Charyl Stockwell Preparatory Academy High School

2025-26 Program of Study

CSPA GRADUATION REQUIREMENTS

The Michigan Merit Curriculum will be met and exceeded by completing the CSPA High School requirements. CSPA requires students to earn 30 academic credits and to complete at least 50 hours of community service.

Department	Credits	Clarification
English	4.0	Students must take four English courses, even if they are advanced. Students in their Junior and Senior years will have the option to choose IB Language and Literature at the Higher Level (HL).
Mathematics	4.0	Students must take four courses of math: Algebra I, Geometry, Algebra II, and one additional math course. One of those must be taken senior year, even if the student is advanced. Career Technical Education (CTE) programs that incorporate Algebra II benchmarks may fulfill Algebra II requirements. Students in their Junior and Senior years will have the option to choose IB Mathematics at the Standard Level (SL).

Science	3.0	Biology (1.0 credit), Chemistry or Physics (1.0 credit), and a third science credit, which may be fulfilled with Computer Science or Career Technical Education (CTE). In their Junior and Senior years, students will have the option to choose from either IB Chemistry at either the Standard Level (SL) or Higher Level (HL), or IB Biology at the Standard Level (SL) or Higher Level (HL).
Social Studies	3.0	Students must take World History and Geography, U.S. History and Geography, Civics, and Economics. In their Junior and Senior years, students may choose to take IB History at the Higher Level (HL)
Spanish/Foreign Language	2.0	Two years of the same foreign language are required. Colleges recommend at least two years. Courses taken from Middle School through High School fulfill this requirement. In their Junior and Senior years, students may choose to take IB Spanish or German at the Standard Level (SL) or Higher Level (HL). Students who are not pursuing an IB Diploma may fulfill one credit of foreign language by completing a CTE or Performing, or Visual Arts course.
Visual/Performing Arts	1.0	Two semesters of visual arts, choir, or band. Students in their Junior and Senior years will have the option to complete IB Music at the Standard Level (SL) or IB Theater at the Standard Level (SL).
Physical Education/Health	1.0	0.5 credit for each is required; extracurricular activities in organized athletics or training may be used to fulfill the 0.5 credit for Physical Education

Personal Finance	0.5	One semester course in Personal Finance is required. *This is a new Michigan Merit graduation requirement, beginning with the class of 2028*
Electives	Varies	Examples of electives: AP Courses, Creative Writing, Forensics, Journalism, Ancient Civilizations, German or Spanish Culture classes, etc.
Online Learning		Throughout the High School required course of study, students must use technology as part of a course, as the primary means, or as an integrated learning experience.
Extended Essay	0.5	Each student will create and present an Extended Essay during their senior year. The content of the Extended Essay will vary and relate to coursework across multiple areas of content, depending on the focus of the Extended Essay. As a senior, students may choose to take Research Writing and Public Speaking 2 to support their work in writing and presenting their Extended Essay, which is a CSPA graduation requirement.

CSPA high school graduation requirements have been designed with the school's mission of college preparation as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from CSPA. Students with disabilities will be assisted in meeting these graduation requirements as appropriate and as specified in their Individualized Education Program (IEP). Students with disabilities who are unable to meet these graduation requirements or for whom these requirements are deemed inappropriate may request a personal curriculum.

COURSE SEQUENCE

Courses at CSPA have been designed in two multi-age year cycles. The first cycle is the freshman and sophomore cycle. It reflects the foundational work students need to prepare for the more rigorous work of junior and senior years, and allows for the integrated curriculum that we practice at CSPA. By cycling freshmen and sophomores, then juniors and seniors, both the content and the methodology are more appropriately aligned with students' academic and developmental needs.

CREDIT ACCRUAL AND SEMESTERS

CSPA uses a pure block schedule in a semester calendar. Block scheduling supports the type of teaching we employ at CSPA, teaching that encourages students to collaborate, discuss, plan, and reflect upon their learning. Each semester course earns a student a .5 credit toward their graduation requirements.

COLLEGE ADMISSION RECOMMENDATIONS

CSPA recommends that applicants to competitive colleges complete the following high school program, including as many Advanced Placement ("AP") or International Baccalaureate (IB) offerings in each subject as possible:

* 4 years of English
* 4 years of Mathematics
* 4 years of Science
* 4 years of Social Studies
* 2 years (minimum) of Foreign Language

COLLEGE READINESS EXAMS

CSPA requires all students beginning in their third year of middle school through their sophomore year of high school to take the PSAT 8-9 or PSAT 10 test, and all juniors to take the PSAT in October. Students take the SAT in the spring of their junior year and may opt to take the ACT at that time as well. Students may take these assessments multiple times by registering in advance through the College Board (SAT) or the ACT organization online. Testing locations will vary. All juniors will automatically take the SAT in April as part of the Michigan Merit Examination.

ADVANCED PLACEMENT and INTERNATIONAL BACCALAUREATE COURSES

Courses in the Advanced Placement Program and IB Diploma Programme are college-level studies. As such, the homework requirements for these courses exceed those of non-AP or non-IB courses. To ensure success in college-level studies, students may have prerequisite course requirements before being allowed to enroll in these studies. Students who register for these classes are encouraged to take the AP or IB examinations in May. The scores are used as a measurement for placement in college courses with the possibility of receiving college credit. There is an examination fee.

Juniors and seniors may work toward an IB Diploma in addition to the Michigan Merit Diploma. To achieve an IB Diploma, students must complete:

- 6 IB courses
    - 3 at the Standard Level (SL)
    - 3 at the Higher Level (HL)
- Extended Essay (EE)
- Theory of Knowledge (TOK) class
- Creativity, Activity and Service (CAS) requirements

To earn the IB Diploma, students need to earn qualifying scores on their IB exams in each IB course. These exams occur throughout May during their senior year.

HONORS

At the end of the first semester, underclassmen are invited to participate in Honors, based on high achievement in their courses and teacher recommendation. Students must possess a minimum 3.8 GPA to be considered for acceptance into the Honors Program. Attendance may also play a role in the decision to accept a student to Honors. Teacher recommendations are based on the characteristics of a successful CSPA Honors student:

- Writing skills that exhibit organization, clarity, and a broad vocabulary free of mechanical errors.
- Motivation to read challenging material and complete assignments on time.
- Demonstration of organization skills and the ability to plan.
- Self-directed time management skills.

The Honors Program is an opportunity for students to extend their learning in two subject areas in which they excel by completing alternative assessments of their design. These assessments consist of three parts: a research paper, a presentation, and a question and answer session with their peers and adults.

The Honors Program is self-directed and requires a self-disciplined learner. Students propose, organize, and implement a project with the help of the content area teachers and the Honors advisors. To complete a successful Honors Project, the student must place themself in the role of teacher. Just as the teacher studies a subject area so they can inspire and teach others, the honors student researches and informs an audience about a content-related passion of their own.

Those who complete and earn credit for an Honors Project will have one or two courses designated “Honors” on their transcript. That designation indicates to colleges and universities that the student took advantage of opportunities to challenge themselves. The Honors designation will also earn students an additional 0.5 quality points toward their GPA in one or two subject areas.

EXTENDED ESSAY

The Extended Essay is a research paper project in which students analyze, at an in-depth and detailed level, a research question of their choice. Students take on a critical approach to a

subject and topic, with the intent of understanding it fully and from multiple perspectives. They work closely with a Coordinator, to aid them with their researching, organizing, and writing skills, and a Supervisor, who helps them grow in their content-area knowledge and analysis. Students conduct research, with a focus on applying analytical skills to primary sources. Students engage in taking research notes, compiling an annotated bibliography, composing an outline, and crafting an essay. They engage critically with the editing and revising process to produce a polished piece of academic writing. Finally, students present their work to an audience in the Senior Exhibition. The goal of the Extended Essay is for students to understand the process of putting together a research paper and demonstrate the learning they have achieved as a capstone to their high school experience.

DUAL ENROLLMENT & CTE OPPORTUNITIES

Students who have met the requirements of the Michigan Merit Curriculum and the Academy's graduation requirements and/or who have exhausted all the academic elective options at the school may choose to dual enroll at a community college, college, or university.

Students will need to meet admissions requirements established by the receiving institution and the State of Michigan, including cut scores in each area of the ACT, PSAT, SAT or MME tests.

Students are responsible for transportation and scheduling, books, and fees. Students interested in dual enrollment should seek the advice of the credit-granting institution. The student is required to designate whether the course is for high school or postsecondary credit or both at the time of enrollment, and the student is required to notify the Academy of their decision. Students taking more than one postsecondary course may make different credit designations for different courses. Students interested in dual enrollment must notify the Academy when scheduling classes for the following school year.

The Academy will document credit for courses under dual enrollment on the student's transcript in most cases, but will not apply the grade to the student's GPA calculation. The credit will be identified as a transfer credit on the student's transcript if applicable.

If the student does not complete the eligible course or (including dual enrollment and CTE classes), if the student enrolls in the eligible course for postsecondary credit only and the student does not successfully complete the eligible course (including dual enrollment and CTE classes), and if the Academy has paid money for the course on behalf of the student, the eligible student shall repay to the Academy any funds that were expended by the Academy for the course that are not refunded by the postsecondary institution to the school. If the eligible student does not refund the money, the school may impose sanctions against the eligible

student, such as those outlined in the “Fines, Fees, and Other Charges” section of this handbook.

OR

Students may choose to retake a course after failing to receive a satisfactory grade and are responsible for the total cost of the course.

These are the significant and essential dual enrollment eligibility requirements. If you have questions or are interested in further information, please contact the Dean of Students or the Dean of Curriculum and Instruction.

CTE (Career Technical Education)
The student must inform the Dean of Students or *Dean of Curriculum and Instruction* of their interest by April 1st of the current school year. After informing the school administration, the student will be placed on a list for consideration in their program of interest.

A sampling of the LESA offerings include:
Fire Academy
EMT
Aviation
Auto Tech

*Please note that if a student drops a CTE course or does not pass a CTE course, the family is responsible for the total cost of the course.

TEST OUT POLICY

CSPA High School will grant high school credit to any student who can demonstrate mastery of the subject area content expectations or guidelines. Teachers will establish the assessment process that measures a student’s understanding of the subject area content expectations for these courses. To all students who wish to test out of these courses, teachers will provide all the learning objectives for that course, a summary of the course syllabus, a sample written examination, or a description of the final assessment required to establish mastery. The teacher will ensure that the assessment used to determine mastery is comparable to that required of students taking the actual course for credit. The School Administrator is responsible for notifying the student and their parents/guardians of the student’s performance and whether credit will be issued. (Please see the CSPA Student Handbook for specific guidelines regarding the testout policy.)

ONLINE COURSES

Students who choose this option must still meet CSPA's graduation requirements and all requirements of the Michigan Merit Curriculum (http://www.mivhs.org/). CSPA only recognizes online courses from Michigan Virtual High School for credit while the student is enrolled full-time at CSPA. Students must enroll in online courses when scheduling classes for the following school year. If interested in taking an online course, please see a school leader for further details. There may be costs associated with choosing this option. (Please see the CSPa Student Handbook for specific guidelines regarding online courses)

CREDIT RECOVERY

Opportunities for credit recovery will be provided on an as-needed basis; sometimes a student may recover credit during the school year, and at times they may need to take credit recovery during the summer.

GRADE CALCULATIONS

Within the context of each class, the PowerSchool gradebook is broken down into weighted categories. These categories help students focus on mastery opportunities.

Daily Work- 0%- Students are expected to complete all daily work as they participate in the classroom activities, engage with learning objectives, and prepare for formative and summative assessments. However, daily work will not be included in the student's grade. It will appear in PowerSchool as a check mark when completed in order to record the student's participation, engagement, and preparation in the classroom.

Formative Assessments- 40%- Formative assessments will be aligned with a set of learning objectives and intended to prepare the students to achieve mastery on the summative assessment. Students will receive feedback on all formative assessments and will have the opportunity to complete mastery for all formative assessments.

Summative Assessments- 40%- Summative assessments will assess the student's mastery of a set of learning objectives. Summative assessments can be used to demonstrate mastery on the

preceding formative assessments. Students will have the opportunity to complete mastery for all summative assessments.

Final Exam- 20%- A class's final exam will be a cumulative assessment of a semester's set of learning objectives. Teachers may assign a cumulative final exam or they may opt instead to enter the student's class percentage as a record of the student's cumulative learning.

GRADE POINT AVERAGE (GPA)

CSPA does not award letter grades, but awards points based on the grade point average (GPA) system, where the percentile earned in the class equates to GPA points. Students who complete Honors work or take an AP class earn an additional 0.5 points. For each IB Standard Level (SL) course a student completes, they will receive 0.5 points per semester. For each IB Higher Level (HL) course a student completes, they will receive 1.0 points per semester. GPA will be calculated to the second decimal place within PowerSchool. If no credit is earned for a class, students have the option to replace their GPA points for that class by re-taking that class and achieving mastery of the course material.

The following classes will not be figured into a student's GPA calculation, though credit may be awarded:

- Online classes (regardless of whether they are taken during school hours)
- Transfer credits
- Test Out credits
- High School credits earned in Middle School
- Dual enrollment

A student's grade point average (GPA) is calculated using the scale below. The grade reflected on the report card is A, B, or N, but the quality points that are used for the GPA calculation are awarded based on the percentage earned in the class, divided by the number of classes taken. This calculation reflects a more typical grade point average calculation and also provides a distinction between the student who earns 90 percent in a class vs. 97 percent. This also means that a student, who may not have yet earned credit in the course, is nevertheless earning quality points based on the percentage of completion or mastery to date. GPA is a cumulative computation from year to year. AP and Honors classes will also earn students an additional

weighting of 0.5 quality points towards the student's GPA. Only classes that have been taken at CSPA are figured into GPA calculation, though credit may be awarded.

Percentile Earned	Quality Points
93-100	4
90-92	3.7
87-89	3.3
83-86	3
80-82	2.7
0-79	0.00 (no credit given)

*Please see Athletic handbook for compliance with NCAA eligibility requirements.

CATALOG OF COURSE OFFERINGS

*Please note that not every course is offered annually.

ENGLISH DEPARTMENT

High school English classes at CSPA are designed in collaboration with the other academic departments to integrate literature and informational texts with learning in other areas. The curriculum reflects attention to the Michigan High School Content Expectations and the SAT College Readiness standards. English classes prepare students for college by studying a broad range of literature and analyzing how literature has shaped and been shaped by history, our

culture, and its readers. Writing in all courses reflects the State of Michigan benchmarks. The reading focuses heavily on selections of classic and contemporary literature.

U.S. ENGLISH AND COMPOSITION (1 credit)

First and second year English students focus on ideas central to classic and modern American literature. U.S. English/History courses integrate the study of American literature with an overview of U.S. History. These courses may also include other aspects of American culture, such as art or music. English/Composition courses are designed for freshmen and/or sophomores and build upon previous writing skills. These courses seek to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi-paragraph essays and compositions. While emphasizing composition, these courses may also incorporate some literature study to expose students to exemplary illustrations of various forms of writing.

UPPERCLASSMEN ENGLISH LANGUAGE ARTS (1 credit)

Upperclassmen English Language Arts is a comprehensive course designed for both juniors and seniors that builds on and refines students' language arts skills. This course continues to develop writing proficiency with an emphasis on clear, logical writing patterns, effective word choice, and correct usage. Students will engage in writing essays, including critical and comparative analyses, and will learn techniques for crafting research papers. The curriculum integrates the study of literature, which forms the foundation for many writing assignments. Students will explore literary conventions and stylistic devices, deepening their understanding and appreciation of various literary works. This course is structured to provide students with the necessary skills for academic writing and critical thinking, preparing them for future academic and professional endeavors.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (1 credit)

Advanced Placement (AP) Language and Composition is a course where students focus on college-level reading selections, discussions, and writing. The course will concentrate on a comprehensive study of non-fiction literature and language with a focus on different rhetorical modes and strategies. AP Language is designed to prepare students for the May examination, which allows students a chance to earn college credit. Students will identify rhetorical and literary devices and various organizational structures in their reading and will practice these devices and structures in their writing. The class concludes with a college-level examination, prepared by the independent testing agency *The College Board,* which, if passed, may result in college credit. *This class is available to Sophomores through Seniors.*

IB LANGUAGE AND LITERATURE (1 credit)

IB Language A (English) courses prepare students to take the International Baccalaureate Language A exams at the Higher level. Course content includes an in-depth study of literature chosen from the appropriate IB list of texts and authors, and written analyses of this literature, in addition to other oral and written assignments. All course content is designed to improve students' accuracy and fluency in the English language. *This class is available to Juniors and Seniors.*

CREATIVE WRITING (0.5 credit)

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft.

GREAT BOOKS (0.5 credit)

Literature courses offer the opportunity for students to study and reflect upon the themes presented in the body of literature. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the reading selection and as they understand how the work reflects society's problems and culture. Oral discussion is an integral part of literature courses, and written compositions are often required. Literature courses may survey representative works, reflect a particular genre or a specific theme, or survey works of a particular time or people.

FILM ANALYSIS

This course provides a comprehensive introduction to the fundamental elements of film analysis. Students will examine the impact of camera shots and movement on meaning and audience engagement, explore the role of color schemes and lighting in revealing thematic and perspectival information, and analyze the use of sound design and soundtracks to construct layered narratives and emotional responses. Through close analysis of selected films, students will develop a critical understanding of how filmmakers utilize these techniques to create impactful cinematic experiences.

INTRODUCTION TO BRITISH LITERATURE - (0.5 credit)

This course will provide an introduction to British literature. Texts include but are not limited to: Beowulf, Arthurian legends, Middle English poetry selections, the works of Shakespeare, Brontë, Austin, and Wilde, and at least one postmodern writer. Students will demonstrate analysis and

critical thinking through reading, viewing, discussing, and writing. *Prerequisite: Integrated World/US English or Equivalent. Recommended for upperclassmen.*

JOURNALISM/YEARBOOK - (1.0 credit)

This Publication Production course provides students with the knowledge and skills necessary to produce a school yearbook. Students may gain experience in several components (writing, editing, layout, production, and so on) or may focus on a single aspect while producing the publication. *Prerequisite: Introduction to Journalism*

JOURNALISM EDITORIAL LEADERSHIP: YEARBOOK (1 credit)

This course provides students with the knowledge and skills necessary to produce the school newspaper, yearbook, literary magazine, or other printed publication. Students may gain experience in several components (writing, editing, layout, production, and so on) or may focus on a single aspect while producing the publication *For Juniors and seniors only, prerequisite: Journalism and Yearbook courses. Teacher recommendation*

LITERATURE OF A GENRE - POETRY (0.5 credit)

This course has the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on poetry. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.

LITERATURE OF A GENRE - SHORT STORIES (0.5 credit)

This course has the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on short stories. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.

MYTHOLOGY (0.5 credit)

This course provides a comprehensive introduction to global mythology, emphasizing comparative analysis of diverse mythic traditions. Students will investigate the structural and thematic similarities and differences across various cultures, examining the role of mythology in explaining natural phenomena, social structures, and human psychology.

RESEARCH WRITING (.5 credit)

This course prepares students to write research papers. These classes emphasize researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style. *This course is specifically designed for seniors who seek time during the school day to work on their Extended Essay during the first semester.*

SOCIAL STUDIES

The Michigan Merit Examination, in March of junior year, covers topics in the late-nineteenth and twentieth centuries, geographic and environmental implications of global issues and events, American government and world affairs, and the United States and international economic systems. Students who follow the CSPA curriculum will be in a favorable position to perform well on the state proficiency test. The Social Studies curriculum is heavily influenced by what students are learning in their other classes and is intricately woven together with English Language Arts in particular.

U.S. HISTORY (1 credit) - Graduation Requirement

U.S. History is a study of America in thematic units that are designed around eras in history analyzing growth and change in American culture, power, and influence on the world stage. Through readings, lectures, notes, videos, speakers, testing, discussions, and projects, students are invited to gain a deeper knowledge of their world and their place in it. *This course is integrated with US Literature and Composition.*

CIVICS (0.5 credit)

Civics is designed around building knowledge that is embodied in the form of five significant and enduring questions. These are questions that have continued to engage not only political philosophers and politicians; they are questions that engage every thoughtful citizen. The five questions are:

- What are civic life, politics, and government?
- What are the origins and foundations of the American political system?
- How does the government established by the Constitution function to embody the purposes, value,s and principles of American constitutional democracy?
- What is the USA's relationship to other nations and its role in world affairs?
- What are the roles of citizens in American society?

ECONOMICS (0.5 credit)

The Economics content is centered on the understanding and analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions, and public policy. Students analyze and study economic concepts and principles in three contextual areas: individual and household context, a business context, and a government or public context, and focus on four content areas: The Market Economy; The National Economy; the International Economy; and Personal Finance.

IB HISTORY (1 credit)

IB History courses prepare students to take the International Baccalaureate History exams at either the Standard or Higher level. In these courses, students study political, military, economic, social, and cultural trends and explore the nature of historical documentation and the methods used by historians. IB History courses survey 20th-century topics in an international context; provide a detailed regional study of a major area (Africa, Europe, the Americas, West and South Asia, East and Southeast Asia, or Australia); and enable students to undertake individual study on a subject of interest in greater detail and depth. *The US History and World History courses are both prerequisites for this course. This class is open to Juniors and Seniors*

ADVANCED PLACEMENT U.S. GOVERNMENT & Politics (1 credit)

Study the key concepts and institutions of the political system and culture of the United States. Students will read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project. The class concludes with a college-level examination, prepared by the independent testing agency *The College Board,* which, if passed, may result in college credit. *Civics is a prerequisite to this course.*

- Unit 1: Foundations of American Democracy
- Unit 2: Interactions Among Branches of Government
- Unit 3: Civil Liberties and Civil Rights
- Unit 4: American Political Ideologies and Beliefs
- Unit 5: Political Participation

ADVANCED PLACEMENT HUMAN GEOGRAPHY (1 credit)

Following the College Board's suggested curriculum designed to parallel college-level Human Geography courses, AP Human Geography introduces students to the systematic study of patterns and processes that have shaped how humans understand, use, and alter the earth's surface. Students use spatial concepts and landscape analysis to examine human social organization and its environmental consequences, and also learn about the methods and tools

geographers use in their science and practice. *Recommended to be the first AP course a student takes. Open to Freshmen through Seniors.*

ADVANCED PLACEMENT MACROECONOMICS

Following the College Board's suggested curriculum designed to parallel college-level macroeconomics, AP Macroeconomics courses provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole. They place particular emphasis on the study of national income and price determination and developing students' familiarity with economic performance measures, economic growth, and international economics. *Prerequisite: Economics*

ADVANCED PLACEMENT UNITED STATES HISTORY (1 credit)

This course is a college-level survey course in American history with a required summer reading and writing assignment that must be picked up from the teacher before summer break starts. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Students not only examine the facts of American history, but also analyze and synthesize historical information and study historiography as well. Students learn that history is not a static set of events set in stone, but an ongoing human endeavor seeking to answer who we are, where we have been, and where we are going as a nation. The class concludes with a college-level examination, prepared by the independent testing agency *The College Board,* which, if passed, may result in college credit. *This class is open to Sophomores - Seniors. This course meets the GRADUATION REQUIREMENT for United States History*

ANCIENT CIVILIZATIONS

Ancient Civilizations courses provide a survey of the evolution of society from the ancient Middle East through Greek and Roman civilizations. Typically, in these courses, students study the rise and fall of civilizations and empires, with an emphasis on the legacies they provide to successive societies.

CURRENT EVENTS (0.5 credit)

In this course students use current events, this elective course focuses on world and local issues that affect students' everyday lives, such as economics, government, and conflict. This course uses newspapers, online media, cartoons, and newscasts to support class discussion.

GLOBAL ISSUES/MILITARY HISTORY (0.5 credit)

Global Issues is a one-semester course that explores the evolution of armed conflict from ancient times to the present. This class focuses on the battles, technologies, tactics, and personalities that shaped history. Each unit explores how classical, post-classical, and pre-modern civilizations dealt with conflict as well as how these lessons and concepts are applied today.

HISTORY THROUGH FILM (0.5 credit)

One way to learn about the past is to study movies with historical themes. In this course, students will examine historical events by watching, discussing, and writing about movies. We will focus on larger historical events such as the World Wars and various events from the 20th Century like the Civil Rights Movement. Movies can provide some factual information about historical figures, events, or periods; they can also distort the past for the sake of Hollywood appeal. A major part of the course will be discussion of how movies accurately and inaccurately portray history.

INTERNATIONAL RELATIONS (0.5 credit)

Students taking International Relations will be provided with a framework for studying the complexities of current and historical international issues and examining the United States' foreign policy. In this college prep-level course, students will examine the history of international relations as well as the theories that help understand how nations view one another politically, economically, and socially. Students will be expected to read and explore a variety of historical texts as well as participate in simulations related to international relations.

MEDIEVAL EUROPEAN HISTORY (0.5 credit)

Medieval European History will focus on the development of Europe from the "fall" of the Roman Empire through the Renaissance. Covering topics such as the Crusades, the causes and effects of the Black Plague, the Battle of Hastings, and the rise of European Monarchs. This course will explore the social, economic, and political events of Medieval Europe that inspired the cultural exploration of the Renaissance.

PARTICULAR TOPICS IN US HISTORY

This course delves into the vibrant and transformative landscape of popular culture between 1990 and 2010. Moving beyond simple nostalgia, students will critically examine the historical significance of various pop cultural phenomena – including music, film, television, fashion, gaming, internet culture, and social trends – within their specific social, political, and economic contexts. Through rigorous primary and secondary source analysis, students will develop

advanced research skills and construct nuanced arguments about the enduring impact of this pivotal era.

SCIENCE

BIOLOGY (1 credit)

Biology is the study of life. This is a broad field with many different aspects and concepts to learn. In this class, many labs and several group and individual research projects are done throughout the year. Online activities complement topics covered in class. The concepts that will be studied include: cells, biological chemistry, cell respiration, photosynthesis, genetics, evolution, plants, and animals. This course is a required prerequisite for IB Biology. *Prerequisite: Integrated Math I*

CHEMISTRY (1 credit)

This course provides a year-long introduction to Chemistry. First semester topics include energy and matter, atomic structure and configurations, the periodic table, chemical formulas and bonding, chemical reactions and equations, and moles. Second semester topics include heat and stoichiometry, states of matter, solutions and chemical equilibrium, and acids and bases. Labs done throughout the year provide an opportunity to apply knowledge learned during discussion and group work exercises. This Chemistry course is required for students planning on taking IB Chemistry courses. *Prerequisite: Integrated Math I*

EARTH SCIENCE (1 credit)

Earth Science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.

**Earth Science is the recommended science courses for Freshmen in PreAlgebra and Integrated I*

PHYSICS (1 credit)

Physics is a basic science. It is a human construct to attempt to explain observations on both the macro and micro levels. Knowledge of physical principles allows understanding in other sciences and everyday experiences. The universe is in a state of constant change. From small particles (electrons) to the large systems (galaxies), all things are in motion. Therefore, understanding the

universe requires the ability to describe and represent various types of motion. Finally, Physics also studies energy, of which the production and use drive all explanations of how the universe works and accounts for change in matter. Students will have multiple hands-on opportunities to experiment and represent their learning. *Prerequisite: Integrated Math II*

IB BIOLOGY (1 credit)

IB Biology courses prepare students to take the International Baccalaureate Biology exams at either the Standard or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Biology promotes understanding of the facts, principles, and concepts underlying the biological field; critical analysis, evaluation, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of biology and scientific advances in biology upon both society and issues of ethical, philosophical, and political importance. Course content varies, but includes study of living organisms from the cellular level through functioning entities within the biosphere. Laboratory experimentation is an essential component of these courses. *Prerequisite: Biology. This class is available to Juniors and Seniors.*

IB CHEMISTRY (1 credit)

IB Chemistry courses prepare students to take the International Baccalaureate Chemistry exams at either the Standard or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Chemistry promotes understanding of the facts, patterns, and principles underlying the field of chemistry; critical analysis, evaluation, prediction, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of chemistry and scientific advances in chemistry upon both society and issues of ethical, philosophical, and political importance. Course content varies, but includes the study of the materials of the environment, their properties, and their interaction. Laboratory experimentation is an essential part of these courses. *Prerequisite: Chemistry. This class is available to Juniors and Seniors*

ADVANCED PLACEMENT PHYSICS 1 (1 credit)

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation.The class concludes with a college level examination, prepared by the independent testing agency *The College Board* which, if passed, may result in college credit. **The High School Physics course is a prerequisite AND the student must be concurrently enrolled in Integrated Math III or higher..*

ADVANCED PLACEMENT PHYSICS 2 (1 credit)

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. **AP Physics 1 course is a prerequisite AND the student must be concurrently enrolled in Pre-Calculus or higher.*

ANATOMY AND PHYSIOLOGY (1.0 credit)

Anatomy and Physiology provides a basic understanding of the organization of the human body and how the body works. Organs of the body will be studied to understand their structure, location in the body, their function and how they interact with other parts of the body. Students will acquire the knowledge necessary to understand what the body is doing and how they can help the body cope with many different situations (exercise, relaxation, disease, injury, etc.). *Prerequisite: Biology*

FORENSICS (0.5 credit)

Forensics is designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning. It involves all areas of science, including biology, anatomy, chemistry, physics, and earth science, with an emphasis on complex reasoning and critical thinking. In addition, students must incorporate the use of technology, communication skills, language arts, art, family and consumer science, mathematics, and social studies.

ZOOLOGY (0.5 credit)

Zoology courses provide students with an understanding of animals, the niche they occupy in their environment or habitat, their life cycles, and their evolutionary relationships to other organisms. These courses should also help students develop an awareness and understanding of biotic communities.

MATHEMATICS

The mathematics department provides a curriculum, teaching, and learning environment consistent with an integrated math program adhering to both the Grade Level Content Expectations and the High School Content Expectations as outlined by the State of Michigan.

Students in high school will be required to earn four math credits and must take a math class or its equivalent as a senior. If students complete all of the courses offered at CSPA prior to completing high school, the student may have the option to enroll in further math classes at a local college or university through a dual enrollment program.

Students are taught not only how to solve problems, but how to approach the analysis of a math problem using higher level thinking skills. The focus of the program of study is not only on accurate computation, but also on exploration of subjects and different methods of solutions. Our classrooms utilize a cooperative learning approach.

Before the start of our program, students will be encouraged to take a placement test to determine where they should begin. Because of the integrated nature of our program, students may be given the opportunity to advance past their currently enrolled grade level.

PRE-ALGEBRA (1 credit)

Pre-Algebra courses increase students' foundational math skills and prepare them for Algebra I by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities.

INTEGRATED MATHEMATICS 1 (1 credit)

The fundamental purpose of Integrated Mathematics 1 is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

INTEGRATED MATHEMATICS 2 (1 credit)

The focus of Integrated Mathematics 2 is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics 1 as organized into six critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles; with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. *Prerequisite: Integrated Math I*

INTEGRATED MATHEMATICS 3 (1 credit)

It is in Integrated Mathematics 3 that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. *Prerequisite: Integrated Math 2*

IB MATH AA (1 credit)

IB Mathematics courses prepare students to take the International Baccalaureate Mathematics exams at the Standard or Higher level. Topics include operations and properties of number sets; trigonometric functions, equations, and graphs; algebra and coordinate geometry; simultaneous linear equations; polynomial and quadratic functions and equations; calculus, including bilinear, exponential and logarithmic functions; two dimensional vectors and matrices; and probability. - *Prerequisite: Integrated Math 3. This class is available to Juniors and Seniors.*

PRE-CALCULUS (1 credit)

Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics typically include the

study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. *Prerequisite: Integrated Math 3*

STATISTICS AND PROBABILITY (1 credit)

Statistics and Probability is designed using both the Michigan High School Content Expectations as well as the Common Core State Standards to integrate core understandings that are highly applicable to the workplace and college, and future life with regard to critical thinking and responsible decision making. *Prerequisite: Integrated Math 3*

ADVANCED PLACEMENT STATISTICS (1 credit)

Following the suggested curriculum by *The College Board* designed to parallel college-level statistics courses, the Advanced Placement Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The class concludes with a college level examination, prepared by the independent testing agency *The College Board* which, if passed, may result in college credit. *Prerequisite: Integrated Math 3*

ADVANCED PLACEMENT CALCULUS AB (1 credit)

Advanced Placement Calculus represents college-level mathematics for which most colleges grant advanced placement and/or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation, as measured by the results of an AP Exam or other criteria. Appropriate credit and placement are granted by each institution in accordance with local policies. CSPA will devote the bulk of its instruction to differential and integral calculus to adequately prepare students for this exam. The class concludes with a college level examination, prepared by the independent testing agency *The College Board* which, if passed, may result in college credit. *Prerequisite: Pre-calculus*

ADVANCED PLACEMENT CALCULUS BC (1 credit)

Advanced Placement Calculus BC can be offered by schools that are able to complete all the prerequisites before the course. Calculus BC is a full-year course in the calculus of functions of a

single variable. It includes all topics covered in AP Calculus AB plus additional topics. Both courses represent college-level mathematics for which most colleges grant advanced placement and credit. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB. The class concludes with a college level examination, prepared by the independent testing agency *The College Board* which, if passed, may result in college credit. Prerequisite: Pre-calculus

Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students, courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions of the numbers 0, pi/6, pi/4, pi/3, pi/2, and their multiples.

Consumer Math (0.5 credit)

Consumer Math courses reinforce general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment. *This math elective is designed with upperclassmen students in mind and will expand on the principles of personal finance with a focus on life after high school.*

**This course is a math elective that must be above and beyond the 4 credits of core math classes required for graduation (PreAlgebra, Integrated Math 1-3, PreCalculus).*

PERSONAL FINANCE (0.5 credit)

Personal Finance courses reinforce general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment. *Beginning with the class of 2028, this class is a graduation requirement that can be taken anytime after a student completes Integrated Math I.*

VISUAL AND PERFORMING ARTS

DRAWING (0.5 credit)

This is an introductory art class. Drawing courses provide a foundation in drawing using a variety of techniques and media (such as pen-and-ink, pencil, chalk, and so on) in both black and white and color

PAINTING (0.5 credit)

Creative Art—Painting courses cover the same topics as Creative Art—Drawing/Painting, but focus on painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium. *Prerequisite: Art or Drawing*

SCULPTURE (0.5 credit)

Creative Art—Sculpture courses cover the same topics as Creative Art—Comprehensive courses, but focus on creating three-dimensional works. Students typically work with several media (such as clay, ceramics, wood, metals, textiles, and so on), but some courses may focus on only one medium. *Prerequisite: Art or Drawing*

TEXTILE ARTS (0.5 credit)

Textiles courses teach the same lessons as Creative Art—Comprehensive courses, but do so with a focus on textiles. These courses may survey a wide range of crafts and art forms using textiles, or they may focus on only one type of art form; possibilities include weaving, macramé, quilting, batik, stitchery, and so on. *Prerequisite: Art or Drawing*

IB VISUAL ARTS (1 credit)

IB Art/Design courses prepare students to take the International Baccalaureate Art/Design exams at either the Subsidiary or Higher level. IB Art/Design courses help develop students' aesthetic and creative faculties, offer training in awareness and criticism of art, and enable students to create quality works of art of their own. Students perform both studio and research work; the research component is designed to investigate particular topics or concepts of interest in further detail. *This course is offered to Juniors and Seniors who have prior art experience.*

CSPA MUSIC PROGRAM

The CSA and CSPA music departments are dedicated to developing a lifelong love of music in their students. Students are challenged daily to develop skills and techniques that allow them to be successful performers, musicians, and educated musical evaluators. All performing ensembles work very hard to learn both as individual musicians and as members of an ensemble. Students not only learn collaborative skills but also leadership and social skills essential to success in today's society. Students can look forward to many performance opportunities, including public performances within the community.

The CSPA music program stresses a college preparatory atmosphere by teaching students basic music theory and history, and aural skills.

BAND (0.5 credit)

Creating first musical tones, understanding simple rhythmic patterns, identifying notated pitches, and developing basic musical literacy are the primary goals of the orchestra. Along with rehearsing and performing, students explore the importance of music in their own and other cultures by listening to and discussing musical examples. Music of many different styles will be performed to allow students to learn about the standard orchestral literature. They will learn about music through rigorous rehearsal as well as by studying the terms and ideas found within the chosen pieces.

CHOIR (0.5 credit)

Choir is a performance ensemble for students where they begin the sequential process of understanding basic vocal technique while developing a sense of pitch awareness. Along with rehearsing and performing, students explore the importance of music in their own and other cultures by listening to and discussing musical examples.

MUSIC THEORY (0.5 credit)

Music Theory courses provide students with an understanding of the fundamentals of music and include one or more of the following topics: composition, arrangement, analysis, aural development, and sight reading

AP MUSIC THEORY (1 credit)

AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

DRAMA—ACTING/PERFORMANCE—(0.5 credit)

Acting/Performance courses are intended to promote students' experience and skill development in one or more aspects of theatrical production, but they concentrate on acting and performance skills. Initial courses are usually introductory, while the more advanced courses focus on improving technique, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions.

IB THEATER (1 credit)

The IB Diploma Program theatre course is a multifaceted theatre-making course of study. It allows you to make theatre as creators, designers, directors, and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. This course is available to juniors and seniors

PHYSICAL EDUCATION AND HEALTH

PHYSICAL EDUCATION (0.5 credit)

The primary focus of the required physical education course is directed toward the achievement of and maintenance of health-related fitness, along with student selection of activities for regular participation into adulthood. High school students will select a few activities for regular participation, within which more advanced skills are mastered. In preparation for adulthood, students acquire the skills to participate in a wide variety of leisure and work-related physical activities. Students will also learn about personal safety, substance abuse, social and emotional health, wellness, and nutrition.

HEALTH (0.5 credit)

Health combines the topics of Health Education courses (nutrition, stress management, substance abuse prevention, disease prevention, first aid, and so on) with an emphasis on making good choices that result in lifelong wellness, happiness, and success.

FITNESS/CONDITIONING (0.5)

Fitness/Conditioning Activities courses emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness.

FOREIGN LANGUAGE

GERMAN I (1 credit)

Designed to introduce students to German language and culture, German I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. German culture is introduced through the art, literature, customs, and history of the German-speaking people.

GERMAN II (1 credit)

German II courses build upon skills developed in German I, extending students' ability to understand and express themselves in German and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of German-speaking people to deepen their understanding of the culture(s).

GERMAN III (1 credit)

Students will focus on expressing increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

IB GERMAN (1 credit)

IB German courses prepare students to take the International Baccalaureate Language B exams at either the Standard or Higher level. These courses focus on improving students' accuracy and fluency in oral and written communication (usually in the students' "second" language). Students preparing to take the Standard level exam will be able to understand native speakers; students preparing for the Higher level exam will be able to communicate fluently at native speed. (Completion of German I and II is a prerequisite for this course) *Prerequisite: German 2. This course is available to Juniors and Seniors*

SPANISH I (1 credit)

Students will learn basic vocabulary and conversation, introductory grammar skills, present indicative conjugation, and geography of the Spanish-speaking world. Lessons will include

speaking, writing, listening, and some singing in the target language. Students will be expected to write short passages and read simple stories with comprehension.

SPANISH II (1 credit)

Students will continue to study critical concepts in grammar. Lessons will include practice speaking, listening, writing, and reading in Spanish. Short stories by Spanish authors will be read, and rhythmic poetry will be explored. Short skits and dialogues will also be performed in front of the class. Verb conjugation in the present, preterit, imperfect, and present progressive will be drilled for mastery. They will gain a deeper understanding and appreciation of culture as well as improve their conversational skills**.**

SPANISH III (1 credit)

Students will focus on expressing increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

IB SPANISH (1 credit)

IB Spanish courses prepare students to take the International Baccalaureate Language B exams at either the Standard or Higher level. These courses focus on improving students' accuracy and fluency in oral and written communication (usually in the students' "second" language). Students preparing to take the Standard level exam will be able to understand native speakers; students preparing for the Higher level exam will be able to communicate fluently at native speed. (Completion of Spanish I and II is a prerequisite for this course) *Prerequisite: Spanish 2. This course is available to Juniors and Seniors*

ELECTIVES

Elective courses are offered when there is enough interest to provide them and are some-times developed in the course of the year to fulfill student needs. Highly qualified teachers, according to state requirements, teach all elective courses. CSPA students are encouraged to use Advanced Placement courses as electives to prepare them for the rigors of college.

COMPUTER SCIENCE COURSES

Computer science courses teach the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Through the online Code HS platform, students have the option to engage in the following courses:

INTRODUCTION TO COMPUTER SCIENCE IN JAVASCRIPT (Corgi) (1 credit)

This course teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Students learn material equivalent to a semester college introductory course in computer science and can program in JavaScript upon completion.

INTRODUCTION TO PYTHON PROGRAMMING (1 credit)

Introduction to Python Programming introduces students to the fundamentals of computer programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Students begin by learning to design, code, and test their programs while applying mathematical concepts. Students then move to more advanced programming concepts and learn to create more powerful programs using functions, strings, data structures, and file i/o operations

AP COMPUTER SCIENCE PRINCIPLES (1 credit)

AP Computer Science Principles is the newest AP® course from the College Board. This course introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. With a unique focus on creative problem-solving and real-world applications, the CodeHS AP Computer Science Principles course allows students to explore several important topics of computing using their ideas and creativity, use the power of computing to create artifacts of personal value, and develop an interest in computer science that will foster further endeavors in the field.

AP COMPUTER SCIENCE A (1 Credit)

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include designing solutions to problems, using data structures to organize large sets of data, developing and implementing algorithms to process data and discover new information, analyzing potential solutions, and examining the ethical and social

implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

FUNDAMENTALS OF CYBERSECURITY (1 Credit)

In this course, students will be exposed to the inner workings of computer hardware and software, explore the intricacies of how networks connect, and dive into the world of encryption and cryptography. They will also learn the importance of safeguarding our increasingly digital world from unauthorized access, ensuring the privacy and integrity of data.

VIDEO GAME DESIGN IN JAVASCRIPT (1 Credit)

This is the Video Game Design-focused version of Introduction to Computer Science in JavaScript. It's an honors-level course, since it most closely resembles Bulldog but includes more aspects of game design.

HUMANITIES ELECTIVES

GERMAN CULTURE - (Fairy Tales, Epics and Mythology) (0.5 credit)

Germany is a diverse and unique country with a rich history and culture. In this one-semester elective, we will explore the written and oral traditions of German Culture. Students will be asked to think critically about German customs and traditions as they read and discuss traditional fairy tales, epics, and mythology.

HISPANIC CULTURE (0.5 credit)

This class explores the various regions of Spain. Although it is one country, each region has its own identity and history that is unique to that area. Students will gain exposure to the food, holiday, music, and art that are found in each region studied. Spain has a long, diverse history, which includes influence from the Catholic, Jewish, and Muslim communities. This is not a language course; however, students may learn some targeted words and phrases related to the content being studied.

LATINO CULTURE (0.5 credit)

This class explores the countries of Central and South America. Students will learn about the cultures and histories of various countries. Students will gain exposure to the food, holiday, music, and art that are found in each country studied. This is not a language course but there may be some vocabulary and phrases learned that are specific to each country.

HUMANITIES SURVEY: WORLD CULTURES (0.5 credit)

Humanities Survey courses provide an overview of major expressions of the cultural heritage of selected Western and Eastern civilizations. In the World Cultures section, students will examine selected examples of art, music, literature, architecture, technology, philosophy, and religion of student-selected cultures outside of the United States. Time permitting, students may also discuss and examine the languages and political institutions of these cultures.

LEADERSHIP SKILLS (0.5 credit)

Leadership Skills is a class where students will learn several character traits of a good leader. Students learn about these various character traits through guided instruction and discussion. Students are introduced to several leaders throughout history who are exemplars of these traits. Students reflect on their leadership style. Popular movies are watched and analyzed that incorporate these traits.

INTERNATIONAL BACCALAUREATE PROGRAM COMPONENTS

IB PROJECTS AND PAPERS (0.5 credit)

IB Projects and Papers is a credit/no credit course specifically for juniors and seniors pursuing the IB Diploma. This seminar course provides students with the opportunity to work on IB program requirements. This includes coursework, IB Core requirements (Extended Essay, CAS Project, and TOK), and Internal and External Assessment preparation.

IB THEORY OF KNOWLEDGE (IB Diploma Programme Requirement)

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge, and to become aware of their perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge. *This class is available to Juniors and Seniors enrolled in at least 2 other IB courses.*

CREATIVITY, SERVICE AND ACTIVITY (IB Diploma Programme Requirement)

All IB students must complete a CAS program, which can be documented as early as the first day of junior year and continues throughout senior year (lasts a minimum of 18 months). The CAS program includes documented evidence of participating in various experiences and at least one CAS project (minimum of one month's duration) with a reasonable balance between creativity, activity, and service.