SECTION 9-1. EDUCATIONAL PHILOSOPHY

The educational philosophy of AIM Higher College Prep Academy is the belief that every child can succeed academically and become leaders in their communities and the world. Similar to the program at NFL YET College Prep Academy, we will provide an environment that will develop students academically, physically, and spiritually – forming the entire person. In order to accomplish this we implement the Classical Educational Model (CEM) which develops students into International Servant Leaders, effectively preparing them for success in college and university.

NFL YET College Prep Academy recently completed year two of the implementation process of the CEM; the implementation of the CEM has been a major contributing factor in the achievement of the "A" school rating during the 2012-2013 academic years and anticipated "A" rating for the 2013-2014 academic year. The curriculum and instructional practices have transitioned to a level aligned with the structure and expectations of the Arizona College and Career Ready Standards (ACCRS). Students begin by learning to acquire basic foundational knowledge, transition to piecing together basic facts and creating logical interpretations of these facts (learning to critically analyze), and finally create new knowledge and learn to clearly articulate logical thoughts in order to persuade. This methodology has had a profound impact on the entire school community and has been reflected in the overall school performance.

The implementation of the CEM has elevated the rigor commanded of both the administrative and instructional staff creating a higher level of accountability. Teachers are required to tie functional text and non-functional text along with media clips into each lesson they are teaching. This practice allows students to be exposed to research-type practices along with proposed PARCC-framed questioning.

The CEM has allowed current students to experience a more rigorous program of study with a heavy emphasis on the reading of functional and non-functional text. Research has shown a curricular emphasis on the Classical Education texts methodology has a positive effect on increasing student achievement for all learners. NFL YET College Prep Academy has experienced its highest reading proficiency rate of 75% in the tenth grade and 89% in the seventh grade in 2013 after the first full year of implementation of Classical Educational literature. In addition, NFL YET College Prep Academy students saw a 6% gain in math proficiency between the 2012 and 2013 academic years. This increase in achievement was achieved after the first year of implementation of the CEM.

Our educational system, consisting of a rigorous and vigorous dialogue between ability and attitude, also seeks to develop students beyond the classroom. NFL YET College Prep Academy has established an environment (ethos) where "International Servant Leaders" are formed. Ability and Attitude are interwoven to form the framework of what a modern International Servant Leader needs to learn in order to be successful. These leaders have the intellect to accomplish minor local projects and major international projects, and they have the ethics and virtues to positively impact the global community through good works. Students are taught not only to live in and improve society, but also contribute to the global community. Gradually, the student is formed as an International Servant Leader who appreciates and incorporates positive habits into their personal and professional lives. Through the school program, NFL YET College Prep Academy has managed to graduate 88% of its high school students for the past two consecutive years. Of the graduates, 90% have gone on to attend at least a two-year college.

SECTION 9-2. EXISTING SCHOOL PROGRAM OF INSTRUCTION

(Curriculum)

NFL YET College Prep Academy currently implements a core and supplemental curriculum aligned to Arizona's College and Career Ready State Standards (ACCRS) which enables all students to achieve at levels that prepare them for college and their careers. NFL YET College Prep Academy integrates the ACCRS into its classical education curricular model to ensure and facilitate the highest levels of learning.

NFL YET College Prep Academy utilizes Saxon Math as its core math curriculum program which has been found to be consistently effective for children of varying ability levels and socioeconomic backgrounds. On-Core math is utilized as part of a math intervention program for Tier 2 and Tier 3 students.

According to the 2003 NAEP, a large gap still exists in math performance between White students and Hispanic and African American students. Further, TIMSS (Trends in International Mathematics and Science Study) data shows the United States lags behind other industrialized countries in math. Classroom results and research have shown Saxon Math to be effective for achieving results. Researchers have found minority students benefit from continued use of Saxon Math with increased test scores, self-esteem and independence in work habits while helping close the achievement gap in math for underachieving groups[1]. NFL YET College Prep Academy, which serves a similar population to that of the proposed school, has experienced significant gains in math achievement levels since its first year of using Saxon Math, including an increase of 14%.

In addition to addressing the math standards, the NFL YET College Prep Academy focuses on literacy attainment by integrating the Arizona Department of Education's (ADE) qualitative and quantitative text complexity rubrics in conjunction with the English Language Arts (ELA) College and Career Ready Standards. Classical Education (Great Books) literature texts have been selected using the text complexity rubrics and appropriate reading lexiles identified for each grade level band. All instructional materials are aligned to the College and Career Ready Standards in reading and math to ensure these standards are taught with fidelity.

Students grasp a rich understanding of the great historical texts that the world has to offer. Students immerse themselves in the literature and subsequently openly discuss, and interpret amongst their peers utilizing the Socratic method of instruction in which the instructor serves as a guide to learning as opposed to one transmitting the knowledge to the students. Students become the masters of their learning therefore taking ownership. Grades follow a four year time period rotation beginning with ancient history texts, progressing to early renaissance, late renaissance, and modern times.

(Instructional Methods)

NFL YET College Prep Academy teaches the ACCRS within a scope and sequence, organized by grade and subject, with curriculum mapping and quarterly pacing guides. NFL YET College Prep Academy uses the Classical Education Model (CEM) to deliver the core standards. The school provides instruction in four core areas: math/science, language arts, history/social studies, and electives in the Classics.

At the beginning of the academic year, teachers assess student mastery of the standards via the ATI-Online Galileo benchmarking assessments. An Individual Student Plan for Success, or individual learning plan (ILP), is created, based on the data analysis, to address the academic needs of each classroom and

[1]Calvery, R., Bell, D., & Wheeler, G. (1993).*A comparison of selected second and third graders' math achievement: Saxon vs. Holt*, (ERIC Document Reproduction Service No. 365 728)

each student. The ILPs are aligned to the established pacing guide for each grade for both the ELA and math core content areas. School Leadership works with each classroom teacher to develop and align the ILPs within the framework of the CEM. The ILPs then guide teachers as a map for classroom instruction. The ILPs, developed through data analysis, facilitate teachers in generating accurate and aligned standards-based lessons and interventions to meet each student's academic needs. The data driven ILPs help identify which instructional method (whether whole group, small group, centers, or one-on-one) are the best use for demonstrating a particular lesson. The ILPs also help determine if a more individualized intervention is needed to meet the student's specific need.

NFL YET College Prep Academy instructional practices encompass a diverse set of instructional methods including, independent practice and collaborative learning using the "I Do, We Do, You Do" approaches[2]. These methods of instruction are incorporated into our lessons in conjunction with the ILPs in order to facilitate learning and ensure student academic success.

The initial instructional method is the "I Do" approach where teachers utilize the direct form of teaching facts, skills, and precepts. Strategies include lectures, explicit teaching, modeling, drills and practice. Another strategy is the use of didactic questioning which enables a way for teachers to structure the learning process by using the "what," "where," "when," and "how" question starters[3]. This research-based practice forges the pathway to the next stage of instruction.

The next instructional method is the "We Do" approach where teachers step into the role of facilitator as they guide instruction. The teacher facilitates the development of communication skills during this stage of instruction utilizing the Socratic Method to lead students in the development of cognitive skills and to increase student involvement[4]. By responding to open-ended questions, students develop higher level thinking skills, possess the ability to analyze and understand complex text, and express that knowledge in a coherent manner. This cooperative setting takes learners to the next segment of the "We Do" approach which is the collaborative learning approach. Instructional strategies include the use of debates, role-playing, peer partnering, think-pair-share, discussions and group work. Students are further developing communication skills by listening and responding to others, thus reinforcing cognitive learning and social skills that are fundamental to servant leaders.

As learning progresses, the teacher uses the "You Do" approach in providing a setting for independent practice. Strategies include essays, journals, learning logs, projects, and research papers. Seniors at NFL YET College Prep Academy are required to complete and present a 10-15 page research assignment, and in addition to classroom performance, are required to participate in a community-based project to demonstrate servant leadership in accordance with our philosophical approach.

NFL YET College Prep Academy utilizes the Response to Intervention model to maximize learning for all student levels. The first tier of instruction consists of the general classroom setting. Students are screened in this setting to identify those who are struggling. The second tier of instruction provides struggling students with interventions by either general education teachers or specialists. Interventions are provided in small-group settings in addition to instruction in the general curriculum. Students' progress is monitored bi-weekly to identify if additional intense interventions are required. If it is determined additional intense interventions are required, students will receive one-on-one instruction

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[2] Maiers, Angela (2009) *Recipe for Learning Success: I DO, YOU DO, WE DO.*

[3] McNeil, J.D. & Wiles, J. (1990) The essentials of teaching: Decisions, plans, methods. New York, NY: Macmillan

[4] Paul, R. & Elder, L. (2012). Critical thinking: Tools for taking charge of your learning and your life (3rd ed.) Boston, MA: Pearson Education Press

and a referral for special education evaluation may be made. Students receiving Tier 3 instruction are monitored on a weekly basis.

SECTION 9-3. HOW THE EXISTING PROGRAM WILL MEET NEEDS OF PROPOSED POPULATION

NFL YET College Prep Academy provides instruction in the aforementioned core areas. The foundation for our philosophical approach to instruction is the Trivium Model, where education has the following three stages of learning:

- Grades K-4: (Grammar) Memorization of basic facts and acquisition of language
- Grades 5-8: (Logic) Piecing together of basic facts and logical interpretation of them
- Grades 9-12: (Rhetoric) Clear articulation of logical thoughts

NFL YET College Prep Academy services a student population wherein 100% qualify for the free and reduced lunch program. Additionally, the population includes a number of English language learners (ELL) who require significant time focused on the English Language Proficiency Standards (ELPS) while acquiring skill sets needed to excel with the required mathematical and literacy standards. NFL YET College Prep Academy's current programs of instruction focus on phonics-based literacy instruction and spiraled-mathematics instruction as given throughout the daily lessons and homework reinforcement, as well as during Monday through Thursday and Saturday tutoring sessions provided to students who need the extra support. NFL YET College Prep Academy also implements rigorous data analysis by which teachers and administration consistently utilize in order to adjust instruction and communicate progress with the students and their parents. Over the past three years, NFL YET College Prep Academy's seventh through twelfth grades have demonstrated a 9% increase in reading scores and a 14% in math scores. This can be attributed to the programs, teachers, and the level of dedication the school exhibits. Students are engaged in meaningful learning activities throughout the day. Collected student performance data has shown an increase in the proficiency rates in the areas of reading, writing, and mathematics as a result of the increased time spent with core classroom instruction. These results are a step towards meeting the goal of 100% of students being proficient in reading, writing, and mathematics which is what the identified target population deserves and needs.

In addition to the curriculum implementation, the existing program of instruction is delivered through highly effective teachers. Each potential candidate is screened and interviewed to ensure they encompass the two main educator traits desired – the ability and the attitude of a teacher. Those individuals who are sought have the attitude to never give up and who have high standards for all students. In the same breath, those sought also have the pedagogy of their subject matter and who have effective classroom management techniques. By finding teachers who embody the same philosophy as NFL YET College Prep Academy and equipping them with the necessary tools, a team is forged who enhances the students' academic experiences transforming them into servant leaders in their community.

SECTION 9-4. MASTERY AND PROMOTION

Students are awarded mastery of a given course based on the following items:

	7-8th Grade	9-12th Grade
Classwork & Homework	10%	10%
Quizzes	10%	10%
Projects	10%	20%
Tests	20%	25%
Quarterly Assessments	50%	35%

AIM Higher College Prep Academy, as part of the summer staff development, will provide a training session for teachers to ensure grades are consistent and valid between instructors in a given course.

AIM Higher College Prep Academy and its teachers will utilize the following grading policy when determining final grades for courses based upon a combination of scores from the factors above. A score of 80% or better denotes mastery of course content, while a score of 70% or better denotes proficiency of course content. Expectation of mastery on state standardized exams will be 80%. "Proficiency" means students have attained the minimum working knowledge of course content to move on to the next units or next course; "mastery" means students have attained comprehensive working knowledge of course content.

All grade levels will be assigned semester grades. Grades range from "A" to "C", with an "A+" being the highest grade. Courses offered on a pass/fail basis use a "Pass" to designate a passing grade. A uniform grading scale will be used in all classes using a numerical grading system:

97% to 100% = A+	96% to 93% = A	92% to 90% = A-
87% to 89% = B+	86% to 83% = B	82% to 80% = B-
77% to 79% = C+	76% to 73% = C	72% to 70% = C-
69% and below = Incomplete		

In grades 7 and 8, grade level promotion decisions will be based upon the following factors: (1) a student earning a final grade of at least 70% in core courses and (2) attendance, for which a student must be present for 95% or more of the meetings of the course. This requirement may be waived under exceptional circumstances such as prolonged illness, unexpected family emergency, etc. Due process is built in throughout the year in which the parent or guardian will receive periodic notices of excessive absences before the absence threshold is reached. The attendance requirement may be appealable to the School Leader by the parent or guardian under certain circumstances.

An exception may be made if the School Administration determines student's lack of progress is due to the student's qualification for special education services. If a student does not meet the stated criteria for credit determination, or the exception criterion, the School Leader and Director of Special Education will recommend that the student be retained.

In the event that a 7th or 8th grade student fails one or more courses during the current academic year, the following will apply:

1. Student fails one course – Typically, the student will be allowed to complete a summer course of study in order to be promoted. At the School Leader's discretion, the student may be required to repeat the entire year.

2. Student fails two courses – Typically, the student will be required to repeat the entire year. In exceptional circumstances, the School Leader may permit a student to remediate both of the failed courses during the summer and be promoted.

3. Student fails more than two courses – The student will be required to repeat the entire year. Due process will be given to parents who wish to appeal this requirement.

Students who are identified as "Falls Far Below" in either reading or math according to Galileo assessments and/or the State Standardized Exam will automatically be candidates for retention.

The criteria and process for determining mastery and awarding course credit for 9th through 12th grade is included in the next section.

SECTION 9-5. COURSES & GRADUATION REQUIREMENTS

AIM Higher College Prep Academy will require 26 credits of high school study for graduation from the high school; this exceeds the minimum state requirement of 22 credits and university admission requirements of 16 credits.

Discipline	AIM Higher Graduation Requirements	ASU Admission Requirements	Arizona Graduation Requirements
English	4 Credits	4 Credits	4 Credits
Mathematics	4 Credits	4 Credits	4 Credits
Science	4 Credits	3 Credits	3 Credits
Social Studies	4 Credits	2 Credits	3 Credits
CTE/Fine Arts	1 Credits	1 Credits	1 Credits
Foreign Language	2 Credits	2 Credits	
Electives	7 Credits		7 Credits
Total	**26 Credits**	**16 Credits**	**22 Credits**

High School Students will be assigned semester grades only. Students failing any single course in the first or second semester must pass a summer school/study plan established by the School Leader and corresponding teacher in order to be on course for a 4-year graduation.

A high school student who receives an incomplete in any course during the academic year, regardless of whether that student is eligible for year-to-year promotion at AIM Higher College Prep, earns zero credit for that course and must earn a replacement credit through means approved by the School Leader in order to graduate.

Students who transfer into the high school must still meet all AIM Higher College Prep Academy requirements (26 credits) to graduate. The School Leader will determine upon the student's enrollment at AIM Higher College Prep Academy how courses from other schools attended previously to AIM Higher College Prep Academy will receive core or elective credit, in accordance with ARS 15-189.03[5].

Each student's GPA is calculated by converting a letter grade into a numerical counterpart with each "A" being worth 4 points, each "B" being worth 3 points, and so on. Teachers may award a "plus" or a "minus" in addition to a letter grade. A plus will increase a student's GPA (e.g., a B+ is worth 3.3 points); a "minus" will decrease a student's GPA (e.g., a B- is worth 2.7 points). A student's grade point average is the average of all points earned in all courses, calculated to three decimal places, and is used to determine class rank.

[5] Azleg.state.az.us (2014). Retrieved from http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00189-03.htm&Title=15&DocType=ARS

Similar to junior high, ninth through twelfth grade credit decisions will be based upon the following factors: (1) a student earning a final grade of at least 70% in the course based on the numerical grading scale and mastery criteria outlined in Section 9-4 and (2) attendance, for which a student must be present for 95% or more of the meetings of the course.

An exception may be made if the School Administration determines a student's lack of progress is due to the student's qualification for special education services. If a student does not meet the stated criteria for credit determination, or the exception criterion, the School Leader and Director of Special Education will recommend that the student be retained.

If a student does not meet the stated criteria for credit determination nor any of the above exception criteria, the student will not receive credit.

SECTION 9-5. MENU OF COURSE OFFERINGS

ENGLISH

Ancient Literature I and II (9th Grade)

Ancient Literature I and II (9th grade) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. These courses introduce and define various genres of ancient literature, with writing exercises often linked to reading selections while building the skills of critical and active reading of ancient literature from the great books of that time period. The emphasis is on reading primary rather than secondary texts. The analytical approach taken to these primary texts is primarily a "new critical" approach: the primary text as a self-enclosed document speaks for itself. Secondary source material, whether of a historical, biographical, or literary nature, is extremely limited in order to promote the students' approaching the text without preconceptions while discussing the primary text at hand.

Course Prerequisites: None

Course Length: Two semesters (1 Credit)

Medieval and Early Renaissance Literature I and II (10th Grade)

Medieval and Early Renaissance Literature I and II (10th Grade) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing with a focus on composition and literature. These courses introduce and define various genres of medieval and early renaissance literature, with writing exercises linked to reading selections while building the skills of critical and active reading of medieval and early renaissance literature to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message of that time period. The emphasis continues to have students reading primary rather than secondary texts with an analytical approach in discussing the primary text at hand.

Course Prerequisites: Ancient Literature I and II (9th Grade)

Course Length: Two semesters (1 Credit)

Late Renaissance and Early Modern Literature I and II (11th Grade)

Late Renaissance and Early Modern Literature I and II (11th grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses promoting clear and critical thinking skills. These courses employ critical, active reading of history, literature, and philosophy from the best of the Late Renaissance and Early Modern time period. The emphasis continues to have students reading primary rather than secondary texts with an analytical approach in discussing the primary text at hand.

Course Prerequisites: Medieval and Early Renaissance Literature (10th Grade)

Course Length: Two semesters (1 Credit)

Modern Literature I and II (12th Grade)

Modern Literature I and II (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, and will write one major research paper. These courses incorporate the principles of self-expression and help students employ

them in both writing and speech using modern literature. Students will develop skills in rhetoric and debate while working towards the culminating project of delivering an oral presentation of their research paper to the faculty.
Course Prerequisites: Late Renaissance and Early Modern Literature (11th Grade)
Course Length: Two semesters (1 Credit)

HISTORY

Ancient History I and II (9th Grade)

Ancient History I and II (9th Grade) courses provide a survey of the evolution of society from the ancient Middle East through Greek and Roman civilizations and build upon the students' prior knowledge of facts, cause and effect, and the logic of relationships between facts as they move into the critical analysis of historical text focusing on ideas rather than just facts. Utilizing the rhetoric-stage of the Classical Education Model, students will actively engage with the ideas of the past by evaluating, tracing their development, and comparing them to other philosophies and opinions. These comprehensive courses provide students with an overview of ancient history and include a historical overview of political, military, scientific, and social developments and extensive analysis of key documents essential to the structure and development of the time period while gaining a greater understanding of our own civilization, country, and place in time, stemming from what has come before us.
Course Prerequisites: None
Course Length: Two semesters (1 Credit)

Medieval and Early Renaissance History I and II (10th Grade)

Medieval and Early Renaissance History I and II (10th Grade)courses provide students with an overview of the history of human society from the medieval and early renaissance period, examining political, economic, social, religious, military, scientific, and cultural developments. Students will continue to build upon prior knowledge of facts, cause and effect, and the logic of relationships between facts as they move into the critical analysis of historical text focusing on ideas rather than just facts. Utilizing the rhetoric-stage of the Classical Education Model, students will actively engage with the ideas of the past by evaluating, tracing their development, and comparing them to other philosophies and opinions using key documents essential to the structure and development of the time period while gaining a greater understanding of our own civilization, country, and place in time, stemming from what has come before us.
Course Prerequisites: Ancient History I and II (9th Grade)
Course Length: Two semesters (1 Credit)

Late Renaissance and Early Modern History I and II (11th Grade)

Late Renaissance and Early Modern History I and II (11th Grade) courses provide students with an overview of the history of human society from the late renaissance and early modern history of the United States, examining political, economic, social, religious, military, scientific, and cultural developments. Students will continue to build upon prior knowledge of facts, cause and effect, and the logic of relationships between facts as they move into the critical analysis of historical text focusing on ideas rather than just facts. Utilizing the rhetoric-stage of the Classical Education Model, students will actively engage with the ideas of the past by evaluating, tracing their development, and comparing them to other philosophies and opinions using key documents essential to the structure and development of the time period while gaining a greater understanding of our own civilization, country, and place in time, stemming from what has come before us.
Course Prerequisites: Medieval and Early Renaissance History I and II (10th Grade)
Course Length: Two semesters (1 Credit)

Modern History (12th Grade)

Modern History course (12th Grade) provides an overview of the structure and functions of the U.S. government and political institutions and examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course examines the structure and function of state and local governments while building upon prior knowledge of facts, cause and effect, and the logic of relationships between facts as students critically analyze historical text focusing on ideas rather than just facts. Utilizing the rhetoric-stage of the Classical Education Model, students will actively engage with the ideas of the past by evaluating, tracing their development, and comparing them to other philosophies and opinions using key documents essential to the structure and development of the time period while gaining a greater understanding of our own civilization, country, and place in time, stemming from what has come before us.

Course Prerequisites: Late Renaissance and Early Modern History I and II (11th Grade)

Course Length: One semester (.5Credit)

Economics (12th Grade)

Economics course (12th Grade) provides students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. This course may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both, as students actively engage with the ideas of the past by evaluating, tracing their development, and comparing them to other philosophies and opinions using key documents while gaining a greater understanding of the American economy.

Course Prerequisite: Modern History (12th Grade)

Course Length: One semester (.5Credit)

MATHEMATICS

Algebra I and II (9th Grade)

Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. In addition, the study of properties of rational numbers (i.e., number theory), ratio, proportion, and estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first degree equations and inequalities.

The second part in a multi-part sequence of Algebra I, this course generally covers the same topics as the second semester of Algebra I, including the study of properties of the real number system and operations, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratics.

Course Prerequisites: Pre-Algebra

Course Length: Two semesters (1 Credit)

Geometry I and II (9th Grade)

Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs;

concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.
Course Prerequisites: Algebra I and II
Course Length: Two semesters (1 Credit)

Algebra III and IV (10th Grade)
Algebra III course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

Algebra VI courses review and extend algebraic concepts for students who have already taken Algebra III. Course topics include (but are not limited to) operations with rational and irrational expressions, factoring of rational expressions, linear equations and inequalities, quadratic equations, solving systems of linear and quadratic equations, properties of higher degree equations, and operations with rational and irrational exponents. The courses may introduce topics in discrete math, elementary probability and statistics; matrices and determinants; and sequences and series.
Course Prerequisites: Geometry I and II
Course Length: Two semesters (1 Credit)

Pre-Calculus I and II (11th Grade)
Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.
Course Prerequisites: Algebra III and IV
Course Length: Two semesters (1 Credit)

Calculus I and II (12th Grade)
Calculus courses include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of pre-calculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).
Course Prerequisites: Pre-Calculus I and II
Course Length: Two semesters (1 Credit)

SCIENCE

Biology I and II (9th Grade)
Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.
Course Prerequisites: Satisfactory completion of Integrated Physics and Chemistry (Junior High Level) or equivalent level science course, or teacher recommendation and Principal approval.
Course Length: Two semesters (1 Credit)

Chemistry I and II (10th Grade)
Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.
Course Prerequisites: Satisfactory completion of Biology or equivalent level science course, or teacher recommendation and Principal approval.
Course Length: Two semesters (1 Credit)

Astronomy I and II (11th Grade)
Astronomy courses offer students the opportunity to study the solar system, stars, galaxies, and interstellar bodies. These courses usually introduce and use astronomic instruments and typically explore theories regarding the origin and evolution of the universe, space, and time.
Course Prerequisites: Satisfactory completion of Chemistry or equivalent level science course, or teacher recommendation and Principal approval.
Course Length: Two semesters (1 Credit)

Physics I and II (12th Grade)
Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.
Course Prerequisites: Satisfactory completion of Astronomy or equivalent level science course, or teacher recommendation and Principal approval.
Course Length: Two semesters (1 Credit)

FINE ARTS

History of Music
History of Music courses survey different musical styles and periods with the intent of increasing students' enjoyment of musical styles and/or developing their artistic or technical judgment. History of Music courses may also focus on developing an understanding of a particular style or period.

Beginning Orchestra
Beginning Orchestra courses provide a general understanding of a string instrument and the orchestra through a variety of string literature styles. Students will learn the basic orchestral concepts such as how to care for, tune and play a string instrument proficiently. The courses may also focus on learning to read, compose and analyze music and the time periods.
Course Prerequisites: none
Course Length: Two semesters (1 Credit)

Intermediate Orchestra
Intermediate Orchestra courses provide an intermediate variety of string literature styles. The courses may also focus on continued instrumental technique, further development of music reading and comprehension, musicianship and style through study and performance.
Course Prerequisites: Beginning Orchestra
Course Length: Two semesters (1 Credit)

Advanced Orchestra
Advanced Orchestra courses provide an advanced variety of string literature styles. Students will continue advanced development of instrumental technique, music reading, comprehension skills, musicianship and style through study and performance.
Course Prerequisites: Intermediate Orchestra
Course Length: Two semesters (1 Credit)

Choir
Choir courses provide students the opportunity to sing a variety of choral literature styles for men's and/or women's voices. The core curriculum explores vocal techniques, sight-reading, and music theory. Students will also study a wide variety of cultures and time periods through study and performance.
Course Prerequisites: None
Course Length: semesters (.5 Credit)

FOREIGN LANGUAGE

Latin I
Latin I courses expose students to the Latin language and culture, emphasizing basic grammar and syntax, simple vocabulary, and the influence of Latin on current English words. Students will be able to read and write in Latin on a basic level.
Course Prerequisites: None
Course Length: One semester (.5 Credit)

Latin II
Latin II courses enable students to expand upon what they have learned in Latin I, increasing their skills and depth of knowledge through the practice of structures, forms, and vocabulary. Reading materials reflect Roman life and culture.
Course Prerequisites:
Course Length: One semester (.5Credit)

Latin III
Latin III courses build students' knowledge of the Latin language and culture, typically focusing on having students express increasingly complex concepts in writing and comprehend and react to original Latin texts.
Course Prerequisites:
Course Length: One semester (.5 Credit)

Latin IV
Latin IV courses build students' knowledge of the Latin language and culture, typically focusing on having students express increasingly complex concepts in writing and comprehend and react to original Latin texts.
Course Prerequisites:
Course Length: One semesters (.5 Credit)

Spanish I
Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary

courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.
Course Prerequisites:
Course Length: One semesters (.5 Credit)

Spanish II
Spanish II courses build upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).
Course Prerequisites:
Course Length: One semester (.5 Credit)

Spanish III
Spanish III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.
Course Prerequisites:
Course Length: One semester (.5 Credit)

Spanish III and IV
Spanish IV courses focus on advancing students' skills and abilities to read, write, speak, and understand the Spanish language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.
Course Prerequisites:
Course Length: One semester (.5 Credit)

SERVANT LEADERSHIP *(ELECTIVES)*

Servant Leadership: Foundation and Formation (9th grade)
The purpose of this course is to help students look at their own characteristics and begin to work on their individual formation as a servant leader and communication skills. Students will learn to effectively share ideas and opinions within the classroom. They will use skills that will help them communicate opinions clearly, precisely and effectively through the learning of rhetoric. The student will participate in projects in the neighborhoods surrounding the Mary Town Campus.
Course Prerequisites:
Course Length: One semester (.5 Credit)

Servant Leadership: Project Management and Community Service (10th grade)
The purpose of the course is to teach students project management in a group leadership setting. Students will learn about their personality and how to work with other personalities along with the continued learning of rhetoric in the classroom. The student will focus on participating in service projects with organizations in the Phoenix Area.

Course Prerequisites: Servant Leadership: Foundation and Formation
Course Length: One semester (.5 Credit)

Servant Leadership: Major Leadership Projects (11th and 12th grade)
The purpose of the course is to teach servant leaders how to work with other servant leaders in a team environment. The student will learn these concepts with the continued learning of rhetoric in the classroom. Students will implement theories and strategies to plan and create projects with an end result of creating self sustaining projects with our Mary Town communities in other countries.
Course Prerequisites: Project Management and Community Service
Course Length: One semester (.5 Credit)

COMPUTER APPLICATIONS *(ELECTIVES)*

Keyboarding and Microsoft Word
This two trimester course is a prerequisite for entrance into the School of Rhetoric. Students with proficiency in this area may pass a proficiency exam prior to their 9th grade year to waive this requirement. The course is designed to introduce students to computer literacy and to improve the student's ability to interact with the computer. Objectives for the class are to develop the correct "touch" technique for keyboarding, to enter data quickly and accurately, and to demonstrate operational skills in using the computer. Students work at computer stations in class but may also complete various assignments at home. Students will also acquire the skills necessary to operate Microsoft Word, a program necessary for completing many assignments in our upper SL and SR courses.
Course Prerequisites: None
Course Length: 1 year

Microsoft Excel and Microsoft PowerPoint
This class is a prerequisite for entrance into the School of Rhetoric. Students with proficiency in this area may pass a proficiency exam prior to their 9th grade year to waive this requirement. Students work at computer stations in class but may also complete various assignments at home. Students will acquire the skills necessary to operate Microsoft Excel and Microsoft PowerPoint, programs necessary for completing many assignments in our upper SL and SR courses.
Course Prerequisites: None
Course Length: 1 year