9. Educational Plan

9-1. Provide a description of the charter holder's philosophical approach to improving pupil achievement. Include how this philosophy has impacted the success of the existing school. If a different population will be served in the new school, how does this philosophical approach apply?

BASIS Philosophy

BASIS seeks to provide an accelerated liberal arts education at internationally competitive levels for all students. We operate on the principle that math, science, and the humanities are not disparate but complementary ways of communicating. We believe that advanced coursework is for all students, not just the "gifted." Our curriculum, consistent with the highest international academic standards, is designed to help students develop academic and organizational skills that will be essential to their success throughout life. Most importantly, we try to provide students with a deep knowledge base and a passion for learning, which will motivate them to reach their highest academic potential and prepare them for the demands of college and the workforce.
BASIS's educational philosophy rests on several key tenets:

1. Creating and reinforcing a belief that learning is exciting, rewarding, and worthwhile

The BASIS school culture makes high academic achievement and intellectual engagement the norm and supports students to enable them to realize their own great academic potential. The goal of all BASIS faculty is to give students the overall sense that learning is exciting, rewarding, and worthwhile—and not just now, but for a lifetime. The entire teaching faculty play an instrumental role in this high-achieving community, with strong pedagogical skills and expertise in differentiation to ensure that all students understand and master the material in all of their courses.

2. Teaching Personal Responsibility

Another cornerstone of the BASIS educational philosophy is that students will be successful in every measure of life if they develop an individual sense of responsibility for their success. While support and engagement from parents can play a vital role in students' success, students who rely on micromanagement and supervision from their parents are more likely to struggle in college than students who develop skills to hold themselves accountable for setting and meeting their own academic goals. BASIS strikes the correct balance by encouraging parents to support their children's education while still allowing students, through guided autonomy, to build the skills and personal responsibility they will need to succeed in college and beyond. This autonomy is built up gradually and over a number of years.

BASIS actively teaches students to be well organized and empowers them to take responsibility for their education. One of the primary methods of developing student responsibility for their academic program is by teaching strong organizational skills. These skills, when learned early with consistent reinforcement throughout the BASIS program are one of the fundamental tenants of a strong early education program that prepares students for later grades. The Communication Journal is the primary method of communication between parents, teachers, and staff with regard to a student's academic performance or classroom behavior. Students must bring the CJ to every class, every day. It is the most important tool for students to manage their assignments and to take responsibility for their own learning.

Instead of posting homework assignments online, BASIS teachers announce assignments during class. This teaches students to pay close attention in class, to take responsibility for knowing due dates rather than relying on their parents, to make sure they understand their assignments, and to complete homework on time. Students are assessed regularly to check understanding, and starting in 6th grade, students are required to pass comprehensive examinations in each core subject in order to progress to the next grade level. Comprehensive exams ensure that students are prepared to move onward to more advanced material. Knowing they will be held accountable for information disseminated in class and via homework, students take their education seriously and quickly learn to

"own it." As students progress through the grade levels, they become models for younger students and help create a culture of positive and purposeful peer support.

3. Teaching Good Study Habits and Providing Support
The academic program at BASIS is among the most accelerated in the country. Student success, therefore, is inextricably linked to good study habits. BASIS believes that these skills must be taught and practiced. Students in the lower school grades learn how to take notes, manage their time, and organize their work. Teachers actively oversee the progress of their students and identify those who they believe might benefit from additional support. Any student may attend tutoring sessions with their teachers or participate in peer tutoring if they would like increased one-on-one time to help reach their academic goals.

4. Building Work Ethic
BASIS aims to teach students that success is the result of hard work. Whether a student is at the top of the class or struggling to keep pace with the demands of the BASIS curriculum, every BASIS student is encouraged to improve and to reach for his or her highest individual academic potential.

The BASIS philosophy underscores that every student can be successful at BASIS. Not only do our teachers have an excellent work ethic and yearn to pass that along to their students, but they dedicate time and energy to ensuring all students have every opportunity to receive support they might need. We know that all students do not learn in the same way. So, in addition to differentiating instruction in the classroom, teachers hold study hours and help students build individual academic goals that they can achieve and set themselves on a path to success.

Existing School (BASIS Scottsdale) Academic Results

This philosophy has served students at BASIS Scottsdale well since the school was established in 2003. BASIS Scottsdale was recognized as the second-best high school in the United States by both *U.S. News* and The Daily Beast in 2014. In 2012, the school's first year of being eligible for national rankings, BASIS Scottsdale was ranked the #5 best high school in America by *The Washington Post* and the third best by *Newsweek*. BASIS Scottsdale's sister campus, BASIS Tucson North (formerly known as BASIS Tucson), has been deemed the best high school in the country by both *Newsweek* and *The Washington Post* (in 2008 and 2012, respectively).

Whether in-state measures or national rankings are the measuring criteria, BASIS students and staff are performing at a much higher level than their peers. BASIS has caught the interest of education experts across the world because our results are excellent and our model is simple in concept but complex in practice. It is not hard to imagine a school in which the students are held to the highest possible academic standards, in which the students are asked to take responsibility for their own work, and in which the teachers are both highly qualified and motivated to help students in any way possible. Yet imagining this kind of school is not enough. At BASIS, we bring these ideas to life every day. BASIS Scottsdale's results clearly show we are successful in building and maintaining academic excellence throughout years of operation and expansion.

The target population at BASIS Goodyear will differ from that found at BASIS Scottsdale, but the philosophy applies equally well. BASIS believes, and has demonstrated, that every child is capable of very high levels of academic performance as long as a certain, proven structure is put in place.

In conclusion, the BASIS philosophy for our students is simple: We offer students a world-class liberal arts education in order to prepare them to flourish in their academic and non-academic pursuits after leaving BASIS Goodyear. The philosophy described above has been successful in our 16 existing schools across the country, and there is no doubt that the high academic standards and the emphasis on student accountability that are the foundation of the BASIS philosophy have helped our students achieve unparalleled academic excellence.

Relation to target population

The BASIS program provides students with the tools necessary to reach their goals—the four tenets listed above—and achieve at an internationally competitive level. Our results clearly demonstrate the BASIS educational philosophy's effectiveness for students who strive towards these goals.

Across the state, the results are always similar: BASIS students learn the importance of hard work and the learn how to succeed. There is no doubt that we understand how to reach Arizona students, and we look forward to providing a world class education to the students of Goodyear as we have the students of Tucson, Oro Valley, Chandler, Flagstaff, Peoria, Phoenix, Prescott, and Scottsdale.

The families who choose to send their students to BASIS are those seeking the best education in the world. As demonstrated by our success throughout the state, the BASIS Program is replicable for students in the Goodyear target population area. There is no doubt that the high academic standards and the emphasis on student accountability that are the foundation of the BASIS philosophy have helped our students achieve unparalleled academic excellence at every BASIS school.

9-2. Describe the existing program of instruction of the current school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns to Arizona Academic Standards.

At BASIS, scholarship is defined by the ability to accurately and effectively apply knowledge gained through years of practice. Using the expectations that most colleges have for incoming students as a model, we foster student accountability throughout all grade levels. In the early years, BASIS schools teach students to take ownership of their own academic lives by introducing them to successful study and organizational strategies. By mastering these integral skills in 5th grade, BASIS students have the skill set necessary to tackle high-level academic material much earlier than most of their peers at traditional schools. Starting in 6th grade and continuing through graduation, BASIS also holds students accountable for mastering the material learned in class through a series of rigorous comprehensive and standardized exams intended to prove each student's ability to retain and apply knowledge over time, Students are responsible for material from lesson to lesson, trimester to trimester, and year to year; thus they are required to maintain consistency in performance throughout their time at BASIS.

All teachers are trained in the implementation of proven instructional methods throughout their tenure as BASIS teachers. Teachers continually reevaluate the instructional methods used to help their students master primary, standards-based skills as well as the higher order thinking skills incorporated into the BASIS curriculum. Teachers are encouraged to engage in a wide variety of research-based, differentiated instruction, but BASIS teachers also have a significant amount of professional freedom. We believe this is a large part of what makes BASIS truly unique.

An observer of a BASIS class on any given day will see teachers checking for understanding by using student white boards, working one-on-one with students, using the Socratic method, and reviewing the prior night's homework. The diversity of methods employed by BASIS teachers is appropriate for the BASIS Goodyear student population because it demands that teachers know where every student is as they progress through the course material.

This unique level of student/teacher engagement allows teachers to quickly identify students who are struggling and assist them in getting the extra support they may need to prevent them from falling behind. Teachers are encouraged to use whatever instructional methods they find effective in ensuring that students not only learn, but master the content of their course. Because state learning requirements are embedded throughout the BASIS curriculum, student course mastery will ensure that they meet the state standards.

The curriculum is consistent with the highest international academic standards and is designed to help students develop the academic and organizational skills that will prepare them for the demanding BASIS Upper School curriculum. In a very real sense, the BASIS Lower School curriculum is the key to the success of the BASIS Upper School program. By introducing high-level content standards in lower grade levels, we ensure students are exposed to these concepts early and often and have mastered the material by the time they enroll in Honors and AP-level courses.
The BASIS curriculum has undergone extensive review to ensure alignment with the Arizona College and Career Ready Standards, as well as the necessary review for AdvanceEd/College Board Accreditation. Through this process, BASIS has fully aligned all curriculum to the relevant standards. BASIS Goodyear will open as a fully accredited program meeting these stringent requirements.

Curriculum Detail

Grades 5-7

The curriculum for grades 5 through 7 is consistent with the highest international academic standards and is designed to help students develop academic and organizational skills that will prepare them for the demanding BASIS Upper School curriculum. In a very real sense the 5-7 curriculum is the key to the success of the BASIS Upper School program. In grade 5, students take Math, English, Latin, Physical Geography, General Science, Classics, Art, Drama, Music and PE. In Grade 6, the students take Math, English, History, Latin, Chemistry, Biology, Physics, PE and an Arts elective of their choice. In 7th grade, Latin may, or may not, give way to a Foreign Language and a new History will be introduced. By introducing high-level content standards in these lower grade levels, we ensure students are exposed to these concepts early and often and have mastered the material by the time they enroll in Honors and AP-level courses.

Grade 8

Grade 8 acts as a transitional year for students who have completed the 5-7 program and are preparing to enter high school. They continue to build their knowledge base with a wide variety of rigorous courses. While advancing in Math, English and all three sciences the schedule includes a full year of introductory-level Economics and the chance to enroll in advanced electives like Environmental Science, Computer Science, Statistics or Psychology, which are aligned with the AP curriculum.

Grades 9 – 11

BASIS Upper School offers an accelerated science and liberal arts curriculum that is among the most sound and rigorous in the country. From grade 9, the curriculum focuses on the College Board AP exam. The US Government and Politics AP exam is taken by every student and most are taking Honors courses in a science and English. In grade 10 and 11 students take APs in English, Math and science, and others embark on AP electives and AP Foreign Languages. With the graduation requirement of 6 AP courses and the passing of one exam, almost every student is ready to graduate after grade 11*.

Grade 12

The courses offered by the typical high school stop at the AP level—after all, these courses are meant to be substitutes for introductory-level college courses. However, the advanced nature of the BASIS curriculum allows us to offer a variety of even more rigorous courses to our students. The final academic challenge of BASIS is not AP exams. Instead, students are able to enroll in Capstone courses.

CAPSTONE COURSES

Essentially, grade 12 Capstone courses transition students from student-centered learning to independent learning. Capstone students study subjects like Category Theory, Organic Chemistry, Quantum Mechanics, Differential Equations, and Game Theory. These courses delve deeply into advanced material and are roughly equivalent to upper-level college courses. The result is that BASIS students enter college prepared to excel in at least intermediate-level college work.

THE SENIOR PROJECT

A BASIS education cultivates students who are highly engaged, inquisitive, and autonomous learners. The Senior Project is the culmination of the BASIS high school experience. After three and a half years of intensive academic college preparation, BASIS seniors are ready to spend the last trimester of their high school careers applying what they have learned in previous years to an independent project that explores their individual path of learning and future course of study. Students embark on a mentor-guided program of academic inquiry with limitless possibilities. Senior Projects vary from internships to university-level research laboratories to field work abroad.

9-3. Present an explanation of how the implementation of the existing program of instruction meets the needs of the proposed target population.

The families who choose to send their students to BASIS are those seeking the best education in the world. Parents and students in the Goodyear area have been requesting a BASIS school for several years, since the closest BASIS campus to that city is currently more than 20 miles away, and now we have the opportunity to meet that demand. The BASIS program provides students from these families with the tools necessary to achieve at an internationally competitive level. Our results clearly demonstrate the BASIS educational philosophy's effectiveness for nearly any child.

BASIS is familiar with and has experience in addressing a diverse range of needs from Arizona's students. We are also familiar with the socioeconomic landscape of our state, which is important for understanding and alleviating any potential obstacles to student success. As our AIMS, AP, and OECD Test for Schools exam results prove, we are adept at preparing all students to reach their highest academic heights. Across the state of Arizona, the results have always been similar: BASIS students learn the importance of hard work, and they learn how to succeed. There is no doubt we understand how to meet the needs of the target population here in Arizona, and we look forward to providing a world class education to the students of Goodyear as we have the students of Ahwatukee, Chandler, Flagstaff, Oro Valley, Mesa, Peoria, Phoenix, Prescott, Scottsdale, and Tucson.

9-4. Describe the level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next.

At BASIS, scholarship is defined not merely by erudition, but rather by the ability to accurately and effectively apply knowledge gained through years of practice. Using the expectations that most colleges have for incoming students as a model, we foster student accountability throughout all grade levels. In the early years, BASIS schools teach students to take ownership of their own academic lives by introducing them to successful organizational and study strategies. By mastering these integral skills in 5th grade BASIS students have the skill set necessary to tackle high-level academic material much earlier than most of their peers at traditional schools.

Starting in 6th grade and continuing through graduation, BASIS also holds students accountable for mastering the material learned in class through a series of rigorous comprehensive and standardized exams meant to prove each student's ability to retain and apply knowledge over time. Students are responsible for material from lesson to lesson, trimester to trimester, and year to year; thus they are required to maintain consistency in performance throughout their time at BASIS.

Since the BASIS curriculum relies on tightly bonded vertical connections between classes, student promotion to the next grade level depends upon each student passing multiple subject-specific end-of-year comprehensive assessments. These assessments are essential to measuring student achievement in BASIS' core subjects. To ensure end-of-year proficiency, BASIS has implemented a series of benchmark exams to be used throughout the year to pre-emptively identify students who may be in jeopardy of failing the finish-line assessment, including Pre-Comprehensive exams in all 6th and 7th grade core courses. At BASIS we work with all types of learners; thus, we must allow time and meaningful feedback to students so they may fill in gaps in their academic preparation.

Students must pass a series of comprehensive tests at the end of each grade level to ensure mastery and meaningful vertical integration. This comprehensive exam system promotes mastery of course content at every level of the BASIS educational program. Rather than relying on social promotion, BASIS only promotes students to the next grade level when they have exhibited the mastery necessary to be successful on high stakes exams.

5th Grade

The 5th grade year is used as an opportunity to teach students the study skills they need in order to be successful in the BASIS program and in life. It is also used as a time to bring all students up to the academic level they need to proceed in our rigorous curriculum. Since our 5th grade students come from many different schools, they come to BASIS with varying levels of content mastery. Therefore, we do not require 5th grade students to pass comprehensive exams before being promoted to the next grade level. They must, however, pass all of the1r classes for the year or they risk being held back.

6th and 7th Grade Comprehensive Exams

Pre-Comprehensive and Comprehensive exams provide assessment tools which ensure students have mastered the necessary material before being promoted to the next grade level. In order to earn promotion to the next grade, students in grades 6 and 7 must pass a Comprehensive Examination in each of the core subjects: English, mathematics, history, chemistry, physics, biology and foreign language. The intent of these examinations is to ensure each student achieves and maintains mastery of the curriculum content in the core subjects taught at BASIS. Students who fail any comprehensive exam will be offered the opportunity to retake the failed exam on a specified date over the summer. Students who retake and pass all failed comprehensive examinations will be promoted to the next grade level, provided they have completed all other conditions for promotion.

High School AP Exams (8th grade and up)

Advanced Placement (AP) exams are high-stakes, internationally renowned exams widely considered the most rigorous exams a student can take while in high school. All BASIS students are required to take at least 6 AP exams during their time with us. Many of our students choose to take upward of 12 or 13.
Many of our exit standards come in the form of AP classes and tests. Succeeding in these courses and on the end-of-year exams that accompany them has proven to be a good predictor of success in advanced college courses. Therefore, the BASIS curriculum is built to prepare every student to take these exams in at least six different courses by the end of their 11th grade year (after which some students may choose to graduate).

BASIS' AP Program is unique in American secondary education. Whereas at most schools AP courses are reserved for the oldest, highest performing students—usually seniors, sometimes juniors—at BASIS every student is required to take a large number of AP courses and exams. In fact, students take their first required AP course in 8th grade, a full three years before most students in America take the classes. What is especially challenging about the BASIS AP Program is that we do not allow students simply to take an AP course and not take the exam; after all, the goal of the program is to ensure mastery of college-level material.

Taking the AP exam, an externally generated and externally graded measure of achievement, allows our students to judge themselves against their peers in the same AP courses around the world and against students in corresponding college courses. Therefore, the AP exam acts as our students' final exam in AP classes, where their final course grade is raised or lowered depending on their test result. This means the students are held accountable for what they learn throughout the year.
Every BASIS student is required to: 1) Complete at least 8 AP courses and 6 AP exams; 2) Take at least 1 AP exam in each core subject (English, Math, Social Science, and Science}; and 3) Receive a score of 3 or higher on at least one AP exam.

9-5. If your school serves a high school population, identify graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit.

	GRADUATION REQUIREMENTS	
	BASIS 5-12	AZ State
English Language Honors/English I	1	
English Lit Honors/English II	1	
English Language AP/English III		
English Lit AP/English III or IV		
English Post AP/English IV	2	
English total	4	4
Algebra I/Geometry*	1.5	
Algebra II/Geometry*	1.5	
Pre-Calculus		
Calculus		
Calculus AP (AB)		
Calculus AP (BC)		
Math Post AP	3	
Math total	6	4
Economics**	0.5	
World History/Geography**	1	
US History AP	1	
European History AP/Euro Geography	1	
US Government AP	1	
Social Studies total	4.5	3
Biology Honors	1	
Chemistry Honors	1	
Physics Honors	1	
Chemistry AP		
Biology AP		
Physics AP		
Environmental Science AP	2	
Science total	5	3
College Counseling/ Advanced Communication	0.66	
Foreign Language	3	
Total core required	23.16	14
Unspecified Elective Requirement***	2	7
Fine Art	1	1
Electives total	3	8
TOTAL CREDITS REQUIRED FOR GRADUATION	**26.16**	**15**

* Math credit may be earned in grades 5-8
** Economics and World History/Geography may be earned in grade 8
*** PE and Music are among the many electives offered at a mature BASIS school. State elective requirements are fulfilled through BASIS graduation requirements in core subjects

BASIS Diploma Options

Standard Options to graduate: for students starting at BASIS no later than 7th grade:						
Graduation Options				Subject	Credits Required	AP Exam Required
Early Graduation nine trimesters to graduate	**Graduation** more than nine trimesters to graduate	**Graduation with Honors** eleven trimesters to graduate	**Graduation with High Honors** twelve trimesters to graduate	English	4	1
				Math	3 (*)	1
				Science	5	1
				Social Studies	3 (**)	1
				Foreign Language	3	
				Electives	3 (***)	2
				College Counseling /Advanced Communication	⅔ (****)	
				Math Capstone	⅔	
				Science Capstone	⅔	
				Humanities Capstone	⅔	
				Foreign Language Capstone	⅔	
				Senior Project	3	

(*) Minimum requirements are: Pre-Calculus, Calculus, AP Calculus AB. In addition the students carry over from 7th and 8th grade 1 ½ credit for Algebra I/Geometry and 1 ½ credit for Algebra II/Geometry. The total minimum number of math credits on student transcript is 6, only credits received during high school are included in student GPA.

(**) Students carry over from 8th grade:
Arizona: ½ credit for Economics and 1 credit for World History/Geography
Students also fulfill their Geography credit requirements: one half in 10th grade – European History AP/European Geography and one half in 11th grade: World History AP/World Geography.

(***) Required as Electives:
Arizona: Students are required to take one Fine Art Course as an elective

PROCESS AND CRITERIA FOR AWARDING CREDIT
Students in grades 9-12 are required to obtain a specific number of credits to be promoted from grade to grade and before they can receive a BASIS High School Diploma. To receive the credit the student must fulfill general attendance requirements and course specific requirements.

- **Attendance Rules for Credit Requirements:**

A student must complete an entire course in order to receive credit for that course. A student does not receive partial credit when he/she has withdrawn from the course before the end the third trimester, regardless of the reason for the withdrawal. The only exception to this rule is when a course is designed to last for a shorter time than three trimesters. Students who accrue Excessive Absences (see ABSENCE section in this Handbook) may not be awarded credit for that course.

- **Honors Courses Credit Requirements:**

A student must earn a minimum of a D- on the Final Exam. In addition, a student must earn a minimum of a D- for the Cumulative Course Average at the end of the third trimester.

- **AP Courses Credit Requirements:**

The student must earn a minimum Cumulative Course Average of a D-, must complete the corresponding College Board Advanced Placement® Exam (AP® Exam) or take the AP-Alternative Exam, and earn at minimum Final Course Grade of D-.

- **Capstone, Elective, and Post-AP Courses Credit Requirements:**

The students must earn a minimum Final Course Grade of a D-. The Final Course Grade is calculated according to the procedures specified in the course syllabi.

- **Senior Project Credit Requirements:**

The Senior Project is worth 3 credits. To receive credit for the Senior Project and qualify for graduation with High Honors, students must fulfill all communication and activity requirements as set out in the Senior Project Plan. The student will then be graded using the SPNU scale. Providing the student passes, they will present the Senior Project to the entire school community by the date set in the Senior Project Plan. Students who do not meet all project requirements in a satisfactory manner will not receive credit for the course and will not qualify for graduation with High Honors

- **Elective Courses Credit Substitution Requirements:**

Students in grades 9-12 who would like to receive credit for sports or fine arts activities outside of the regular academic program must petition their Dean in writing. The necessary conditions for earning substitute credit for an elective are:
1. 120+ instructional hours, validated by an official at the sport/art education institution,
2. The Deans' approval and recognition that the activity is valid for the credit, and
3. Compliance with any applicable state or district laws and regulations governing academic credit.
The final decision regarding the credit is made by the Director of Students Affairs based on the Dean's recommendation.

- **Transfer Credit From Outside Institutions Prior to Enrollment at BASIS:**

Courses taken during grades K-8 at a non-BASIS school do not carry credit. BASIS Goodyear accepts all credits issued by other high schools, community colleges, and universities as additional elective credits. To gain core course credit for a relevant course completed at another institution (e.g., Algebra II), students must petition the Director of Student Affairs to evaluate the depth and breadth of the coursework taken. If the coursework is determined to be adequately aligned with that of the applicable Course Syllabi, the Director of Student Affairs may require the student to take an exam designed by a teacher. Upon the successful petition and passage of the exam, the student will be awarded credit for the core course.

- **Concurrent Enrollment Credit Requirement:**

To receive credit for courses completed at institutions other than BASIS, students must receive approval from the Director of Student Affairs prior to enrollment in the outside coursework. Only credits which a student has received pre-approval for from the director are eligible for credit transfer and will follow the guidelines listed above.

- **Credits earned in any grade lower than grade 9, at BASIS Schools:**

These credits are awarded in compliance with the rules issued by the relevant education authorities and all applicable laws. In accordance with Arizona Department of Education regulations, students in grade 8 who continue to attend BASIS School in grade 9 receive:
1.5 credits for Algebra I/Geometry
1.5 credits for Algebra II/Geometry
1 credit for any Pre-Calculus or AP® Math course
0.5 credits for Economics in grade 8
1 credit for History Ill in grade 8 (1 credit World History)
1 credit for any AP® Elective course (in accordance with College Board rules, these classes will not carry an AP label on the student's transcript).

These are the only courses that carry High School credit if taken prior to grade 9 at a BASIS school, in Arizona. The credits transferred from grades lower than 9 from any school are counted toward the student's total High School credits requirement; however, these courses are not included in the GPA.

Please Note: Students in grade 8 who do not continue at BASIS Goodyear in grade 9 do not receive any High School credits. These students may request a letter from BASIS describing the academic level of the BASIS courses, but the student's new High School will determine whether or not to accept these courses and award credit. BASIS has no jurisdiction over the enforcement of other high schools' credit policies.

- **Partial Credits Requirements:** The general rule is that the student obtains one third credit for each semester he/she was enrolled in the course for a minimum of 75% of classes during the semester.

BASIS™ Schools Inc.

BASIS Scottsdale

2014-2015
Course Descriptions

Course name	Course description
Anatomy and Physiology	Students in Anatomy and Physiology will expand upon their previous Biology coursework. Students will continue their study of the organization of cells, tissues, organs, and organ systems in the human body. Students will study in much greater depth the anatomy and physiology of the organ systems that allow for movement, coordination, circulation, digestion, excretion, immunity, and reproduction. The importance of homeostasis in living things will continue to be emphasized especially in the context of disease interference with the functions of human organ systems.
AP Comparative Government and Politics	The purpose of this course is to introduce students to the growing discipline of comparative government and comparative political studies. As we enter the second decade of the twenty first century the need to have an awareness of different political systems of government is increasingly important. The assumptions of many academics in the years following the collapse of the Soviet Union that humanity had reached an 'end of history' have been called into question by the successes of many non-democratic nation states and the changes brought about by changing political and economic climates. Students of this course should be equipped with the conceptual tools necessary to understand and analyze contemporary political systems in the six key areas of study. An essential component of the course is an examination of normative political philosophy and political structures. From this foundation students will be able to critically assess and compare in detail the six case studies of political systems: Great Britain, Russia, China, Mexico, Nigeria and Iran. Throughout the course, students will use a systematic approach to the political case studies by focusing on the following themes: methodology, power, institutional structure, civil society, political / economic change and public policy. There will also be a historical approach to those systems studied in order to frame the political systems within an understanding of world history and current events. This course meets the Arizona Department of Education High School Concepts and performance objectives.

AP Computer Science	The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, approaches to processing data, analysis of potential solutions, and the ethical and social implications of computing. The course focuses on an object-oriented approach to problem solving using Java. It includes the study of common algorithms and the use of some of Java's built-in classes and interfaces for basic data structures as well as a structured lab component comprised of a minimum of 20 hours of hands-on lab experiences integrated throughout the course. Instruction includes preparation for the AP Computer Science A Exam.
AP Environmental Science	The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.
AP Human Geography	The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. On successful completion of the course, students should have developed skills that enable them to: interpret maps and analyze geospatial data; understand and explain the implications of associations and networks among phenomena in places; recognize and interpret the relationships among patterns and processes at different scales of analysis; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places.
AP Psychology	This course provides an overview of the foundations, theories, research and applications of the science of psychology. It also emphasizes current knowledge and research in the field. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course will prepare students to take the AP Psychology examination at the end of the year. Students should leave the course able to think critically and able to use the scientific method ably to evaluate information.

AP Seminar	AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.
Art Studio 7	This course will give students the opportunity to explore the world of contemporary and conceptual art. The course will focus heavily on the works of contemporary artists, but will reference art historical pieces. In addition, the class will follow thematic threads woven through time and cultures. Students will learn and apply key concepts and vocabulary while making connections to relevant themes, materials, or techniques through personal artwork. The overall goal for this course is to provide a deeper understanding of how art is used to comment upon social, personal, and artistic issues at the time they were created.
Art: AP Studio 2D	This course has been developed to accommodate students who have expressed an interest in completing the AP 2-D Portfolio Exam Portfolio. Therefore all content meets the requirements as stated in the student exam poster. Through direct teacher instruction, emphasis will be placed on the production of art work that emphasizes 2-D issues. Students will purposely use the elements and principle of design while addressing all three sections of the portfolio: Breadth, Concentration and Quality. For this portfolio, Students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to graphic design, digital imaging, photograph, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking, video clips, DVDs, CDs and three dimensional works may not be submitted. However, still images from videos or films are accepted. Ethics, Artistic Integrity and Plagiarism Any work that makes use of (appropriates) photographs, published images and/or other artists' work must show substantial and significant development beyond duplication. This demonstrated through manipulation of the formal qualities, design and/or concept of the source. The student's individual "voice" should be clearly evident. It is unethical, constitutes plagiarism, and often violates copyright law simply to copy an image (even in another medium) that was made by someone else and represent it as one's own. Pre-requisite: Successful completion of advanced courses and teacher recommendation. Students will submit AP portfolios in May for grading and possible college credit.

Art: History AP	The AP Art History course teaches students to understand works of art within their historical context by examining such issues as politics, religion, patronage, gender, function, and ethnicity. This course follows the *AP Art History Course Description* and prepares students for the AP Art History Exam. The course also teaches students formal visual analysis of works of art, as well as contextual analysis based on major themes of study incorporated throughout the course. AP Art History focuses on the study of Western art, which includes painting, sculpture, and architecture. The art is representative of the ancient Middle East, Egypt, Greece, and Rome, and European-based cultures from the Middle Ages to the Present. A unit of study will be devoted to art and cultures beyond the European tradition, including Africa (excluding Egypt), the Americas, Asia and Oceania. Because this course studies both contemporary and historic artwork, students may be exposed to nudity and/or mature content/subject matter (ie: in a study of Visual Narrative), students will learn that particular beliefs influenced subject matter in many artworks.
Art: Studio 3D	Art Studio 3D is designed to investigate and develop students' 3-D art making skills. Students will explore traditional and contemporary methods of art making incorporating various media. The course will focus heavily on the works of contemporary artists, but will reference art historical pieces. In addition, the class will follow thematic threads woven through time and cultures. This course is based upon individual expression, historical perspective and current trends as a vehicle of communication.
Biology AP	AP Biology covers all of the concepts covered in Honors Biology, while going into more depth and detail. In AP Biology, students are expected to use knowledge obtained in Honors biology and apply it to novel situations, including student-guided labs.Concepts covered include scientific process, biochemistry, cells, microbiology, heredity, evolution, plant and animal physiology and function, classification, and ecology. Frequent discussions enable students to better see the unifying relationships among all types of organisms. Four unifying themes are emphasized throughout the year: 1. The process of evolution drives the diversity and unity of life. 2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. 3. Living systems store, retrieve, transmit and respond to information essential to life processes. 4. Biological systems interact, and these systems and their interactions possess complex properties.
Biology I	Students will be introduced to the study of living things by starting with the most basic unit of life, the cell. The organization of cells, tissues, organs, and organ systems in complex organisms will be studied in the context of the human body. Biology I students will discover the anatomy and physiology of the organ systems that allow for movement, coordination, circulation, digestion, excretion, immunity, and reproduction. This knowledge is used to understand the importance of homeostasis in living things and what can happen when disease interferes with the functions of human organ systems. Throughout the course, students will develop note taking skills and the ability to analyze complex systems.

Biology II	Students in Biology II will take a more in depth look at the study of living things. Students will expand on their understanding of the fundamental unit of life, the cell, by learning about structures and processes of prokaryotic and eukaryotic cells. In addition, students will discover the characteristics of living things and how homeostasis is maintained throughout all the kingdoms of life. The basics of evolution will be introduced then discussed as we investigate the structures and functions of bacteria, protists, fungi, plants and animals (including a revisit to organ systems). By threading the evolution discussion throughout the year and introducing ecology, students will understand the underlying concepts leading to the vast biological diversity that exists on Earth. Note taking and scientific investigation skills will be emphasized throughout the year.
Biology III	Students will delve into their study of living things at the high school level in this course by building on the basics learned in previous courses. Students will further their comprehension of cells by learning more in depth about cellular processes and the maintenance of homeostasis. In addition, students will continue their study of plant processes by learning the biochemistry of photosynthesis. Genetics, the structure of DNA, and replication of DNA will be introduced in preparation for AP Biology. Evolutionary and ecological concepts will be reinforced especially in the context of genetics. Students will continue to hone their scientific investigation skills throughout the year.
Biology Pre-AP (Honors)	Students will study a broad range of biology lecture and laboratory topics ranging from molecules to cells, tissues, organs, organ systems, organisms, populations, communities, ecosystems, and biomes. This course serves as a broad foundation for AP Biology in which these same topics will be covered again, but in greater detail and depth with more of a focus on inquiry-based science.
Chemistry AP	At BASIS, high school chemistry is taught as two-year sequence. Year one, Honors Chemistry, includes topics such as chemical formulas and reactions, stoichiometry, atomic and molecular structure, relationships within the periodic table, bonding and states of matter and gas laws. Year two, AP Chemistry, expands on year one and includes new topics such as chemical kinetics, thermodynamics, chemical equilibria and its applications. During both academic years, students are engaged in hands-on laboratory work, integrated throughout the course, which accounts for 25 percent of the course. This course will focus on fostering deeper conceptual understanding under the six Big Ideas outlined by the College Board. Although students will still be required to complete mathematical manipulations, the focus throughout will remain on the underlying conceptual ideas. Therefore, when performing mathematical calculations students should be able to relate their solutions to the conceptual underpinnings behind the math. All of the problem solving, laboratory investigations and activities are founded in the practice of chemistry, which is broken down into the seven Science Practices.

Chemistry Capstone: Organic Chemistry	In this class we will explore the role of electrons in the structure and function of carbon compounds. This exciting content is usually reserved for second-year college students. With this introduction, you will be well-prepared to pursue fields such as medicine, engineering, life/physical science, pharmacy, patent law, art conservation, and even cooking.
Chemistry I	Students will study the basic principles of atomic structure, elements, compounds, molar quantities, and the periodic table. In addition, students are introduced to high school level concepts such as stoichiometry.
Chemistry II	Students will study the basic principles of atomic structure, elements, compounds, molar quantities, and the periodic table. In addition, students are introduced to high school level concepts such as gas laws, stoichiometry.
Chemistry III	Students will study the basic principles of atomic structure, elements, compounds, molar quantities, and the periodic table. Students are also introduced to high school level concepts such as gas laws, stoichiometry, and types of reactions.
Chemistry LEAP B	At BASIS, high school chemistry is taught as two-year sequence. Year one, Honors Chemistry, includes topics such as chemical formulas and reactions, stoichiometry, atomic and molecular structure, relationships within the periodic table, bonding and states of matter and gas laws. Year two, AP Chemistry, expands on year one and includes new topics such as chemical kinetics, thermodynamics, chemical equilibria and its applications. During both academic years, students are engaged in hands-on laboratory work, integrated throughout the course, which accounts for 25 percent of the course. This course will focus on fostering deeper conceptual understanding under the six Big Ideas outlined by the College Board. Although students will still be required to complete mathematical manipulations, the focus throughout will remain on the underlying conceptual ideas. Therefore, when performing mathematical calculations students should be able to relate their solutions to the conceptual underpinnings behind the math. All of the problem solving, laboratory investigations and activities are founded in the practice of chemistry, which is broken down into the seven Science Practices.

Chemistry Pre-AP (Honors)	At BASIS, high school chemistry is taught as two-year sequence. Year one, Honors Chemistry, includes topics such as chemical formulas and reactions, stoichiometry, atomic and molecular structure, relationships within the periodic table, bonding and states of matter and gas laws. Year two, AP Chemistry, expands on year one and includes new topics such as chemical kinetics, thermodynamics, chemical equilibria and its applications. During both academic years, students are engaged in hands-on laboratory work, integrated throughout the course, which accounts for 25 percent of the course. This course will focus on fostering deeper conceptual understanding under the six Big Ideas outlined by the College Board. Although students will still be required to complete mathematical manipulations, the focus throughout will remain on the underlying conceptual ideas. Therefore, when performing mathematical calculations students should be able to relate their solutions to the conceptual underpinnings behind the math. All of the problem solving, laboratory investigations and activities are founded in the practice of chemistry, which is broken down into the seven Science Practices.
Classics	The Classics course prepares students for their future history courses at BASIS. Students will gain a thorough understanding of ancient history and the impact these civilizations have on society today. Topics of study include social structure, economics, settlement patterns, politics, religion and cultural aspects. A strong emphasis will be placed on Mesopotamian, Egyptian, Greek, and Roman civilizations and their contributions to our own culture in the United States. During the year, students will become familiar with primary and secondary sources, current events, map skills, chronological order, key vocabulary, note-taking, research techniques, and oral presentations.
Drama	The Drama course is designed to give an advanced exploration, creation, and execution of the performing arts for 8th-12th grade students. Students will act out scenes (including pentameter-based verse), read and analyze scripts, write and direct original dramatic text, create technical theater designs, and critique professional productions. Students will examine themes of historical and contemporary significance within notable dramatic works. Participation in formal productions and outside rehearsal will be required during the year. Students are graded on their participation, process, and commitment in a safe and supportive environment from which they can create their best work.

Drama 7	Students enrolled in the Drama 7 course will collaborate to produce high quality class productions for the school community. Each student will develop an audition portfolio of two contrasting monologues and a song from musical theater. Along with the designed performance projects, Drama 7 students will examine higher levels of technical design and acting technique. This course focuses on the execution, exploration, and creation of performing arts. Students are graded on their participation, process, and discoveries in a safe and supportive environment.
Economics	This is an introductory course that is geared toward preparing students for AP Economics. Students will be exposed to a wide array of everyday economic concepts in microeconomics, macroeconomics and international economics. The course will begin with the foundations of economics which will include scarcity, consumer choice theory, and economics systems. Microeconomics will cover various topics including competition, entrepreneurship and market failure. Macroeconomics will study the economy as a whole and include the role of the government and the Federal Reserve, inflation, unemployment and economic growth. International economics will compare the economies of countries with different economics systems, discuss exchange rates, trade and protectionism.
Economics AP	This course will cover both AP Microeconomics and AP Macroeconomics. In Microeconomics students will have a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. In Macroeconomics students will have a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

English AP Language	The Advanced Placement class in English Language and Composition is designed to provide students with the equivalent of a year's worth of college-level classes in composition and rhetoric. Students will be prepared to pass the AP exam in the spring. The Advanced Placement class in English Language and Composition is designed to provide students with the equivalent of a year's worth of college-level classes in composition and rhetoric. Students will be prepared to pass the AP exam in the spring. As the Course Description from the College Board explains, AP Language and Composition "engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes."Objectives: Upon completing AP English Language and Composition, students will be able to: • analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques; • apply effective strategies and techniques in their own writing; • create and sustain arguments based on readings, research, and/or personal experience; • write for a variety of purposes; • produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions; • demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; • demonstrate understanding of the conventions of citing primary and secondary sources;• move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review; • write thoughtfully about their own process of composition;• revise a work to make it suitable for a different audience; • analyze image as text; and • evaluate and incorporate reference documents into researched papers. (Objectives: College Board's Course Description, May, 2007; May, 2008)

English AP Literature and Composition	The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. The most important requirement for this course is that students read the literature thoroughly. Students will need to plan for reading, annotating, re-reading, and thinking about the literature. Some of the course novels are long and dense; students will need to plan accordingly. Course readings will help students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone (AP Central. English Literature. Web. 27, June, 2012). Students will read literary works from different genres and time periods. AP Literature demands deep and careful reading. Students will read, discuss, analyze, and write about texts to determine how meaning is reflected in literature. Students will consider the social, historical, moral, and literary values reflected in literature in order to develop an academic interpretation. Class discussion is the foundation for learning and understanding the literature we read in class. Students will engage in Socratic style discussion to enhance understanding of course texts. Discussions will take several formats including formal discussions started and moderated by each student. Annotation and reading questions are vital to successful class discussion. Writing is a critical element of AP Literature. Students will demonstrate understanding and analysis of literature through carefully crafted and thoughtful writing. The goal of writing in AP Literature is for the student to explain clearly, elegantly, and coherently what they understand about works of literature and why they have developed a particular interpretation. Essays will demonstrate student understanding as well as explain and evaluate course readings. Writing assignments will include informal annotation, formal responses to reading questions, prewriting on essay topics, in-class timed essays, and longer essays written out of class that focus on a sophisticated and thoughtful literary analysis. This course may earn college credit. As such, students should expect college-level work, readings, and concepts. In turn, students will be expected to behave as college students. Students must be prepared to meet the high expectations of AP Literature. The expected quality of student work starts high and will rise throughout the course of the year.

English Capstone: Essay Writing	In this course, students will learn to write thoughtfully and well. College entrance essay topics are typically reflective. Therefore, we will focus primarily on the personal essay, the personal narrative, and memoir writing so that they are writing effective essays to submit. Students will examine literary conventions as well as the writing techniques and tools essential to effective writing and editing. Short spontaneous exercises and longer assignments combine to motivate, and refine, students´ writing. Learning to analyze a piece of writing critically is a key component of the course.
English Capstone: World Literature	In this course, the students will read a wide range of texts written by writers from across the globe in order to gain a broader view of world. This course is also an introduction to the major principles of literary theory and criticism and to established methods and materials of literary research. It addresses fundamental questions about the status, value, and interpretation of texts. It poses these questions in the context of debates about language, politics, gender, selfhood, culture and national identity within movements and eras. Students will discover the major critical concepts and debates of recent years and assess their strengths and limitations as models of literary interpretation. The course's overall aim is to make students more rigorous, sophisticated and inventive in their readings of literary and cultural texts.
English I	English I introduces students to the basic elements of reading, writing, grammar, and literary concepts, thereby preparing students for BASIS curricula in following years. It consists of five major components: **Conventions**, **Reading**, **Writing**, **Scholarship**, and **Reasoning**. Reading fluency and comprehension will be practiced through a variety of literature selections including poetry, short stories, and novels. The students will also seek to improve the rate and accuracy of their reading through a series of timed readings. Writing skills will be developed through the six fundamental traits of effective writing: Ideas, Organization, Voice, Word Choice, Fluency, and Mechanics/Grammar. Students will learn the basic steps required for writing a research paper as well as various styles of fiction and non-fiction writing. Students will benefit from peer editing and self-revision. The components of scholarship will include further developing the students' understanding of study skills, outlining, note-taking, and skimming for details. Students will practice their ability to think critically and articulate themselves when they read and write.

English II	English II consists of five major components: **Conventions**, **Reading**, **Writing**, **Scholarship**, and **Thinking**. This program is designed to build lifelong skills and an appreciation for written communication and learning in general. We place a great emphasis on language conventions. In sixth grade, students can expect to spend their English periods divided between grammar, punctuation, vocabulary, thinking skills, and instruction in reading and writing. In particular, students will learn how to engage in and make a habit of active and frequent reading by learning how to take effective reading notes and discuss texts in class. We will also focus on literature with the intent of sparking and developing imaginative thought in traditionally academic fields. Instruction in writing will focus on perfecting the student's ability to write effectively at the sentence and paragraph level. Finally, students will build on the foundational research skills developed in fifth grade. The course is designed to provide students with a solid foundation for future scholarship in all fields by ensuring that students have a strong grasp of the fundamental workings and effects of language.
English III	English III continues to improve students' abilities in the five major components: **Conventions**, **Reading**, **Writing**, **Scholarship**, and **Reasoning**. The purpose of this course is to prepare seventh graders for their future courses at BASIS, as well as their future college and workplace endeavors. Students will learn how to analyze and utilize a variety of literary devices; to both examine and use advanced vocabulary; to vary and manipulate sentence structure; to understand and interpret what they read; to scrutinize and improve what they write; to appreciate and imitate literary styles; and to put to use their ever-growing repertoire of research skills, all of which will begin to develop the base they need to prepare them for the AP work in our high-school curriculum.
English IV	English IV builds on students' abilities in the five major components: **Conventions**, **Reading**, **Writing**, **Scholarship**, and **Reasoning**. In the eighth grade, we build on previous knowledge by asking students to apply these skills in the context of literary analysis, in preparation for the AP coursework in our high school curriculum. We do so by emphasizing close-reading skills, an assortment of writing formats and techniques, and the acquisition of literary and rhetorical vocabulary terms while also reviewing writing mechanics—the basic rules of English grammar and syntax. Students analyze and write about a variety of genres—short fiction, novels, autobiographical memoirs, essays, poetry, drama, and film—while building their critical reading and analytic writing skills.

English Pre-AP Lang	In 9th grade, BASIS students take both Honors Language and Honors Literature to prepare for both AP English Language and AP English Literature. This class is specifically designed to provide students with the content knowledge and skills to succeed in AP English Language. Therefore, the course is based on the analysis, research, and writing of nonfiction texts, with a focus on rhetorical modes. Throughout the year, students will also review and improve their understanding of syntax and grammar, and study vocabulary.
English Pre-AP Lit	Honors English Literature advances students' abilities in the five major components: **Conventions, Reading, Writing, Scholarship, and Reasoning.** Honors Literature has two main objectives: first, to provide students with a general overview of world literature and intellectual movements throughout world history, and second, to prepare students for the kind of analytical, interpretive work that will be required of them in the AP English Literature and Composition course. In pursuit of these goals, students read, discuss, analyze, and write about many of the "great" works dealing with the human experience, the growth of individual and global cultures, and significant changes and events in world history. Students will write several essays analyzing an individual text. Students will also become comfortable with the language of literary analysis and increase their cache of literary terms. In order to train students to become active members of an intellectual community, we focus on productive analysis and group discussion. Grammar and punctuation, as well as diction and vocabulary, will be addressed and tested in a parallel course, Honors English Language.
Fine Arts 6: Band	Fine Arts 6 - Band class will provide woodwind, brass, and percussion musicians with introductory and varied repertoire while also studying music history and theory concepts. Students will develop technical skills on their instrument as well as ensemble skills in order to perform music together as a group. Students will work on note reading, rhythm, musical terms, tone production, breathing, hand position, finger technique, posture, dynamics, articulation, intonation, blend, balance, and overall musicianship. Music theory concepts to be studied include basic written theory, aural skills, sight-singing, and composition. Music history will be explored through listening to major musical works from various style periods and will be supplemented by the collaborative "Arts Through the Ages" project with the other Fine Arts instructors. Students will work to achieve musical goals as a group and as individuals, building a foundation for future musical experiences, whether as a performer or as an audience member.

Fine Arts 6: Music	Fine Arts 6 - Music class will provide students with the introductory study of music history and theory concepts. The concepts learned from the historical and theoretical components of the course can be supplemented through various performance-based activities (instruments, singing, improvisation, dance/movement, etc.). Students will develop technical skills on their instrument/voice as well as ensemble skills in order to perform music together as a group. Students will work on note reading, rhythm, musical terms, and overall musicianship. Music theory concepts to be studied include basic written theory, aural skills, sight-singing, and composition. Music history will be explored through listening to major musical works from various style periods and will be supplemented by the collaborative "Arts Through the Ages" project with the other Fine Arts instructors. Students will work to achieve musical goals as a group and as individuals, building a foundation for future musical experiences, whether as a performer or as an audience member.
Fine Arts 6: Performance Art	Students enrolled in Fine Arts 6: Performing Arts will explore the world of theater through an in-depth historical lens. Beginning with ancient cultures and expanding to the contemporary musical, students will progress through each style period analyzing influential dramatic works and theatrical design methods. This course seeks to cultivate each student's self-discovery and creative process in the performing arts. Students will develop presentation and collaboration skills by the practice and production of dramatic text. Students will be graded on their participation, process, and discoveries, in a safe and supportive environment from which they can achieve their greatest success.
Fine Arts 6: Visual Arts	This course will give students the opportunity to explore the world of art through a historical lens. Students will follow ancient artists from 40,000 BCE up through present-day 21st century contemporary artists. Students will be introduced to and apply key concepts and vocabulary to each period while making connections to relevant themes, materials, or techniques through their own artwork. We will investigate similarities and differences across cultures, beliefs, eras, and artists' perspectives to learn what inspires artists to create. Thus, the overall goal for this course is to provide a broad understanding of how art can function as both language and documentation in the lives of people across generations and locations, and ultimately help students to see the value in creating and viewing art from our past and present.
French AP	AP French is the Advanced Placement French course, preparing students to take the Advanced Placement French exam in May of this school year. Students who score successfully on the AP French exam may be able to earn higher course placement in college & / or university credit for high school course work in French. BASIS students are eligible to enroll in AP French upon successful completion of the French II course and are eligible to take a French Capstone their senior year.

French Capstone: French History	Students in Capstone will continue acquiring skills they will need to become effective French speakers. Students will pursue their exploration of French and francophone culture through variety of new expressions applied in different contexts. This is an advanced course in French and its cultures. All four of the basic skills will be addressed: reading, writing, listening and speaking. This course will help students to reach their potential in mastering French language. Students will study French history and French literature in detail from the Middle Ages until 20th century. Students will undertake a Capstone Research Project, they will be asked to select their project from the themes covered during the school year. The National Foreign Language Standards of Communication, Cultures, Connections, Comparisons and Communities are incorporated into all units/chapters/lessons. This foreign language course is also aligned to the Arizona State Foreign and Native Language Standards. Standards codes are listed after each Chapter title.
French I-III	French I-III is a beginning-level course providing an introduction to French language and Francophone cultures. Students will develop skills in listening, speaking, reading & writing with the focus on communication and cultural awareness & appreciation. Successful completion of this course leads to the French 8 course.
French IV-V	Students will have taken one year of French. French IV-V is a beginning-to-intermediate level course providing an ongoing review of and introduction to French language and Francophone cultures. Students will develop skills in listening, speaking, reading & writing with the focus on communication and cultural awareness & appreciation. Successful completion of this course leads to the French VI-VII course.
French VI-VII	Students have taken two years of French. French VI-VII is an intermediate-level course providing an ongoing review of & introduction to French language and Francophone cultures. Students will develop skills in listening, speaking, reading & writing with the focus on communication and cultural awareness & appreciation. Successful completion of this course leads to the French VIII course.
History Capstone	In this multidisciplinary, research-focused capstone course, seniors will engage in an exploration of the history of science, medicine, and technology. Most classes will be conducted in the style of college-level seminar courses. Along with a review of the relevant literature, students will also learn about collegiate level best practices in historical research and writing.

History I	The purpose of this course is to introduce to students a holistic view of World history from the beginnings of human societies to roughly 1750 C.E. This course will offer balanced global coverage of Africa, the Americas, Asia, Europe, and Oceania. We will focus on FIVE overreaching themes throughout the course as unifying threads to put what is particular about each period or society into a larger framework. World History Themes: 1. Interaction Between Humans and the Environment 2. Development and Interaction of Cultures 3. State-building, Expansion, and Conflict 4. Creation, Expansion, and Interaction of Economic Systems 5. Development and Transformation of Social Structures By the end of the course students should be able to accurately recall, analyze, and interpret information for the year-end comprehensive exam.
History III	Though not an Advanced Placement course, this class closely follows the AP World History course overview as provided by the College Board <http://media.collegeboard.com/digitalServices/pdf/ap/ap-world-history-course-and-exam-description.pdf>. It begins with a short review of material covered in 7th grade history and focuses on world history post 1450 CE. Throughout the course students will analyze, debate and write about the past through lectures, discussions, essays and simulations.
History: AP European	The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

History: AP United States	The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth. This course's curriculum is based on the College Board's recommendations for an Advanced Placement U.S. History course. These recommendations are outlined in the most-recent edition of the AP United States History Course Description, which the class will refer to frequently throughout the school year.
History: AP US Government	A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses. **Course Objectives --** Students successfully completing this course will be able to: • Describe and compare important facts, concepts, and theories pertaining to U.S. government and politics • Explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures) • Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats) • Critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum

History: World 1	The purpose of this course is to introduce to students a holistic view of World history from the beginnings of human societies to roughly 1350 C.E. This course will offer balanced global coverage of Africa, the Americas, Asia, Europe, and Oceania. We will focus on FIVE overreaching themes throughout the course as unifying threads to put what is particular about each period or society into a larger framework. World History Themes: 1. Interaction Between Humans and the Environment; 2. Development and Interaction of Cultures; 3. State-building, Expansion, and Conflict; 4. Creation, Expansion, and Interaction of Economic Systems; 5. Development and Transformation of Social Structures By the end of the course students should be able to accurately recall, analyze, and interpret information for the AP World History Exam, which they have the option of taking at the end of 8th grade.
Introduction to Science	Introduction to Science is a survey course designed to prepare students for the intensive middle school science curriculum at BASIS. Students will study basic principles in Biology, Space Science, Chemistry, and Physics. This course teaches scientific skills and principles with a focus on observation and the scientific method. Skills practiced throughout the course include: critical thinking, data collection, data analysis, collaboration, and communication. Organization, note-taking skills, and good study habits are emphasized and necessary to be successful in this course.
Latin AP	The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's *Aeneid* and Caesar's *Gallic War*. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.
Latin Capstone	The Capstone Latin Course allows seniors the opportunity to fit their selected foreign language into a research model devised by the student and his or her faculty advisory team.
Latin I	This course is designed to introduce students to Latin language skills including vocabulary, grammar, etymology, and syntax. Particularly, students will establish a foundation for the study of English grammar and vocabulary, and for advanced learning in Latin and modern languages. Through learning the Latin language, students will explore Roman culture and history and its impact on modern languages and societies.

Latin II	This course is the logical continuation of the standard Latin sequence at BASIS. Latin II S.I and S.2 serve as bridges between the typical first year of Latin and where second year Latin strives to go. All syllabi will create and deepen student understandings both of Latin vocabulary and Latin grammar and syntax. A deep emphasis will be placed on the fundamental elements of Latin translation via sentences and short reading passages. A key set of vocabulary words will become essential for students to memorize, although readings will necessarily go beyond that short list. Latin II develops student knowledge of the structures of Latin, Romance languages in general, as well as English, and so serves as either a solid stepping stone into the study of other languages or the next step upward in the study of the Latin language itself.
Latin III	This course marks the point at which students of Latin will begin to commit themselves to the true rigor of the study of Latin grammar and syntax. The end goal of Latin III is to develop basic reading proficiency in students, with the result being the ability to translate excerpted Latin pieces quickly, completely, and fluently. Students will complete their learning of the types of Latin nouns and adjectives and markedly deepen their knowledge of Latin verb structure. Regular vocabulary memorization and practice with grammatical concepts will be essential.
Latin IV	This course marks the end of instruction in grammatical and syntactical concepts at BASIS. Upon rounding out their knowledge of these concepts, students will delve deeper into primary source translation. Students will continue to develop their abilities to diagram complex sentences and render both literal and colloquial translations of passages of Roman literature.
Latin V	This course is designed to introduce students to Latin literature of intermediate difficulty. By examining Latin prose in detail, students will implement and refine Latin translational habits and techniques. After an intensive review of essential Latin grammar, students will begin to read the work of Roman writers in the original Latin. Emphasis will be placed on *de Bello Gallico* by Julius Caesar. In addition to readings in Latin, students will work on Latin composition to hone their understandings of the finer points of Latin.
Latin VI	This course is designed to introduce students to Latin literature of intermediate difficulty. By examining Latin poetry in unexpurgated texts, students will implement and refine Latin translational habits and techniques and gain deeper sensitivities to the art and style of Roman poetry. Emphasis will be placed on *The Aeneid* by Vergil, but sight readings in the work of multiple other important Roman poets will be a running feature. In addition to readings in Latin, students will work on enhancing Latin grammatical skills through targeted grammar lessons. A unit on poetry recitation is another highlight of this course.

Logic	The purpose of this course is to prepare students for their future courses at BASIS, as well as for their future college and workplace endeavors. Topics of study include the fundamentals of logic, rhetoric, critical thinking, and persuasive writing. Students will gain a thorough understanding of how to create and present effective arguments and of how to evaluate the effectiveness of arguments of others. To this end, students will practice arguments through the use of symbols and logical operations. Students will also view and analyze media from popular culture to become more discerning observers of the world around them.
Mandarin Capstone	This is an advanced course designed for the 12th-grade (capstone) students at Basis schools. The course will continue to develop student's listening, speaking, reading and writing skills, with emphasis on the ability to interact orally and in writing in culturally specific contexts. Chinese culture and history are embedded in many of the lessons. By the time of the completion of this course, the students should be able to: Further expand their vocabulary and acquire more complex sentence structures for use in a variety of practical settings using the four language skills as well as knowledge of the Chinese culture; compare and contrast their world with the world of their Chinese-speaking counterparts; acquire information and recognize the distinctive viewpoints through reading authentic Chinese material and watching Chinese TV programs and movies; demonstrate understanding of certain practices, products and perspectives in the Chinese culture; develop further awareness of the similarities and differences between Chinese and American culture.

Mandarin I-IV	This is an introductory course in Mandarin Chinese (*putonghua*), designed for middle school students at Basis schools who have had no prior exposure to the Chinese language. The emphasis in this class is to develop listening, speaking, reading and writing skills using both *Pinyin* phonetic system and Simplified Chinese characters. Class will be taught through essential real-life themes and topics that concern students' personal life and their immediate environment such as family, school, and community. We will also introduce the social and cultural aspects of the language to prepare students to function in the real world in a culturally appropriate manner. By the time of the completion of this course, the students should be able to: Identify the sounds and tones of Mandarin in Pinyin system; Write Chinese characters in correct stroke orders; Read simplified Chinese characters; Carry out some simple conversations on topics studied; Talk about themselves-give personal details, talk about their families, friends and pets; Talk about items relating to their daily life and immediate experience, such as home, school, daily routine, dates and weather; Develop an awareness of the dynamics of the Chinese language and how it reflects the culture and way of thinking which has engendered it.
Mandarin IX	This course is designed for the 10th-grade students at Basis schools. The course will develop student's listening, speaking, reading and writing skills, with emphasis on the ability to interact orally and in writing in culturally specific contexts. Lessons will be taught through essential real-life themes and topics that concern students' personal life and their immediate environment such as family, school, and community. By the time of the completion of this course, the students should be able to: Listen with comprehension to passages of increasing length; Expand their vocabulary and acquire additional sentence structures for use in basic daily-life communication; Introduce one's life in his/her neighborhood; Understand and carry on the topics of family and occupations; Demonstrate basis understanding of certain practices, products and perspectives in the Chinese culture; Develop awareness of Chinese culture and of one's own culture.

Mandarin V-VI	This is an introductory course in Mandarin Chinese (*putonghua*), designed for the 8th-grade students in the Upper School at Basis schools. The course will develop student's listening, speaking, reading and writing skills, with emphasis on the ability to interact orally and in writing in culturally specific contexts. Lessons will be taught through essential real-life themes and topics that concern students' personal life and their immediate environment such as family, school, and community. By the time of the completion of this course, the students should be able to: Acquire the skills to engage in conversation and use the language in real life settings; Expand their vocabulary and acquire additional sentence structures for use in basic daily-life communication; Establish appropriate associations between sounds, written forms and meanings for words studied; Understand and carry on basic and simple daily conversation; Demonstrate basic understanding of certain practices, products and perspectives in the Chinese culture; Develop awareness of Chinese culture and of one's own culture.
Mandarin VII-VIII	This course is designed for the 9th-grade students at Basis schools. The course will develop student's listening, speaking, reading and writing skills, with emphasis on the ability to interact orally and in writing in culturally specific contexts. Lessons will be taught through essential real-life themes and topics that concern students' personal life and their immediate environment such as family, school, and community. By the time of the completion of this course, the students should be able to: Acquire the skills to engage in conversation and use the language in real life settings; Expand their vocabulary and acquire additional sentence structures for use in basic daily-life communication; Able to use 350 - 500 Chinese characters in their oral and writing; Comment on one's performance on Chinese learning and studying; Demonstrate understanding of certain practices, products and perspectives in the Chinese culture; Develop awareness of Chinese culture and of one's own culture.
Mandarin X	This course is designed for the 11th-grade students at Basis schools. The course will develop student's listening, speaking, reading and writing skills, with emphasis on the ability to interact orally and in writing in culturally specific contexts. Chinese culture and history are embedded in many of the lessons. By the time of the completion of this course, the students should be able to: compare and contrast their world with the world of their Chinese-speaking counterparts; acquire information and recognize the distinctive viewpoints through reading authentic Chinese material and watching Chinese TV programs and movies; demonstrate understanding of certain practices, products and perspectives in the Chinese culture; develop further awareness of the similarities and differences between Chinese and American culture.

Math PAP: Category Theory	The main objective is to expose high school students to modern mathematical concepts. Students will learn to abstract necessary and sufficient properties for a given object required to solve a problem or proof. This will serve to illustrate the power of generalizing mathematical theorems. Set theory is the most general category, and then students will be introduced to the algebraic categories like groups, rings, and fields. This will be followed by a study of geometric categories like topological spaces, metric spaces and derived categories. The course will conclude with a natural example of a function from the category of topological spaces to the category of groups, namely, The Fundamental Group.
Math PAP: Linear Algebra	This course includes the study of vector spaces, subspaces, linear transformations, kernels and cosets of kernels, matrices with respect to standard bases, change of basis, eigenvectors and eigenvalues, determinants, systems of equations and matrix operations. The computer algebra system MATLAB will also be integrated into this course.
Math PAP: Vector Calculus	Upon completion of this course, students will be able to describe surfaces parametrically in 3-D space and find the equation of a given plane. Students will recognize graphs of vector functions and space curves and evaluate limits of functions of several variables, find equations of tangent planes to surfaces and apply chain rule to functions in several variables. Students will use LaGrange's multipliers method to optimize functions of several variables and find volumes of solids bounded by surfaces. Students will be able to change the order of integration in double and triple integrals and determine the surface area of the graph of a function of several variables. Students will use the fundamental theorem of line integrals and Green's Theorem to compute line integrals. Students will compute the divergence and curl of a vector function, and use Divergence and Stoke's Theorem to compute surface integrals.
Math: 8/7	This course provides students with knowledge of general mathematics by practicing addition, subtraction, multiplication, and division of whole numbers, fractions, mixed numbers, decimals and negative numbers; as well as introducing them to pre-algebra concepts before entering 6th grade. Geometric principles of area, perimeter, volume, and surface area are also practiced. Percentages and decimals are reinforced in word problems.

Math: Algebra 1/2 *(one-half)*	**Saxon Pre-Algebra or Algebra 1/2** includes concepts typical of this type of course and also topics from geometry, discrete mathematics, and probability and statistics. At the end of the course, students are well-versed in areas of: fractions, decimals, mixed numbers, positive and negative numbers, order of operations, percentages, proportions, ratios, divisibility, rounding, place value, unit conversions, scientific notation, and data representation, algebraic representation, and solving real world problems.
Math: Algebra I/Geometry	Algebra 1/Geometry covers all of the traditional first-year algebra topics while helping students build higher-order thinking skills, real-world application skills, reasoning, and an understanding of interconnecting math strands. The class focuses on multiple representations of algebraic thinking: verbal, numerical, symbolic, and graphical. Topics covered include: algebra foundations; basic geometric concepts; functions and relations; linear equations; polynomials; rational expressions and functions; inequalities; systems of equations and inequalities; radical expressions and functions; quadratic equations; absolute-value equations and inequalities; and probability and data analysis. Real-world applications and continual practice/review are fundamental parts of the class and are important for mastery of the material. Students who complete the course should be well prepared to enter Algebra II/Geometry the following year.
Math: Algebra II/Geometry	This is the second part in a series of algebra and geometry courses. Students will continue working on concepts introduced in Algebra 1, but more in-depth. After mastering topics introduced in this course students should be able to solve equations and inequalities with absolute value, quadratic and logarithmic equations, and work with complex numbers and trigonometric functions of right triangle. Also geometry will be incorporated and the equivalent of formal geometry will be concluded. Students will be introduced to proofs in geometry with similar and congruent figures, circles and their parts, lines, and planes.
Math: AP Calculus AB	This is the first part of a two- year calculus course. Students will learn that the functions can be used to describe real life situations. They will understand that in mathematical language the change can be expressed as derivative and the accumulation or gain as an integral. Students will master a wide variety of differentiation techniques and integration methods to deal with more complex functions. This course is designed to cover all of the topics required for the AB Calculus AP test.
Math: AP Calculus BC	The focus of this course is to prepare students for success in the AP test. The topics covered in the first part of calculus, i.e. the basic concepts of differential and integral calculus, will be thoroughly reviewed and reinforced. Students will also master the topics required in the BC Calculus AP test. These will include different methods for solving simple differential equations (analytic, graphical, and iterative) and the basic theory of the convergence of the infinite series. Students will work on improving their test taking skills throughout the whole school year.

Math: Pre-Calculus AB	This course provides an in-depth coverage of trigonometry, logarithms, analytic geometry, and upper-level algebraic concepts. It completes the study of geometry (which is spread over four years in the Saxon series). Primary emphasis is on a continuation of the practice of intermediate algebraic concepts and skills while the upper-level algebraic concepts and skills are introduced. The study of trigonometry begun in the middle of Algebra 2 is continued, and a heavy emphasis is placed on the study of trigonometric functions, common and natural logarithms, and the equations of conics.
Math: Statistics AP	The purpose of AP Statistics 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
Music 7: Band	Music 7: Band class will provide woodwind, brass, and percussion musicians with challenging and varied repertoire while also studying music history and theory concepts. Students will develop technical skills on their instrument as well as ensemble skills in order to perform music together as a group. Students will work on note reading, rhythm, musical terms, tone production, breathing, hand position, finger technique, posture, dynamics, articulation, intonation, blend, balance, and overall musicianship. Music theory concepts to be studied include basic written theory, aural skills, sight singing, and composition. Music history will be explored through listening to major musical works from various style periods. Students will work to achieve musical goals as a group and as individuals, building a foundation for future musical experiences, whether as a performer or an audience member.
Music 7: Piano	Music 7: Piano will provide piano students with challenging and varied repertoire while also studying music history and theory concepts. Students will develop technical skills on the piano and may work on ensemble skills in order to perform music together as a group. Student will work on note reading, rhythm, musical terms, posture, hand position, finger technique, dynamics, expression, and overall musicianship. Music theory concepts to be studied include basic written theory, aural skills, sight singing, and composition. Music history will be explored through listening to major musical works from various style periods. Students will work to achieve musical goals as a group and as individuals, building a foundation for future musical experiences, whether as a performer or an audience member.

Music V	Music V - Students will develop their musical skills by singing and/or playing instruments, studying music history and theory, and practicing music literacy. With the aid of musical examples and in-class activities, students will be able to identify and evaluate melody, harmony, rhythm, dynamics, musical texture, and musical style. Students will practice basic music notation and theory concepts as they relate to the chosen repertoire and through aural and sight-singing exercises. In addition, students are required to attend live Classical concerts in order to reinforce the material presented in class. As a performance group, the students will perform concerts throughout the year. Selected repertoire for study and for performance will represent a variety of styles, genres, and levels of difficulty.
Music: AP Music Theory	The AP Music Theory class is an in-depth study of tonal music theory comparable to a first-year college music theory course. Although the course emphasizes the study of harmony, it also integrates aspects of melody, texture, rhythm, form, musical analysis, composition, and, to some extent, history and style. This class emphasizes tonal music from the Baroque Era through the Romantic Era but will also introduce music from other style periods. Students will develop notational skills, basic compositional skills based on 18th-century practices, and aural skills including sight singing, melodic dictation, and harmonic dictation. COURSE OBJECTIVES Students will be prepared to take the AP Music Theory Exam after completing this course. After completing this course students will be able to: • Notate pitch and rhythm in accordance with standard notation practices • Read melodies in treble, bass, and movable C clefs • Write, sing, and play major scales and all three forms of minor scales • Recognize by ear and by sight all intervals within an octave • Understand and use the basic rules that govern music composition • Harmonize a melody with appropriate chords using good voice leading • Analyze the chords of a musical composition by number (Roman Numeral) and letter name • Realize Roman Numeral Progressions • Realize a figured bass • Transpose a composition from one key to another • Express musical ideas and show understanding of material by composing and arranging. • Understand and recognize basic musical forms: ternary, binary, rondo, etc. • Write simple rhythmic, melodic, and harmonic dictation • Sing and write major, minor, pentatonic, and whole-tone scales • Understand modes and modal scales • Sing a variety of note and interval patterns with correct syllables • Write and hear modulations to closely related keys

Music: Band/Orchestra	Music: Band/Orchestra will provide woodwind, brass, percussion, and strings musicians with challenging and varied repertoire while also studying music history and theory concepts. Students will work as an ensemble to continue developing their musical skills including posture, tone, technique, intonation, articulation, dynamics, blend, balance, expression, and overall musicianship. Music theory concepts to be studied include written theory, aural skills, sight singing, and composition. Music history will be explored through learning about composers and listening to major musical works from various style periods. Students will work to achieve musical goals as a group and as individuals building a foundation for future musical experiences, whether as a performer or an audience member.
Music: Piano	Music: Piano will provide piano students with challenging and varied repertoire while also studying music history and theory concepts. Students will develop musical skills including posture, hand position, keyboard technique, rhythm, dynamics, expression, and overall musicianship. Music theory concepts to be studied include written theory, aural skills, sight singing, and composition. Music history will be explored through learning about composers and listening to major musical works from various style periods. Students will work to achieve musical goals as a group and as individuals building a foundation for future musical experiences, whether as a performer or an audience member.
Physical Education	The Upper School Physical Education program is designed as a mix of aerobic/anaerobic exercise, strength and endurance training, and sports/games. The students will rotate through a weekly schedule that includes running, exercise, and sports. Throughout the year, the students will build endurance and learn about sports and fair play. They will learn about the importance of sportsmanship and teamwork in all aspects of their training and physical play. By the end of the year, the students will have learned to work together and how to push each other to perform at their best level. This course is challenging yet extremely rewarding for every student who participates.
Physical Education V	PE 5 focuses on teaching specific skills through sports. The course will also involve health topics, which will be covered in class discussions. The courses covered may differ per school. Students will learn sport rules and continue to work on the concepts of teamwork, fair play and sportsmanship. Students will also learn the basics of exercise including warming up, stretching and cooling down. The focus of the course will be on attitude and performance.

Physical Education VI	PE 6 focuses on teaching specific skills through sports. The course will also involve health topics, which will be covered in class discussions. The courses covered may differ per school. Students will learn sport rules and continue to practice the concepts of teamwork, fair play and sportsmanship. They will also learn the basics of exercise including warming up, stretching and cooling down. The focus of the course will be on attitude and performance.
Physical Education VII	PE 7 focuses on teaching specific skills through sports. The course will also involve health topics, which will be covered in class discussions. The courses covered may differ per school. Students will also learn sport rules and continue to practice the concepts of teamwork, fair play and sportsmanship. The focus of the course will be on attitude and performance.
Physical Geography	This course develops an understanding of planet Earth, both the physical world and how it affects the people and cultures on it. It combines classical geography - the study of landforms, inhabitants, and maps - with Earth science concepts. Students will learn states and countries around the world, and be introduced to cultural geography topics including languages, religions, trade, populations, and natural resources. The Earth science portion of this course divides the Earth into “spheres” which are each a critical part of the Earth system. Students will learn characteristics and processes related to the Hydrosphere (water on Earth), Atmosphere (weather and climate), and Geosphere (geology). All areas will be taught to enhance the student’s knowledge of basic scientific principles and serve as a foundation to future studies in Chemistry, Biology, and Physics.
Physics AP1	AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.
Physics AP2	AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Physics APC	AP Physics C: Mechanics is equivalent to a one-semester, calculus- based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.
Physics Capstone	In this course, students will study 20th-century physics at a college level. The material will include mathematical methods, relativity, and quantum mechanics. Students will learn mathematical and analytical techniques for solving physics problems. In addition, students will develop basic skills in conducting independent research and giving presentations to an audience.
Physics I	In physics, students are introduced to the concepts and fundamentals of physical science. Students will develop a system for standard physical investigation by specifically designing models to represent physical situations. Topics will include measurement, forces, motion, electricity and magnetism, and gravitation. At the end of this course, students will be able to approach any system and use their knowledge of the physical world to separate and test the system appropriately.
Physics II	In physics, students are introduced to the concepts and fundamentals of physical science. Students will develop a system for standard physical investigation by specifically designing models to represent physical situations. Topics will include measurement, forces, motion, electricity and magnetism, and gravitation. At the end of this course, students will be able to approach any system and use their knowledge of the physical world to separate and test the system appropriately.

Physics III	In physics 8, students will continue to build on the knowledge acquired in physics 7. Topics will be expanded to a larger number of real-world situations and two-dimensional problems will be introduced for the first time. Using the concepts learned in Physics 7, students will develop the ability to pose a scientific argument and present scientific evidence to support a claim. Topics will include kinematics, forces, energy, momentum, and electricity and magnetism. At the end of this course, students will have the understanding of theoretical physics necessary to prepare them for the high school physics.
Spanish AP	The Advanced Placement Spanish class is designed to prepare students to demonstrate their level of Spanish proficiency across three communicative modes: interpersonal, presentational and interpretive. The instructor uses Spanish almost exclusively in class and encourages students to do likewise. The course provides students with a learning experience equivalent to that of a third year college course in Spanish language. While the course will integrate a variety of sources to foster the development of the four language skills (Reading, Writing, Speaking, and Listening) this class will primarily use authentic sources meant for native Spanish speakers.
Spanish CC	This course is designed to be a culminating experience in which the student will demonstrate skills and knowledge acquired within the Spanish program. The course is designed to: • Encourage students to read, discuss and critically analyze literary texts and their different historical, socio-cultural and geopolitical contexts through group discussion, essay writing and other interactive oral and written formats. • Make contextual connections across genres and time periods • Develop proficiency in interpretive listening by providing students with opportunities to hear audio texts related to course content. • Integrate the three modes of communication (interpersonal, interpretive and presentational). • Incorporate media as an aid in learning Spanish literature, including artistic representations, audio and audiovisual resources.
Spanish I-III	This is a first year Spanish course with equal emphasis on the four basic skills of comprehension: listening, speaking, reading, and writing. Students will acquire knowledge in Spanish by continually increasing their vocabulary, grammar and use of idiomatic expressions. Speaking and writing will be emphasized using short sentences in the present tense on various topics. Students will describe, ask and answer questions, engage in simple conversations, and carry out simple realistic functions to communicate in the target language.

Spanish IV-V	This course builds on Spanish skills developed in Spanish I-III. Students will continue to acquire mastery of the four basic skills of language acquisition: listening, speaking, reading, and writing. They will continue to expand knowledge acquired by increasing their vocabulary, grammar and use of idiomatic expressions. Aspects of Hispanic cultures will be explored by learning geography, culture, and history of the Spanish-speaking countries. Participation in conversational activities is required. A spoken, listening, and written component to the Pre-comprehensive and Comprehensive exams will be given the week before exam dates.
Spanish VI-VII	Students will have taken two years of Spanish. The focus of this course is to further develop and improve the four basic skills of comprehension: listening, speaking, reading, and writing. Students will continue to expand knowledge acquired in 8th grade Spanish by increasing their vocabulary, grammar, and use of idiomatic expressions. They will speak and write extemporaneously using short and long sentence structures in the present, past, and future tenses to communicate about self, family, and daily life. The development of their Spanish speaking skills will be improved using dialogues, interviews, and oral presentations that can be used in real-world interactions. Students will further develop their Spanish comprehension, writing, and listening skills within the context of the contemporary Spanish-speaking world and its cultures by engaging in a variety of authentic activities utilizing film, music, and readings.
Spanish VIII	The curriculum is based on the communicative approach to teaching Spanish and uses the *ACTFL (American Council on the Teaching of Foreign Language)* Guidelines and Standards in Foreign Language Learning in the 21st Century *(the Five C's: Communication, Cultures, Connections, Comparisons, and Communities).* While students will continue to expand their grammar knowledge and skills, they will focus on building a broader vocabulary base and a comprehensive ability to communicate (in both written and oral forms) about complex world issues and opinions. This course serves as a gateway to the AP Spanish Language and Culture course.
Visual Arts V	The fifth grade art studio course focuses on production, criticism, aesthetics, art history and multi-cultural study. Students will create original artwork through the use of various art techniques and the Elements and Principles of Design.
College Counseling	The senior year college counseling program is designed to give all BASIS seniors the opportunity to meet one-on-one with school college counselors in service of completing college applications. During the course, students will engage in essay writing workshops, pursue outside scholarships, and complete all other aspects of the college search process.

NOTES:

1) All BASIS courses are designed to ensure that students meet and exceed the minimum requirements of the Arizona College and Career Ready Standards.
2) The designation “Pre-AP” is used interchangeably with the designation “Honors” at BASIS schools
3) Capstone Courses are determined annually based on student interest and teacher interest. Those listed in this document are examples of courses that have been offered in the 2014/15 school year