



**Waterville Valley Academy**  
Program of Studies

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## Message from the Head of Academics and Student Life

Waterville Valley Academy's academic program is a college preparatory curriculum including eight AP courses. WVA strives to instill confidence while taking intellectual risks and the passions to pursue them. Our objectives stretch beyond the classroom and our curriculum, as WVA believes in educating the whole student, developing lifelong skills in and out of the classroom.

While the mission of Waterville Valley Academy was crafted around time on snow, the world of education is rapidly changing. There is a paradigm shift occurring in the world of education that is forcing changes in the ways that material are taught. Students today, are challenged to learn critical information that was irrelevant five years ago. Increased value is placed on how students will be called to apply their skills, and convey this information in creative, collaborative ways. Not only is it important for students to be prepared to know the answers to important questions, they must know how to ask probing questions that reveal new opportunities for meaning and insight. It is a complex world in constant motion.

Waterville Valley Academy will move forward, keeping the student athletes on snow, while blending the critical parts of traditional education with the important components of their knowledge areas to serve needs today in the current world. Our small classes and personalized education will highlight inquiry-based learning. We will embrace experimental education coupled with the best athletic experience.

Our objectives to learning are achieved through relationships between teachers and students. This fuels a dynamic learning environment. Whether in the classroom or on the hill we continue to celebrate our student/athletes' high levels of academic, athletic achievement and personal growth. The journey is great, and we look forward to sharing this experience with you and your family.

Think Snow!

Tucker Barnaby, Head of Academics & Student Life

## Waterville Valley Academy

### Overview:

WVA is a snowsports educational institution dedicated to student-athletes, grades 9-12, who are pursuing the highest level of performance in alpine racing, freestyle skiing and snowboarding coupled with an individualized academic program. WVA is owned and operated by Waterville Valley Black and Blue Trail Smashers Snowsports Educational Foundation, a 501(c)(3) nonprofit organization.

### Faculty:

Faculty members average 14 years of teaching experience, and 50% have advanced degrees.

WVA Students: 28

### Profile of the WVA Graduate:

All WVA graduates will demonstrate aptitude in technological literacy, creativity, critical thinking, problem solving, collaboration, communication, self-management, physical fitness and global awareness. Students will develop the ability to be a supportive teammate, as well as having a strong sense of independence, personal focus and the drive to perform successfully under pressure.

### Administration:

Tory Amorello: WVBBTS/SEF Executive Director & Head of School

Gary Benedix: Interim & Assistant Executive Director & Head of School

Tucker Barnaby: Director of Academics and Student Life

Priscilla Fay: Director of College Counseling, Counseling & Student Services

Kimberly Berman: Director of Admissions, Registrar & Dean of Studies

Mike Savage: Alpine Program Director

Tom Barbeau: Director of Athletics

Dan Shuffleton: Freeski Program Director

Wes Preston: Freestyle Program Director

### Accreditation:

New England Association for Schools and Colleges

### Memberships:

Independent Schools Association of Northern New England

United States Ski and Snowboard Association Gold Member

### WVA Mission:

We develop and educate snowsports athletes by cultivating passion through world-class training and innovative learning environments, allowing each student to maximize his or her potential athletically, academically and in life.

### WVA Philosophy:

WVA's philosophy focuses on the "whole" student-athlete by encompassing academics, athletics, conditioning, nutrition, life skills and independence. Our academic methods are based on research and best practices utilizing 21st Century tools for learning. Learning activities at WVA are student centered. Students will learn to research, analyze and synthesize information in order to make informed decisions and apply their learning to real world situations. We expect that students will work hard to achieve their personal goals and find balance between the rigors of sport, school and life.

### WVBBTS Snowsports Educational Foundation Vision:

To be the best snowsports training and competition organization in the United States by fielding the most successful competitors at local, regional and national team levels, and by giving young athletes the strong values and rich experiences that will guide them in their adult lives.

### WVBBTS/ SEF Core Values:

Integrity, Teamwork, Learning and Excellence

### The Curriculum:

WVA staff have personally visited, researched and surveyed over twenty-five high performing independent and public secondary schools in New England. Our curricular offerings are a synthesis of observed successful best practices and our own athlete-centric focus. All students will meet the eligibility requirements of the National Collegiate Athletic Association. Faculty will make cross-curricular connections whenever possible to create a greater sense of relevance and engagement for students.

### Tools for Teaching and Learning:

Technology is a crucial component for success in our world. Pinnacle students and faculty will make use of current and cutting-edge technology that encourages participation in a multi-dimensional and engaging academic environment.



### Community Service Opportunities:

All students will be involved in community service projects during their tenure at Waterville Valley Academy. Possible service partners are: New Hampshire Special Olympics Winter Games, Waterville Valley Resort, Waterville Valley Town Square, Waterville Valley Tennis Center, Waterville Valley Athletic and Improvement Association (WVAIA.)

### Athletic Programs:

Competitive Alpine Ski Racing, Freestyle, Free skiing and Snowboarding. Dry-land training programs are created to support specific snow-sport needs. Professional organizations include: USSA and USASA.

### Recent College Admissions of WVA Students:

Babson College, Bates College, Boston College, Brown University, Champlain College, Clark University, Clarkson College, Colby-Sawyer College, Colby College, Colorado College, Dartmouth College, McGill University, Middlebury College, MIT, Northeastern University, Penn State University, Plymouth State University, St. Anselm's College, St. Lawrence University, St. Michael's College, Sierra Nevada College, Syracuse University, Union College, University of Colorado, University of Denver, University of Maine, University of New Hampshire, University of Utah, University of Vermont, Western State College, Westminster College, Williams College.

### Counseling Services:

WVA offers a full array of student support. Students are offered direct guidance with the college process, as well as periodic ongoing counseling in human relations. If long term counseling is necessary, WVA will coordinate care with outside providers.

### Graduation Requirements:

In order to graduate, students must earn a minimum of twenty - four credits. Students are strongly encouraged to take additional courses to in their particular fields of interest.

<b>Course of Study</b>	<b>Credits Earned</b>
English	4
Social Studies	3
Math	3
Science	3
World Languages	2
Health	1
Art	1
Electives	3
Physical Education ( 1 credit per year WVA attendance)	4
<b>Minimum Credits for Graduation</b>	<b>24</b>

Dates: (subject to change)

8/22/18 - 5/31/19

### External Assessment Tools:

SAT, PSAT, SSAT, ACT

Students in good academic standing are encouraged to take courses within our Advance Placement curriculum to expand their academic portfolio for college admission. Some AP courses may require content specific prerequisites prior to taking the AP course. Students may also take elective online courses to further expand their learning beyond WVA core curricular offerings.

### Burdenko Training, Conditioning and Recovery:

Students will benefit from WVA's unique and innovative off-mountain training and conditioning program, The Burdenko Method. Focusing on the six essential qualities of human performance; flexibility, coordination, endurance, speed, and strength. Exercises will be tailored to the athlete's specific snowsport. Intensity levels will be monitored and modified based on where the athlete is in their training and conditioning schedule. Water recovery sessions, a key component of the Burdenko Method, will emphasize the decompression of the spine and joints. Based on a scientific approach and over 40 years of experience, this is the perfect conditioning, training, injury prevention, and rehabilitation program for snowsports athletes.

### Additional Sport Offerings:

WVA athletes will benefit from other individual sporting activities during the non-competition seasons. These additional sport offerings may include Road Cycling, Mountain Biking, Tennis, Rock Climbing, Stand-up Paddle boarding, Trampoline, Fishing and Hiking. A dedicated staff member will head up these activities.

### Transcript Analysis:

Each student will benefit from a full transcript analysis to determine the most appropriate classes for them as they work towards creating the strongest college application/portfolio possible.

### Academic Honesty:

The Waterville Valley Academy community is as strong as all of us working together; and it is as weak as the one person who defies right in favor of wrong. Our Code of Ethics (as referenced in the Student Handbook) articulates the premises by which we choose to live. One of the most central of these premises is academic honesty. Given the stresses and strains of homework assignments, travel, competition, and everything else that goes into the mix of Waterville Valley Academy life, the temptation to cut corners academically or otherwise, will always be present. Plagiarism or ANY attempt by a Waterville Valley Academy student to portray someone else's work as their own will not be tolerated. It is a clear violation of the Code of Ethics, and subjects the offender to our gravest disciplinary measures, including expulsion. Offenses can be as simple as failure to document sources properly in a paper, to the blatant copying of someone else's work. Academic honesty is a pillar of Waterville Valley Academy's educational foundation. Excuses for breaches in academic honesty will not be accepted.

## Regular Course Offerings

### Art

The WVA Art Studio curriculum offers our students the opportunity to develop an understanding and competency in a broad spectrum of art media. These are based on a foundation of the principles of design while the elements of art serve as the building blocks our students use to construct their work. These are taught and reinforced in every learning unit.

<b>Principles of Design</b>	<b>Elements of Art</b>
Balance	Line
Proportion	Shape
Rhythm	Form
Space	Emphasis
Value	Unity
Texture	
Color	

Our teaching puts strong emphasis on active learning. Therefore, the art history component is integrated into each learning unit rather than treated as a separate topic or assignment. A student can gain immediate understanding of the value and effect of Van Gogh's use of lines when working hands-on using a stick of charcoal to sketch out a first draft just as the artist did himself centuries ago.

### Art I: Art Media

.5 credit

- Painting with watercolor and acrylic
- Sculpture with air-dry clay
- Sculpt
- Wood blocking
- Print making, mono-print
- Foam Print
- Collage
- Stenciling
- Drawing with pen & ink, colored pencils, charcoal, and pastels (oil and chalk)

The following are essential to all traditional paintings and drawings

- Linear
- Overlapping
- Horizon Line
- Vanishing Point Spatial Relationship

## Art II: Cross Cultural

.5 credit

Students will expand their understanding of different cultures as well as how art is expressed in other cultures. Students may choose from the following:

- Australian Aboriginal Skelton Art
- Huizhou Indian Yarn Painting
- Mexican Piñata
- Asian Mandala
- Chili Rain Sticks

## English:

At WVA we believe that learning how to become a better reader, writer, and speaker occurs on a continuum. With this in mind, the English program follows a literary timeline in which each grade studies a segment of world literature, beginning with the Early Classic Period and running through Postmodernism. They analyze the material through group discussions, and have collaborative writing and speaking activities to further their understanding. They are assessed in a variety of ways which may include: timed in-class writing exercises; persuasive, reflective and research essay writing; exams, tests, projects and reading quizzes. There are also frequent grammar and vocabulary assessments to strengthen their written work. We use the Common Core Standards for Writing and Literature to construct the foundation of this course. The Common Core Standards set college and career readiness as a goal by developing the fundamentals of comprehension, analysis, and articulation necessary for success in regard to the SAT and ACT. Over the course of their study in English, students progressively build their reading, writing and speaking skills so that they matriculate to their next stage in life as effective communicators.

## English 9

1.0 credit

English 9 empowers students to become skilled readers of fiction, poetry, drama, and nonfiction literature, and to achieve new levels of prowess in writing and research. The course of study focuses on the Early Classic Period. Texts include *The Odyssey*, *Beowulf*, *The Canterbury Tales*, *Oedipus Rex*, as well as a geographically diverse selection of poetry and short fiction. Students read, write and respond to texts presented in a variety of modes across diverse mediums, with an emphasis on utilizing technology to enhance their learning and expression.

## English 9 H

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## English 10

1.0 credit

English 10 empowers students to become skilled readers of fiction, poetry, drama, and nonfiction literature, and to achieve new levels of prowess in writing and research. The course of study focuses on the literature of the Romance Period. Texts include *Dr. Jekyll and Mr. Hyde*, *The Merchant of Venice*, *Carmen*, *Billy Budd*, as well as a geographically diverse selection of poetry and short fiction. Students read, write and respond to texts presented in a variety of modes across diverse mediums, with an emphasis on utilizing technology to enhance their learning and expression.

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## English 10: Literary Genre – Pre-AP

1.0 credit

This course is designed to prepare students for the rigors and test taking requirements for taking future AP English courses: AP English Literature and Comprehension and AP English Language and Comprehension. As such it blends reading, writing and analysis of fiction and non-fiction texts both poetry and prose. Students will understand and appreciate the complexities of literature study while developing an aesthetic of literature. Students will write in different settings for a variety of purposes, both formal and informal, with opportunities for revision, collaboration, and synthesis from peers and instructor.

## English 11

1.0 credit

English 11 empowers students to become skilled readers of fiction, poetry, drama, and nonfiction literature, and to achieve new levels of prowess in writing and research. The course of study focuses on the literature of Realism, Naturalism, and Modernism. Texts include *Death in Venice*, *A Simple Heart*, *Maggie: A Girl of the Streets*, *The Heart of Darkness*, *The Metamorphosis*, *The Great Gatsby*, *The Bear*, and *The Death of a Salesman*, as well as a geographically diverse selection of poetry and short fiction. Students read, write and respond to texts presented in a variety of modes across diverse mediums, with an emphasis on utilizing technology to enhance their learning and expression.

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## English 12

1.0 credit

English 12 empowers students to become skilled readers of fiction, poetry, drama, and nonfiction literature, and to achieve new levels of prowess in writing and research. The course of study focuses on the literature of Existentialism, Magic Realism, and Postmodernism. Texts include *The Woman Destroyed*, *The Stranger*, *Grendel*, *The Chronicle of a Death Foretold*, *The Things they Carried*, and *Slaughterhouse Five*, as well as a geographically diverse selection of poetry and short fiction. Students

read, write and respond to texts presented in a variety of modes across diverse mediums, with an emphasis on utilizing technology to enhance their learning and expression.

### English 12 H

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### AP Literature and Composition

1.0 credit

Advanced Placement English is a college level course in composition and literature, which follows the curricular requirements described in the AP English Course Description. The study of literature emphasizes depth: depth and acuteness in analysis of language, structure, and content; depth in comparative evaluation; and depth in critical understanding. This intensive concentration is complemented by independent work by the students, who are given responsibility for careful reading and interpretation of literature, for forming opinions about the material, and for presenting and defending those opinions in both writing and/or class discussions. Writing assignments challenge students' abilities to communicate ideas, knowledge, and understanding. Students' writing should reflect sound logic, clear organization, precise expressions, and effective style. By the end of the course, students will have studied literature from both British and American writers as well as works written from the sixteenth century to contemporary times. The Advanced Placement English course is preparation for college and requires more writing and a heavier and a more mature reading load.

### AP Language and Composition

1.0 credit

The course goal is to further student understanding and appreciation of the English language, particularly language used to argue and persuade. The class will study the logic of English usage, learn new words, and read writing that exemplifies precision and rhetorical force. In the first semester, content and assignments in the course will center on understanding and clarifying personal values, and weighing these against accepted societal values. The second semester will explore specific means of persuasion employed in American society. Articulate, deliberate, precise language will be encouraged and reinforced in writing assignments, oral reports, and class discussions.



## Social Studies:

While history forms the foundation for social studies, it is understood that concepts from other social sciences must be integrated through the department's courses to provide students with a better understanding of their principles and methodologies. It is further understood that students can only learn history by "doing" history. Students at Waterville Valley Academy are encouraged to be active participants in the educational process, examine primary and secondary sources, debate, role-play, and identify/consider critical questions while drawing their own conclusions through a process of critical thought. The goal is to draw our students out into the world community, while providing them with the capacity to live effective personal and public lives.

## World Studies and Geography

1.0 credit

This course begins with the study of the concept of culture. Students will analyze the physical environments of various regions of the world and the people who inhabit them. They will explore how cultures have adapted and changed over time. Also, included is a study of the major religions of the world and how they have impacted cultures. Students will study contemporary issues such as human rights, global/cultural conflicts and other global problems (the environment, overpopulation, and poverty). Emphasis will be placed on analyzing events, problems, or issues and their impact on the global community. Students will have the opportunity to meet extended application requirements through a service-learning project.

## World Studies and Geography H

1.0 credit

This course begins with the study of the concept of culture. Students will analyze the physical environments of various regions of the world and the people who inhabit them. They will explore how cultures have adapted and changed over time. Also, included is a study of the major religions of the world and how they have impacted cultures. Students will study contemporary issues such as human rights, global/cultural conflicts and other global problems (the environment, overpopulation, and poverty). Emphasis will be placed on analyzing events, problems, or issues and their impact on the global community. Students will have the opportunity to meet extended application requirements through a service-learning project. Honors level students follow the same curriculum but examine topics in greater depth

## American Government/Civics

1.0 credit

This course will give an overview of the American political system beginning with early governments and governmental philosophers and ending with the federal, local, and state governments. Students will analyze the role of these units of government in solving particular social or economic issues. Students will compare and contrast America's form of government with other national governments. Students will analyze the U.S. Constitution and how it has changed over the course of the nation's history. Students will be given an analytical perspective of the study of government and politics in the United States. Learning will focus on the national, state, and local institutions that make policy along with the roles of individuals, groups, and processes in shaping those policies. Historical roots, case studies, the

Constitution, civil rights and civil liberties, New Hampshire government, and the role that being “First in the Nation” will be addressed.

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#### U.S. History Reconstruction to the Present/Contemporary Issues

1.0 credit

This course is designed to study the essential topics, personalities, and events of our nation's history from 1877 to the present. This course focuses on major issues such as the effects of WWI, WWII and social issues including McCarthyism and the Great Depression. Students will learn through analysis of historical research, timelines, statistical tables, and graphs. Through these exercises, student will develop critical thinking skills by examining primary and secondary historical resources, determining cause and effect, detecting bias, recognize stereotypes and determining credibility. Students will focus on fact-finding and critical interpretation of current events with a strong emphasis on American government and the economy. Successful students will leave the course with the ability to critically analyze events on a factual basis and form opinions based upon facts. The issues discussed in this course are ones that are at the core of today's public debates in the media.

#### U.S. History Reconstruction to the Present/Contemporary Issues H

1.0 credit

This course is designed to study the essential topics, personalities, and events of our nation's history from 1877 to the present. This course focuses on major issues such as the effects of WWI, WWII and social issues including McCarthyism and the Great Depression. Students will learn through analysis of historical research, timelines, statistical tables, and graphs. Through these exercises, student will develop critical thinking skills by examining primary and secondary historical resources, determining cause and effect, detecting bias, recognize stereotypes and determining credibility. Students will focus on fact-finding and critical interpretation of current events with a strong emphasis on American government and the economy. Successful students will leave the course with the ability to critically analyze events on a factual basis and form opinions based upon facts. The issues discussed in this course are ones that are at the core of today's public debates in the media. Honors level students follow the same curriculum but examine topics in greater depth.

## U.S. History

1.0 credit

The United States History class examines the time period from European discovery to the present through primary documents, historians and differing perspectives in order to inform students of the various people, events, and movements that altered or furthered the course of our country. Students read, write and respond using various modes and across mediums portraying an understanding and mastery of the Common Core Grade 11 History Standards.

## U.S. History H

1.0 credit

The United States History class examines the time period from European discovery to the present through primary documents, historians and differing perspectives in order to inform students of the various people, events, and movements that altered or furthered the course of our country. Students read, write and respond using various modes and across mediums portraying an understanding and mastery of the Common Core Grade 11 History Standards. Honor students are required to complete additional tasks for a deeper study into the complexities history presents.

## Economics

1.0 credit

This Economics course introduces the fundamental principles and theories of economics. Basic issues of scarcity, supply and demand, the market, the role of government, employment, inflation, money, role of labor, the national and world economy, and banking are examined. Students will be introduced to the basic concepts of personal financial planning. This course provides an examination of the principles of economics, with a dual emphasis on the application of economic principles for the consumer and producer, as well as the saver, investor, and voter. The course will stress practical solutions to problems and issues students face as consumers. Honors level students follow the same curriculum but examine topics in greater depth.

## 12th Economics H

1.0 credit

This Economics course introduces the fundamental principles and theories of economics. Basic issues of scarcity, supply and demand, the market, the role of government, employment, inflation, money, role of labor, the national and world economy, and banking are examined. Students will be introduced to the basic concepts of personal financial planning. This course provides an examination of the principles of economics, with a dual emphasis on the application of economic principles for the consumer and producer, as well as the saver, investor, and voter. The course will stress practical solutions to problems and issues students face as consumers. Honors level students follow the same curriculum but examine topics in greater depth.

## AP Economics

1.0 credit

### AP Macro-

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

### AP Micro-

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

## AP U.S. History

1.0 credit

AP U.S. History analyzes and explores the economic, political, and social changes in America since Columbus. Students master historical knowledge and critical analysis; build reading, writing, and communication skills; and discover how historical events have contributed to American culture. In the process, they learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. By the end of the course, students are ready to put their factual knowledge to work by weighing evidence and interpreting problems presented by historians. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law.

## AP European History

1.0 credit

This class introduces students to the political, economic, religious, social, intellectual, and artistic trends that shaped Europe from 1450 to the present. Students will acquire knowledge of the chronology of events and movements as well as develop the ability to analyze historical documents and express historical understanding in writing. As part of the Advanced Placement program, the course prepares students for the AP European History exam. All students are expected to take the exam.

## Math:

### Algebra I

1.0 credit

The purpose of Algebra I curriculum is to enable students to describe patterns, work with formulas, discuss unknowns in problems, create graphs and use current technology to generalize patterns and explore functions. Students will learn abstract concepts through concrete experiences. The foundation of this course is based in the Common Core Standards for Mathematics which sets college and career readiness as a goal, as well as developing the foundation and problem solving skills necessary for success, not only in regard to SAT and ACT, but in life beyond school. Students who successfully complete this course will be recommended for Geometry the following year.

### Algebra I H

1.0 credit

Algebra allows us to describe patterns, work with formulas, discuss unknowns in problems, create graphs and use current technology to generalize patterns and explore functions. This course is designed as a more rigorous, first year course in algebra. It integrates geometry, statistics and probability into the traditional content of algebra. Students will learn abstract concepts through concrete experiences. The graphing calculator will be used where appropriate. Algebra forms the foundation for all other work in high school mathematics. It is important that students understand how critical their success in algebra is to their future courses. With that in mind, a variety of teaching methods will be used in order to reach all students. Teacher-led discussions, small group explorations, mathematical puzzles, games and activities will be used throughout the course. An emphasis will be placed on how algebra can be used to understand the world in which we live. Students who successfully complete this course will be recommended for Geometry - Honors the following year.

### Geometry

1.0 credit

Geometry is the study of visual patterns. In this course we will connect the physical and visual world with the familiar concepts of Algebra honors. Topics will include reasoning and proof, parallel and perpendicular lines, relationships within triangles, quadrilaterals, area and volume. Students will make conjectures about geometric concepts, then work individually or in groups to explore, solve and communicate possible solutions.

### Geometry H

1.0 credit

The WVA Geometry Curriculum is designed to formalize an in-depth study of Euclidean through precise definition and careful proof including how it relates to the real world. The concepts of geometry will be integrated with algebra requiring that the student has successfully completed Algebra I - Honors. The student will explore: Congruence, Similarity, Triangles, Quadrilaterals, Trigonometry, (right triangle), Law of Sines, Law of Cosines, Circles, Coordinate Geometry, Geometric Measure and Dimension including Area of Plan Figures, Surface Area and Volume of three-dimensional figures, and Modeling with Geometry. The foundation of this course is based in the Common Core State Standards for Mathematics which sets college and career readiness as a goal as well as developing the foundation and problem

solving skills necessary for success in life as well as the SAT and ACT. Students who successfully complete this course will be recommended for Algebra II the following year.

### Algebra II

1.0 credit

This course is designed to develop deep levels of understanding in mathematics and be able to demonstrate the relationship of algebra to the real world through problem solving and modeling. Throughout this course the student will explore the following: Basic Concepts, Fundamental Algebra Skills, Functions (Quadratic, Polynomial, Radical, Exponential, Logarithmic, and Rational), Linear Equations, Conic Sections, Probability and Statistics, Matrices and Trigonometry. The foundation of this course is based in the Common Core Standards for Mathematics which sets college and career readiness as a goal, as well as developing the foundation and problem solving skills necessary for success, not only in regard to SAT and ACT, but in life beyond school. Students who successfully complete this course will be recommended for Pre – Calculus the following year.

### Algebra II H

1.0 credit

This course may be best described as “what every high school graduate should know about mathematics.” It contains the mathematics that educated people around the world use in conversation and that colleges want or expect students to have studied. The properties of numbers, equations, inequalities and functions are ideas, which run throughout the course. Linear, quadratic, exponential and logarithmic functions will be explored. Students will be encouraged to work collaboratively on many in-class assignments and on designated activities and projects. Throughout the course, students will be amazed to discover the numerous applications of mathematics to the world in which we live.

### Pre-Calculus

1.0 credit

This course is designed to prepare students for post-secondary level math courses. Topics include functions, circular functions, exponential and logarithmic functions, algebraic functions, complex roots and vectors, probability and statistics. Emphasis will be placed on problem solving, communication, reasoning and working cooperatively to solve real word problems. Because graphing calculators have become such a powerful tool, students will use them in this course to not only graph functions, but also to explore the nature of those functions. The calculator will also be used to study the relationships among algebraic expressions as well as to perform complex computations. Students will have an opportunity to use the calculator as a platform for statistical analysis and graphing. Students will be allowed, at teacher discretion, to use any calculator that is on the College Board’s “acceptable calculator” list, i.e., calculators that are allowed on the Advanced Placement Calculus exam.

## Pre-Calculus H

1.0 credit

This course is designed to prepare students for post-secondary level math courses. Topics include functions, circular functions, exponential and logarithmic functions, algebraic functions, complex roots and vectors, probability and statistics. Emphasis will be placed on problem solving, communication, reasoning and working cooperatively to solve real word problems. Because graphing calculators have become such a powerful tool, students will use them in this course to not only graph functions, but also to explore the nature of those functions. The calculator will also be used to study the relationships among algebraic expressions as well as to perform complex computations. Students will have an opportunity to use the calculator as a platform for statistical analysis and graphing. Students will be allowed, at teacher discretion, to use any calculator that is on the College Board's "acceptable calculator" list, i.e., calculators that are allowed on the Advanced Placement Calculus exam. The honors students are required to develop a deeper understanding of the concepts through more in-depth course content and larger assessments.

## Calculus H

1.0 Credit

This introductory calculus course will build conceptual understanding of topics by combining graphical, numerical, and algebraic viewpoints. This course follows the AP Calculus curriculum, but at an independent pace which will afford students a chance for in-depth understanding without the time constraint of AP. This strategy will permeate all areas of study so that students will gain a deep and useful understanding of the topics of differential and integral calculus. The spectrum of applications will be broad, ranging from the life & social sciences to business & economics to science & engineering. Topics will include limits and continuity; derivatives of algebraic, trigonometric, and transcendental functions; applications of the first and second derivative; integrals of algebraic, trigonometric, and transcendental functions; applications of integrals; and separable differential equations. This course will successfully prepare students to take first-semester college calculus. Students must own a TI-83 or TI-84 calculator.

## AP Calculus AB

1.0 credit

This advanced course will teach students to work with functions represented in a variety of ways: graphical, numerical, analytical, and verbal. They will understand the connections among these representations, understand the meaning of the derivative in terms of a rate of change and local linear approximation, and they should be able to use derivatives to solve a variety of problems. They will understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change, be able to use integrals to solve a variety of problems, and understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. They will be able to communicate mathematics through oral explanations of problem solutions, in well-written sentences, and by modelling a written description of a physical situation with a function, a differential equation, or an integral. Students will use technology to help solve problems, experiment, interpret results, and verify conclusions. They will be able to determine the reasonableness of solutions; including sign, size, relative accuracy, and units of

measurement. They also will develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

### Statistics H

1.0 credit

The purpose of this course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students will build upon skills previously acquired regarding the numerical and graphical description of distributions. Students will gain practice in using formulas to find values for key descriptors, as well as isolating variables. While much of the content covered in this course does not appear in any other high school level math courses, the knowledge and abilities obtained from this course will greatly benefit students whose future studies (in fields such as biology, economics, psychology, etc.) will require a background in statistical method.

### AP Statistics

1.0 credit

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students will build upon skills previously acquired regarding the numerical and graphical description of distributions. Students will gain practice in using formulas to find values for key descriptors, as well as isolating variables. While much of the content covered in this course does not appear in any other high school level math courses, the knowledge and abilities obtained from this course will greatly benefit students whose future studies (in fields such as biology, economics, psychology, etc.) will require a background in statistical methods

### Finite Math

1.0 credit

Prerequisite: successful completion of two of the following (grades of C or better advised) Algebra I, Algebra II, Geometry. This is a college preparatory course for students who are not likely to pursue the study of calculus and other technical (math, science, engineering, and computers) subjects beyond high



school. There will be a review of the basic concepts of algebra from solving linear and quadratic equations to solving systems of equations and word problems. More advanced topics include set theory and symbolic logic, descriptive statistics, experimental probability, linear programming, mathematical modeling and the mathematics of finance.

### Computer Science Principles

1.0 credit

The WVA Computer Science Principles course is an introductory computing course. The major areas of the course are organized around seven big ideas, which are as follows: Creativity, Abstraction, Data and Information, Algorithms, Programming, Internet, and Global Impact. CS Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking, and inviting students to understand how computing changes the world. Students learn to write programs using the Python programming language. Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.

### Health & Wellness:

#### Healthy Living for Athletes I

0.5 credit

This course is designed to support student/athletes by building a foundation of knowledge that will help them make healthy decisions as an individual and an athlete. Topics include: CPR/First Aid (AED), Health Components, Character, and Goal Setting, Stress, and Emotional Health, Reproduction, Drugs and Alcohol. Health 1 creates the foundation for more in-depth analysis of specific health-related topics covered in Health 2.

#### Healthy Living for Athletes II

0.5 credit

This course is designed to expand student learning around the following health-related topics: Relationships, Reproduction, Drugs and the Brain, Alternative Medicine, Nutrition, Body Image and Athletes, Spiritual Health, and "News" in the News. Students work through their learning to develop and practice a healthy lifestyle, as well as, model and lead others to make similar choices in their lives.

## Science:

### Earth Science

1.0 credit

This course will focus on the materials and processes that shape our planet. We begin with a brief review of atomic structure moving up in complexity from elements to minerals and finally rocks. Students will learn how to identify the most common rock forming minerals and the processes that change one type of rock into another. The structure of the earth will also be addressed at this time. The processes we will study in depth include volcanoes, earthquakes, erosion and mass wasting and rivers and streams. In addition to the physical changes caused by these events we will look at their impact on humans and society. The second half of the course will focus on the atmosphere, weather and climate. This includes earth-sun relationships, a daily weather journal whose data will be used to identify trends and how climate change is affecting the snowsports industry now and in the future. Time permitting we will also include a unit on the oceans.

### Physical Science

1.0 credit

This course uses an integrated approach to explore physical science through an examination of physical and chemical processes. It is activity centered and uses individual, group and class laboratory investigations to learn a set of basic concepts. There is an emphasis on the application of the scientific concepts through hands-on activities, which allow students to design and build and test projects. The main units are listed in the Methods description. The skills covered during the course include the use and care of equipment in the industrial technology area and science labs, evaluation of simple equations recording and organizing data, making and interpreting graphs, note taking, data analysis, identifying and classifying, and observational skills as they apply in the laboratory investigations.

### Physical Science H

1.0 credit

This course covers the same material but is more in depth and moves at a faster pace than General Physical Science. More emphasis is put on cooperative learning and guided inquiry lessons. Students are held to a higher standard in all written work as well as laboratory technique. Higher level mathematics will be employed. Students taking this course should be comfortable with manipulating equations and solving for different variables as well as the use of constants and multi-unit conversions.

### Biology

1.0 credit

This is a general survey course in biology designed to expose students to a wide range of biology topics in preparation for life and a range of post-secondary options. Major goals are to develop an appreciation for the complexity of the world of living things and to help students develop the ability to solve problems involving basic biological concepts. Each student will perform lab investigations and discuss with the class the results, as well as related topics. It is, therefore, necessary that the students attend all scheduled classes. The course also stresses the ordered interrelationships between living things and the non-living environment. A variety of concepts will be covered, which may include Biology

Tools and Methods, Cellular Structure and Function, Human Anatomy and Physiology and Comparative Anatomy and Physiology, Chemistry of Life, Genetics, Evolution and Ecology.

### Biology H

1.0 credit

This is a general survey course in biology designed to expose students to a wide range of biology topics in preparation for life and a range of post-secondary options. Major goals are to develop an appreciation for the complexity of the world of living things and to help students develop the ability to solve problems involving basic biological concepts. Each student will perform lab investigations and discuss with the class the results, as well as related topics. It is, therefore, necessary that the students attend all scheduled classes. The course also stresses the ordered interrelationships between living things and the non-living environment. A variety of concepts will be covered, which may include Biology Tools and Methods, Cellular Structure and Function, Human Anatomy and Physiology and Comparative Anatomy and Physiology, Chemistry of Life, Genetics, Evolution and Ecology. The honors students are required to develop a deeper understanding of the concepts through more in-depth course content and larger assessments.

### AP Biology

1.0 credit

AP Biology is an intensive year long course equivalent to a collegiate biology course following the new curriculum designated by the College Board. This challenging course proceeds at a rigorous pace and requires a high level of commitment from self-motivated students that are prepared to commit 5 to 8 hours of study time each week outside of the classroom.

The curriculum is integrated with the “Four Big Ideas” outlined by the College Board: Evolution, Energy and Molecular Biology as it relates to homeostasis, Information systems, and Biological systems interactions. There is a significant lab component to this course designed to help students learn to collect and analyze data as well as develop problem-solving, critical thinking and inquiry based skills. Exams are semi-cumulative, incorporating information and connections to material covered in previous exams.

Prerequisites: It is strongly recommended that students have successfully completed both Biology and Chemistry prior to commencing this course.

### Marine Biology

0.5 credit

This course introduces students to ecosystems and diverse life forms of the world’s oceans through lectures, discussions, field investigations, explorations, and teleconferences with marine biologists and lab work. Students will explore the flora and fauna in tide pools, as well as investigate explorers of seas, origins of the world’s oceans, chemistry, currents and climate, plankton, marine invertebrates and vertebrates, marine ecosystem, and how man can develop responsible and sustainable human practices with the sea.

### Environmental Science

1.0 credit

This course is designed to take advantage of the unique environmental setting of Waterville Valley Academy giving students the opportunity to work in conjunction with world class organizations such as the Hubbard Brook Experimental Forest (the leading acid rain research lab in the world), Squam Lakes Science Center and the White Mountain National Forest Pemigewasset Ranger Station Headquarters. The primary goal of this course is to teach students to become aware of the impact humans have on the intricate, fragile, ecosystems they live in. Students will conduct lab and field experiments and use data to formulate solutions to potential problems in the environment. Assessments will include projects, tests, quizzes, labs and reports.

### AP Environmental Science

1.0 credit

This course is designed to be a rigorous science for students planning on attending college. Students learn how to identify and analyze environmental problems in connection with scientists at White Mountain National Forest Headquarters, and Hubbard Brook Experimental Forest. Using supplied data, students will analyze environmental problems and suggest solutions. This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students spend a considerable amount of time engaged in laboratory and/or Fieldwork. Some labs are conducted at Plymouth State University in order to better provide students with a high quality lab experience. Students will complete this curriculum to the level of standard required by the College Board to prepare them to sit for the AP exam in the spring.

### Geology

1.0 credit

This one credit introduction to Physical Geology gives students an in-depth study of the Earth's systems, materials and processes. Topics will include mineral identification, rock formation and petrology, tectonics, volcanism and earthquakes as well as glaciations and the geology of New Hampshire. Field trips include the Seacoast, Mt. Washington and local geologic sites.

### Meteorology

.5 credit

This half credit course will investigate the basics of weather and climate placing special emphasis on climate change and how it affects the ski industry. Using an introductory college level text, students will also learn about recording and forecasting weather and will keep a daily weather journal for the purpose of identifying trends. Earth-sun relationships, global wind patterns and violent weather will also be covered. Field trips will include the NH Seacoast and The Mt. Washington Observatory.

### Chemistry

1.0 credit

This course will review the methods of physical science in the laboratory with an emphasis on measurement, scientific notation, uncertainty, and units. Content emphasis will be placed in understanding the states of matter, the mathematics of chemistry and the chemical equation, molecular motion and energy, the periodic table, and the atomic and nuclear structure of matter. The second semester will emphasize chemical bonding and energy and will use solution chemistry, kinetics and equilibrium, acid and bases, and oxidation and reduction to examine other changes in matter.

Applications to environmental issues and everyday life will be included. A student who enjoys using mathematics, who is very interested in science and who feels it may be a major role in his/her career choice should elect this course.

### Chemistry H

1.0 credit

This course will move faster and cover more topics in greater depth than the General Chemistry course. In addition to the material in the general chemistry curriculum, the Honors level also includes, Kinetics, Equilibria, Neutralization and Titration reactions and Organic chemistry. Electrochemistry and Biochemistry may also be introduced if time permits. A greater emphasis on laboratory techniques and reporting are also expected. Guided inquiry lessons and labs are emphasized. Peer teaching and self-direction are integral to success in this course.

### AP Chemistry

1.0 Credit

AP Chemistry is a college level course in chemistry. Each May students may take the AP Chemistry College Board Exam. The course is based on the following five curricular components:

\* Structure of matter\* States of Matter\* Reactions\* Descriptive Chemistry\* Laboratory Work

The following topics will be covered in this course in the order in which they appear: Stoichiometry, Solutions/Liquids, Atomic Structure and Periodic Trends, Bonding, Gas Laws, Thermochemistry Equation Writing, Kinetics, Equilibrium, Acid-Base Chemistry, and Electrochemistry. All topics will be completed by April. The remaining weeks before the exam will be spent reviewing for the AP Exam.

### Physics

1.0 credit

This course emphasizes an exploratory and analytical approach to physics. Topics are chosen because of their real world interest and utility to students who may have various career plans. The primary goal of the course is to enhance the student's ability to problem solve in a manner characteristic of mathematically based science, such as physics. Major topics are motion, forces, energy, sound, light, electricity, and magnetism. During the last quarter of the course the student will be required to independently study a topic in physics of his or her choice.

### Physics H

1.0 credit

This course emphasizes an exploratory and analytical approach to physics. Topics are chosen because of their real world interest and utility to students who may have various career plans. The primary goal of the course is to enhance the student's ability to problem solve in a manner characteristic of mathematically based science, such as physics. Major topics are motion, forces, energy, sound, light, electricity, and magnetism. During the last quarter of the course the student will be required to independently study a topic in physics of his or her choice. The honors students are required to develop a deeper understanding of the concepts through more in-depth course content and larger assessments.

## AP Physics

1.0 credit

AP Physics 1 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics. The curriculum of the course is based on the “Six Big Ideas” as outlined by the College Board.

Topics and concepts are learned through inquiry-based investigations that explore the topics of: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

## Human Anatomy & Physiology H

1.0 credit

Human Anatomy & Physiology is a full year honors level course with lab that explores the structure and function of the human body. It is taught using a systems approach with an emphasis on how each of the systems directly relates to the student- athletes snow sport and daily life. This course starts with an overview of the human body, related biochemistry and an in-depth review of Cytology. We then investigate Histology and each of the 11 major organ systems of the human body plus Nutrition, Metabolism and an introduction to human development. The course is taught implementing a variety of methods including: lecture, dissections, 3D Animations, X-rays, CT scans, MRIs, microscopy and physiology experiments.

Prerequisite: Biology

## World Language:

The world language program at WVA is designed to provide students with the abilities to adequately communicate in a foreign language in numerous real life situations. Students will also be introduced to cultures and customs of different French and Spanish speaking countries and groups around the world.

The program follows the standards set for the acquisition of World language learning.

World language study is progressive and requires various language skills. These skills are: reading, writing, speaking and listening. These will provide a broad knowledge and base for the French and Spanish language as well as provide further insight into the student's own language.

A big emphasis will be placed on spoken language acquisition and communication.

## French I

1.0 credit

This course is designed as an introduction to the French language. All four skills, reading, writing, speaking and listening are introduced at this level. Students are encouraged to start speaking as soon as possible, reading out loud is used to improve pronunciation and thus student confidence.

## French I H

1.0 credit

This course is designed for students coming in to high school with a solid background in French from middle school. The honors course will move through the beginner material at a faster pace and prepare students to follow the honors program throughout their high school career.

## French II

1.0 credit

This course is a progression of French 1 and is designed to expand the student's knowledge of vocabulary, grammatical structures and cultural aspects of the French language. An increased focus will be placed on speaking skills used in various real life situations.

## French II H

1.0 credit

This course is designed for students with French 2 Honors or equivalent. This program is similar to French 2, however it will move more quickly and cover material in more depth. Students are expected to make an effort to speak French in class.

## French III

1.0 credit

This course focuses on language proficiency. Language skills learned in French 1 and 2 will be reviewed, reinforced, and refined. New vocabulary and more complex grammatical structures and readings will be introduced. There will be an increased focus on spoken communication and cultural awareness.

### French III H

1.0 credit

This course is designed for students with French 2 H or equivalent. More complex grammatical structures, advanced vocabulary and verb tenses will be introduced. An increase in spoken French in class will be expected.

### French IV

1.0 credit

This program is designed for more motivated students wishing to acquire a higher level of proficiency in the four skills. The course focuses on written and oral expression as well as in depth study of advanced structural and grammatical patterns. A huge emphasis is placed on oral acquisition, students are encouraged to speak French as much as possible.

### French IV H

1.0 credit

This course is designed for serious language students and those planning on taking AP French. More advanced grammar and readings, many from AP level courses will be introduced.

### French Conversation / French V H

1.0 credit

This course is designed for advanced French students wishing to improve their spoken French skills and grammar. This will be accomplished through video and audio tapes, discussions of articles and readings and project presentations.

### Spanish I

1.0 credit

This course is designed to give students an introduction to Spanish language and culture. The student will learn basic vocabulary and grammar so that he or she will be able to communicate in Spanish. Students will also develop basic reading, writing and listening skills.

### Spanish I H

1.0 credit

This course will accommodate those students who come to high school with a solid background of Spanish I in middle school. The honors course will move at a quicker pace than Spanish I and will prepare the student for the honors tract in Spanish.

### Spanish II

1.0 credit

This course is designed to expand students' knowledge of vocabulary, grammatical structures, and cultural aspects of the Spanish-speaking world.



### Spanish II H

1.0 credit

Similar to Spanish II, this course will go more in depth and move at a quicker pace. Students entering this course will have had Spanish I honors or the equivalent in language proficiency. Students will work on increasing conversational skills.

### Spanish III

1.0 credit

Language skills learned in Spanish I and Spanish II will be reinforced and refined. New vocabulary and more advanced grammatical concepts will be introduced. Students will be expected to do presentations and projects in Spanish. There will be a greater emphasis on culture including history, food, music and art of Spanish speaking countries.

### Spanish III H

1.0 credit

This course will focus on language proficiency. New vocabulary and more advanced grammatical concepts will be introduced. The student will be expected to speak more in Spanish, and there will be an increased focus on literature and cultural awareness.

### Spanish IV

1.0 credit

At this level, the student is called upon to demonstrate increased proficiency in the skills of reading, writing, speaking, and listening. We will look more in depth at Hispanic art, music and literature.

### Spanish IV H

1.0 credit

Similar to Spanish IV, this course will go more in depth in grammatical concepts, and require the student to speak entirely in Spanish. It will also require more reading and understanding of Hispanic literature and current events.

### Spanish V

1.0 credit

For the dedicated and motivated Spanish student, this course is taught entirely in Spanish and is designed to increase proficiency in speaking, listening, reading and writing. The course focuses on integrating the four communication skills and synthesizing information from various authentic sources. There will be an in-depth study of advanced structural and grammatical patterns.

### AP Spanish Language and Culture

1.0 credit

For the dedicated and motivated Spanish student, this course is taught entirely in Spanish. This course follows the guidelines of the College Board (R) AP Spanish Language and Culture course and is designed to increase proficiency in speaking, listening, reading and writing. The course focuses on integrating the

four communication skills and synthesizing information from various authentic sources. There will be an in-depth study of advanced structural and grammatical patterns. Practice AP exams will be given to prepare the student for the AP Spanish exam.

### Spanish Conversation

(half year or full year).5 or 1.0 credit

Designed for the advanced speaker as an alternative to Spanish V. Conversations will be based on current events, culture, creating everyday scenarios, literature and movies. A variety of resources will be used to engage students such as video, internet, periodicals, audio tapes and films.

### Latin I H

1.0 credit \* Latin is offered on a limited basis. An additional fee will be applied.

This course is designed to give students an introduction to the Latin language and Roman history. Students will be able to translate simple sentences from the text book into both English from Latin and Latin from English.

### Latin II H

1.0 credit

Students will build upon the grammar and vocabulary learned in Latin 1. Grammar elements covered include participles, infinitives, and the subjunctive. By the end of the course students will be able to read unedited Latin texts.

### Latin III H

1.0 credit

Students will read Latin authors, including Caesar, Catullus, Ovid, and Pliny. Students will study both elements of style and rhetoric as well as the historical setting of the texts.

### Latin IV H

1.0 credit

Students will continue to read Latin literature, with an emphasis upon Virgil. There will be an emphasis upon writing about the works and exploring the themes and historical context of the works. Students may repeat Latin 4 as Latin 5 and Latin 6. Current enrollment will determine the authors read.

### Grading:

Grades are based on a 4 point scale, 4 (90 - 100) 3 (80 - 89) 2 (70 - 79) less than 70 does not receive credit. Additional weight is given to Advanced Placement and Honors courses effective 2016/2017.

Starting with the class of 2020, Grades are based on a 100 point scale, A (90 - 100) B (80 - 89) C (70 - 79) less than 70 does not receive credit. Additional weight is given to Advanced Placement and Honors courses effective 2016/2017.