Quizzes usually cover reading assignments. A comprehensive exam is given at the end of first semester. The AP Exam is required and occurs near the end of second semester.

Summer Reading:

The reading requirement varies. It is at least Chapters 1 – 3 in Mader. Students are responsible for the material and will be tested within the first two weeks of the first semester.

Chemistry

2 Credits

Prerequisite: Honors Biology and completion or current enrollment in Algebra I. This course is for students who struggled in Honors Biology and requires recommendation of the Science Department Chair. Part of this course includes regular, mandatory study sessions that occur during study hall or Activity Period.

Purpose:

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

Textbooks or author overview:

Myers, R. Thomas, Keith B. Oldham, and Salvatore Tocci. *Holt Chemistry*. 2006. Holt, Rinehart and Winston.

Classwork:

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

Homework:

Students will receive a variety of problems from the text relating to the day's discussion material as daily homework, and they can expect to take 30 minutes per night to complete the assigned work. Some in-class time may be offered to start homework. Occasional internet-based research on specific topics is given for homework, as well.

Tests/Projects/Exams:

Chapter tests for each 1-2 chapters (announced)

Quizzes (up to 3 per chapter) (announced or unannounced)

Lab reports (typed in format provided) following student labs

Summer Reading:

None

Honors Chemistry

2 Credits

Prerequisite: Algebra I and Honors Biology. Enrolled in or completion of Algebra II.

Purpose:

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

Textbooks or author overview:

Myers, R. Thomas, Keith B. Oldham, and Salvatore Tocci. *Holt Chemistry*. 2006. Holt, Rinehart and Winston.

Classwork:

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

Homework:

Students will receive 3-6 problems from the text relating to the day's discussion material as daily homework, and they can expect to take 30 minutes per night to complete the assigned work. Some in-class time may be offered to start homework. Occasional internet-based research on specific topics are given for homework, as well.

Tests/Projects/Exams:

Chapter tests for each 1-2 chapters (announced)

Quizzes (up to 3 per chapter) (announced or unannounced)

Lab reports (typed in format provided) following student labs

Summer Reading:

None

AP Chemistry

2 Credits

Prerequisite: sophomores—successful completion of Honors Biology with A or AP Biology with A or B; juniors-seniors—completion of science classes, to include Honors Chemistry, with grade of B or higher; all—completion of Algebra II with grade of B or higher, enrollment in/or completion of Advance Math and/or teacher recommendation.

Purpose:

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

Textbooks or author overview:

Brown, Theodore L. *Chemistry, the Central Science, AP Edition*. Boston, M.A.: Pearson Education/Prentice Hall, 2009. Print.

Classwork:

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

Homework:

3-6 problems from the text relating to the day's discussion material will be assigned daily as homework, and students can expect to take up to sixty minutes to complete assigned work. Occasional internet-based research on specific topics will be assigned.

Tests/Projects/Exams:

Chapter tests for each 1-2 chapters (announced)

Lab reports (typed in format provided) following student labs

The AP exam is required and occurs near the end of second semester.

Summer Reading:

Chapters 1 - 2 of Chemistry: The Central Science

Physics

2 Credits

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

Purpose:

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

Textbooks or author overview:

Serway, Raymond A., and Jerry S. Faughn. 2009. *Holt Physics*. Holt, Rinehart and Winston.

Classwork:

Classwork consists of practice problems, activity worksheets, and explanations of demonstrations.

Homework:

Students will receive 3-4 problems a night and can expect to spend about twenty minutes on it.

Tests/Projects/Exams:

1-2 lab reports per semester.

3 quizzes and 1 test per chapter.

Summer Reading:

None

Honors Physics

2 Credits

Prerequisite: Algebra II with a grade of C or better and enrollment in or completion of geometry; completion of chemistry with a C or better.

Purpose:

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

Textbooks or author overview:

Serway, Raymond A., and Jerry S. Faughn. 2009. *Holt Physics*. Holt, Rinehart and Winston.

Classwork:

Classwork consists of practice problems, activity worksheets, and explanations of demonstrations.

Homework:

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

Tests/Projects/Exams:

2-3 lab reports per semester

3 quizzes and 1 test per chapter

Summer Reading:

None

AP Physics I

2 Credits

Prerequisite: Juniors – completion of Honors Chemistry with A or AP Chemistry with A or B; Seniors—completion of science classes, to include Honors Physics, with a grade of B or better; All—completion of Pre Calculus, B's or better in math courses, and/or teacher recommendation.

Purpose:

AP Physics I is a rigorous, college-level, algebra-based physics course. Incoming students should be well-versed in algebra and trigonometry and have robust mathematical and problem-solving skills. Some basic calculus concepts are introduced and utilized. The course covers the principles of Newtonian mechanics (including rotational motion), work and energy, mechanical waves, sound, and electric circuits.

Textbooks or author overview:

Walker, *Physics*, 4th ed.

Classwork:

Students work through example problems as part of the daily lecture. Most lectures are followed by approximately fifteen minutes of time to begin problems assigned as homework.

Homework:

Problems from the textbook are assigned as homework every two days, with an average of four problems to be worked each night (eight problems per assignment).

Tests/Projects/Exams:

Tests cover either one or two chapters of the textbook. The semester exam in December is cumulative for the content covered in the first semester, and students are required to take the AP exam in May.

Summer Reading:

None

AP Physics C (offered based on demand)**2 Credits****Prerequisite:** AP Physics I, completion of or concurrent enrollment in Calculus, and teacher recommendation**Purpose:**

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

Textbooks or author overview:

Young and Freedman, *University Physics*, 13th ed.

Classwork:

Students work through example problems as part of the daily lecture. Most lectures are followed by approximately fifteen minutes of time to begin problems assigned as homework.

Homework:

Problems from the textbook are assigned as homework every two days, with an average of four problems to be worked each night (eight problems per assignment).

Tests/Projects/Exams:

Tests cover either one or two chapters of the textbook. The semester exam in December is cumulative for the content covered in the first semester, and students are required to take the AP exam in May.

Summer Reading:

None

Problem Solving in Engineering
Prerequisite: Sophomores and above

1 Credit

Purpose:

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

Textbooks or author overview:

None

Classwork:

Project design and building

Homework:

Project support

Tests/Projects/Exams:

Project and participation-based grading to include bridges, gliders, and robots

Summer Reading:

None

Ecology and Field Biology

1 Credit

Prerequisite: Honors Biology or AP Biology

Purpose:

In this fall semester class, students will explore ecological concepts including ecosystem functioning, community/population interactions, nutrient cycling, and biodiversity in habitats as they relate to the laws of conservation of matter/energy and evolution. Students will use various lab and field biology techniques applied through the scientific method to answer important questions in these areas. Lecture time will be minimal as students will be learning and then practicing various experimental designs, field and lab data capture and analysis techniques, and specimen collection/cataloguing.

Textbooks or author overview:

N/A. Students will read/reference various industry and peer-reviewed sources for technique, background, and identification strategies.

Classwork:

Class time will be devoted to experiment/model set up and maintenance, specimen gathering and identification, and data acquisition and analysis. At least two field trips to investigate aquatic and terrestrial ecosystems will be included.

Homework:

Students will use homework time to prepare for the next lab or field event. Preparation will include background research and field book preparation. Students can expect to spend homework time analyzing gathered data and constructing meaningful interpretations.

Tests/Projects/Exams:

Organism collection/catalogue – Colorado native plants OR invertebrates – student choice

Professional quality field lab book record of labs and investigations

Lab practicals: Identification, technique, data analysis

Research symposium style oral defense of research

Summer Reading: None

Biotechnology

1 Credit

Prerequisite: Honors Biology or AP Biology

Purpose:

During this spring semester class, students will learn and practice applications related to these biological principles: DNA is the molecule of heredity; the Central Dogma of Biology; phenotypic variation is driven by evolution; and DNA is a universal language. This is a lab-based, investigative course which will train students in several techniques used in biotechnology and clinical/research venues including DNA extraction from living organisms, transformation of genes from one organism to another to change phenotype, gel electrophoresis, DNA fingerprinting, and various microbiology techniques to grow, isolate, view, and identify microorganisms. Scientific method will be practiced to develop experimental designs to test hypotheses related to the content. Students will learn and faithfully use aseptic technique to ensure their safety and data integrity.

Textbooks or author overview:

N/A. Students will read/reference various industry and peer-reviewed sources for technique, background, and identification strategies.

Classwork:

Class time will be devoted to experiment set up and maintenance, data acquisition and analysis, and training/practice in techniques to build skills in working with cells, reagents, and biotech equipment.

Homework:

Students will use homework time to prepare for the next lab. Preparation will include background research and lab book preparation. Students can expect to spend homework time analyzing gathered data and constructing meaningful interpretations.

Tests/Projects/Exams:

Identification of unknown bacteria project
Professional quality lab book record of labs and investigations
Lab practicals: Identification, technique, data analysis
Research symposium style oral defense of research

Summer Reading: None

Anatomy**1 Credit**

Prerequisite: Biology; usually taken by juniors and seniors; sophomores may be recommended by science department chair.

Purpose:

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

Textbooks or author overview:

Biel, Andrew. *Trail Guide to the Body: A Hands-On Guide to Locating Muscles, Bones and More*. 5th Edition. Pearson Education.

Classwork:

Note taking during lecture is required.

Homework:

Worksheets will be handed out daily.

Tests/Projects/Exams:

Tests will be given at the end of each chapter.

Summer Reading:

None

Physiology**1 Credit**

Prerequisite: Biology (Anatomy not required); usually taken by juniors and seniors; sophomores may be recommended by science department chair.

Purpose:

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

Textbooks or author overview:

Human Physiology- An Integrated Approach 5th Ed.

Classwork:

Note taking during lecture is required.

Homework:

Questions with regard to lecture material will be assigned and graded on correctness.

Tests/Projects/Exams:

A test will be given at the completion of a different body system.

Summer Reading:

None

Astronomy

1 Credit

Prerequisite: Students should have a good general grasp of basic science and math; Algebra I.

Purpose:

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

Textbooks or author overview:

Comins and Kaufmann III: *Discovering the Universe*, Tenth ed., W.H. Freeman and Company, 2014.

Classwork:

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

Homework:

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

Tests/Projects/Exams:

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

Summer Reading:

None

Science Challenge

1 Credit

Prerequisite: Honors or AP Biology/Sophomores and above

Purpose:

Students will engage in higher-level research and compete in local and/or national science contests. Potential projects, areas of investigation, and opportunities for competition will be driven by availability and interest. Student scientists across all life and physical sciences who are looking for the opportunity to investigate their preferred topics in a deeper and more focused way would benefit. Fall and spring semesters are independent of each other and different.

Textbooks or author overview:

To be determined based on student investigation needs

Classwork:

Research, project design and maintenance, competition preparation

Homework:

Extension of classwork as needed

Tests/Projects/Exams:

Defense of research or engineering project, science competitions

Summer Reading:

None

Physical Education

Physical Education

1 Credit

Purpose:

Physical Education emphasizes health-related fitness and developing the habits and skills necessary for a lifetime of activity and movement. This course provides freshmen students with the opportunity to achieve and maintain a life-long, health-enhancing level of physical fitness and increases their knowledge of various sports. This course includes skill development and the application of rules and strategies along with different movement forms. These include: (1) health-related fitness activities (cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition), (2) aerobic exercise such as running and calisthenics, (3) team sports (football, basketball, volleyball, team handball, softball and ultimate Frisbee, among others) (4) recreational games (whiffle ball, kickball, dodge ball and capture the flag, among others). Ongoing assessment includes both written and performance-based skill evaluations along with timed mile runs. This course is required for graduation.

Textbooks: None

Classwork:

The daily schedule of Physical Education will begin with an assortment of calisthenics that includes crunches, pushups, jumping jacks, windmills, etc... It will be followed by a time of stretching to loosen up the muscles and warm-up. Students will then receive instruction about the day's game, followed by time to play the game.

Homework: None

Tests/Projects/Exams:

There will be timed mile runs four times a semester for a total of eight during the school year. Also, there will be written quizzes four times during the school year to test the students' knowledge of different sports.

Summer Reading: None

Purpose:

This course will give students the tools and resources needed to be physically fit and healthy for a lifetime. A variety of exercises, techniques, and equipment used will allow students to explore and experience many different ways to exercise and discover enjoyable workouts they can do for the rest of their lives. Students will individualize their fitness plans to focus on health-related fitness skills and learn how to establish a nutrition plan that improves their personal level of fitness. The focus for this class is more on fitness with some game play of both team sports and individual/dual sports mixed. Rather than focusing on skill development at this level, the class will work more on strategic game play.

Textbooks: None

Classwork:

Students will meet in the weight room dressed properly for participation. Each day of the week will focus on different skills such as cardio/aerobic day, lifting day, tactical strategy to sport day, team or individual sport game play day, etc.

Homework: Students will keep daily weight-lifting record and nutrition sheets and set personal goals in all areas of health-related fitness.

Tests/Projects/Exams:

Grades will be based on 80% participation and 20% assessments/quizzes, which includes FitnessGram and weight-lifting maxes to assess the level of progress the student has made at the conclusion of the lifting period. Skill and written quizzes will take place to determine student's ability in performing proper lifting mechanics.

Summer Reading: None