

**SMIC International Division  
High School Course of Study  
2024-2025**

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## Table of Contents

Vision .....	3
Mission .....	3
Expected School-Wide Learner Results .....	3
The Educational Program .....	3
The Academic Curriculum.....	3
Graduation Requirements .....	3
Course Load .....	4
Transfer Students Entering After Grade 9 .....	4
Advanced Placement and Accelerated Offerings .....	4
Class Size... ..	5
Credit Requirements.....	6
SMIC High School Graduation Requirements .....	6
Courses Which Meet the Technology Credit Requirement for Graduation .....	7
Courses Which Meet the Arts Requirement for Graduation .....	7
Life Skills Credit.....	7
Community Service Requirement .....	7
Extra-Curricular [Sports or Clubs] Activity Credit.....	8
Legend for Course Listings.....	8
Homework Expectations.....	8
Suggested Courses of Study.....	9
List of HS Academic Courses .....	10
Credit Progression Sheet .....	13
Course Planner.....	14
English Language and Literature Department Courses .....	15
Language Study.....	21
Chinese Language Courses .....	23
Spanish Language Courses .....	27
French Language Courses.....	28
Life Skills Courses .....	30
Mathematics Department Courses .....	32
Physical Education Department Courses.....	38
Science Department Courses .....	42
Social Studies Department Courses .....	47
Technology Department Courses .....	54
Visual & Performing Arts Department Courses: Art, Music, Theater .....	60
Mini -Courses.....	67
Optional Courses.....	69

## **SMIC Vision**

Educating and nurturing students to become global citizens of honor and self-discipline who are committed to independent thinking and service to others.

## **Mission Statement**

The heart and soul of the school is a combined partnership with families and community to provide positive, student-centered education that balances academic excellence with physical, social and emotional well-being using both an American-style curriculum and Chinese cultural traditions.

## **Expected School-Wide Learner Results (ESLR's)**

The SMIC Private School is committed to significant local, regional, national, and international partnerships with families and communities that prepare students to be

- *Global Citizens:* Students will engage in positive active citizenship through respect for the environment, commitment to charitable causes, and an appreciation for cultural diversity.
- *Persons of Character:* Students will consistently choose to respect self and others.
- *Motivated Learners:* Students will demonstrate a passion for learning and intellectual curiosity through creativity, initiative, collaboration, and problem-solving.
- *Healthy Individuals:* Students will make appropriate choices that reflect physical well-being as well as social and emotional maturity.

## **The Educational Program**

The SMIC Private School's (SMIC) educational program consists of academic, athletic, extra-curricular, and community service dimensions. The student handbook explores the student responsibilities, expectations, requirements, and opportunities related to life at SMIC Private School in greater detail.

## **The Academic Curriculum**

The academic curriculum at SMIC is based on the entrance requirements for colleges and universities across North America. The American-based curriculum is blended with Chinese cultural traditions to further broaden each student's perspective. This is done to ensure continuity in the pursuit of further studies by SMIC graduates, who traditionally have gone on to study in the United States. Recent graduates have also successfully entered universities in Canada, UK, Australia, Hong Kong, China, and Korea. The core curriculum ensures that students achieve a fundamentally sound education comprised of the liberal arts and natural sciences, as well as elective courses; all of which combine to achieve the school's aim of educating students to be well-rounded and motivated learners. SMIC endeavors to prepare students for university life by cultivating creativity, critical thinking, and a life-long love for learning.

## **Graduation Requirements**

Because SMIC is based on an American-style curriculum, credits for graduation are earned from Grade 9 (G9) through Grade 12 (G12). The school operates under a semester system and credits are earned by semester; usually ½ credit is earned for a semester's completed work in a course.

SMIC requires each student to earn 4 credits in English (language arts and literature) and 3 credits in each of the following: foreign language, social studies, math, and science. Each student also needs one credit in physical education, one credit in visual or performing arts, one technology credit, one credit in life skills, and, a half credit in Health.

## Course Load

Normally, all students take 6 academic courses each year at the high school level. A student who wants to take either 5 or 7 courses must submit a petition form to the Academic Affairs Office by the registration deadline. Students must provide sufficient reasons for the petition, and the petition must meet the approval of the Senior Director of High School and the MHS Academic Council. Forms are available in the Academic Affairs Office. To maintain full time status at SMIC, a student must be enrolled in five or more full courses per semester.

## Transfer Students Entering After Grade 9

For transfer students either from American high schools or other foreign international schools, transcripts will be reviewed and, where appropriate, credit will be assigned based on SMIC graduation requirements. However, in the event that a student takes the same course at his or her original school and SMIC, only the credits earned at SMIC will be counted. If a transfer student is missing prerequisites for a course, the student may be unable to take some advanced courses at SMIC, e.g., if a student has not taken biology, he/she may be unable to enroll in AP Biology at SMIC.

## Accelerated and Advanced Placement Offerings

Accelerated and Advanced Placement courses are offered to students who are able to study advanced material at an accelerated pace. AP exam results of a 3, 4 or 5, in some cases, may lead to a student earning course credit at university or being exempted from taking certain required university courses. All SMIC courses with the AP designation have been approved by the College Board Audit Review to establish official AP status.

All accelerated and AP courses have prerequisites; please check the prerequisites for each course as they vary by department (either entrance exam or prior approval from respective teacher). Additionally, placement in accelerated courses and AP courses is determined based on a student's demonstrated ability to perform above the regular course average, demonstrate positive and eager learning attitudes, uphold academic honor, demonstrate strong interest in the subject area and problem-solving abilities, or have strong scores on the PSAT or MAP test.

**\*\*Students who enroll in an AP course are expected to take the AP exam in May.**

**\*\* Students who choose not to take the AP Exam in May will have their transcripts adjusted to remove the AP designation and all GPA weighting associated with it.**

**\*\*No student is allowed to drop an AP course after the announced drop/add time as the AP designation for the course is reported on the transcript.**

**\*\*AP exam retakes are only approved based on recommendation by respective AP teacher.**

**\*\*Students who wish to enroll in self-study in courses (both offered and not offered) are recommended to make arrangements and preparations to take the AP exam externally.**

**\*\* Exceptions only allowed for AP Chinese and AP Physics C.**

Students new to SMIC do not gain automatic admission to AP and accelerated courses based on their transcripts or admission exam results. All prerequisites for these courses must be met and clear competence in the subject must be demonstrated.

***AP and Accelerated classes have a more rigorous workload and may require additional homework above and beyond the guidelines generally set for regular classes in the same subject area. Enrollment in AP and Accelerated classes is by choice, and as such, implies understanding of and agreement with the aforementioned statement on modification of homework and workloads.***

**AP [Advanced Placement] Courses Offered at SMIC Middle/High School (subject to enrollment)**

<b>Course Code</b>	<b>Course Name</b>
ARTS 4420	AP Art & Design
ARTS 4430	AP Art History
BIOL 4410	AP Biology
CHEM 4410	AP Chemistry
CHIN 3330	AP Chinese Language & Culture
COMP 4410	AP Computer Science A
COMP 4420	AP Computer Science Principles
ECON 1210	AP Economics
ENGL 1120	AP English Language & Composition
ENGL 1220	AP English Literature & Composition
ENVI 4420	AP Environmental Science
FREN 1210	AP French Language and Culture
HIST 4410	AP European History
HIST 1025	AP World History
HIST 1120	AP US History
MATH 1125	AP Precalculus
MATH 1210	AP Calculus AB
MATH 1220	AP Calculus BC
MATH 1230	AP Statistics
PHYS 4420	AP Physics 1
PHYS 4430	AP Physics 2
PSYC 4410	AP Psychology
RESE 1210	AP Research
SEMI 1110	AP Seminar
SPAN 1210	AP Spanish Language and Culture

**Accelerated/Honors Courses Offered at SMIC-I High School**

<b>Course Code</b>	<b>Course Name</b>
MATH 0925	Axiomatic Geometry Honors (Grade 9)
MATH 1025	Algebra 2 with Trigonometry Honors (Grade 10)
ENGL 0920	Accelerated English 9
ENGL 1020	Accelerated English 10
CHIN 4470	Chinese Literature- Accelerated

**Class Size**

SMIC-ID High School classes typically have between 6 and 30 students.

**Disclaimer:**

*Registration for classes is subject to the meeting of course pre-requisites, scheduling, and availability. The publishing of this course list is not intended to guarantee the enrollment of any given student to any particular class in any given year. In assigning students to classes, seniors are given first priority unless explicitly stated otherwise.*

## Credit Requirements

High school students may substitute other courses previously taken from other schools with the approval of the school's relevant Department Head and the Senior Director of Middle High School. This same substitution procedure can be used for certain courses taken within the school as well.

### SMIC ID High School Graduation Requirements

<i>Subject Area</i>	<i>Required Courses</i>	<i>Required Credits</i>
English	*ENGL 0910 or ENGL 0920 *ENGL 1010 or ENGL 1020 *ENGL 1110 or AP LANG or AP LIT *ENGL 1210 or AP LIT or AP LANG	4
Social Studies	*HIST 0910 *HIST 1010 or AP World History *HIST 1110 or AP US History	3
Math	*MATH 0905 *MATH 0910 or MATH 0925 *MATH 1010 or MATH 1025 *One additional course if skipped MATH 0905	3
Science	*BIOL 0910 *CHEM 1010 *One additional course	3
Foreign Language	Three years of language based on student's ability level.	3
Physical Education	*PHED 0911 *PHED 1012	1
Health	*HEAL 0910 or PHED 0920	0.5
Life Skills	*LIFE 0910 *LIFE 1010 *LIFE 1110 *LIFE 1210 Credits are pro-rated based on the number of years a high school student is enrolled at SMIC.	1
Visual and Performing Arts	(See the table that follows for the approved list of course options.)	1
Technology	(See the table that follows for the approved list of course options.)	1
Additional/Non-required	Two credits beyond the required credits. Students may choose from *courses offered by any department. *courses which have not been used to meet a departmental requirement.	2
Co-Curricular Activity	These activities must be outside regular school hours. Credits are pro-rated based on the number of years a high school student is enrolled at SMIC.	1
Community Service	(See page 7)	100 Hours
<b><i>Total Credits Needed for Graduation</i></b>		<b><i>23.5</i></b>

**Course registrations requirements:**

All required graduation requirements in the five core subjects must be completed before students can begin taking electives in their place. For example: a student cannot skip HIST 1110 US History in their junior year to take an elective and then take HIST 1110 US History in their senior year.

*The following courses meet (or partially meet) the technology credit requirement for graduation [tentative].*

Course Code	Course Name
TECH 3310	Design Technology
TECH 3320	Technology Exploration
TECH 3350	Film 1
TECH 3360	Yearbook Design 1
TECH 3370	Yearbook Design 2
TECH 3380	Yearbook Design 3
TECH 3390	Yearbook Design 4
TECH 3400	Introduction to Robotics
TECH 3450	Advanced Robotics
TECH 4420	Broadcast Journalism I
TECH 4421	Broadcast Journalism II
TECH 4422	Broadcast Journalism III
TECH 4423	Broadcast Journalism IV
TECH 4431	Film 2 (0.5 tech credit)
COMP 3340	Introduction to Computer Science
COMP 4410	AP Computer Science A
COMP 4420	AP Computer Science Principles

*The following courses meet the arts requirement for graduation.*

Course Code	Course Name
ARTS 3310	Art & Creativity
ARTS 3340	Three-Dimensional Art
ARTS 3330	Textile & Fiber Arts
ARTS 3350	Media Arts
ARTS 4420	AP Art & Design
ARTS 4430	AP Art History
MUSC 4432	Chamber Orchestra (0.5 art credit)
MUSC 4441	Vocal Band (0.5 art credit)
THEA 4430	Theater Arts Fundamentals
THEA 4431	Advanced Theater Arts
THEA 4432	Directing and Acting for Theater
THEA 4433	Advanced Directing and Acting for Theater

**Life Skills Credit**

Life skills courses are offered at every grade level. These classes provide help to students in dealing with situations they will encounter in their lives and include topics such as personality, sexuality, personal relations, organization skills, coping with bullies, and planning for university. High School students must earn 0.25 credit in Life Skills courses each year for a total of 1.00 credit prior to graduation. This graduation requirement applies only to those students who enroll in G9. Transfer students, however, are required to earn 0.25 credit each year starting in the grade level in which they enter SMIC. For example, if a student enters as a G11 student, he or she is required to earn 0.25 for G11 and 0.25 for G12 only.

**Community Service Requirement**

Students are expected to do some form of community service during their high school years (G9-G12). A total of 100 hours of community service must be completed in order to graduate from SMIC. A student will be limited to 30 hours a year (Class of 2026 has been grandfathered into the old requirements. Class of 2026 can receive 40 hours a year, Class of 2025 can receive up to 60 hours a year). These hours can start after the completion of G8 through the end of G12. The Student Affairs Office has a list of all community service clubs that are approved to earn community service credit and offer other opportunities throughout the year. Any service performed outside of school must be pre-approved by the Director of Student Affairs. Students cannot be paid and expect to receive community service hours. Service to one’s own family does not count towards this requirement. Many students use the summer to complete this requirement.

The 100-hour requirement is for students who spend their entire high school career at SMIC. The requirement will be reduced by 25 hours for each year of high school a student successfully completes at another school. For example, a student entering at the start of G11 will be expected to do 50 hours of community service before graduation.

### **Co-curricular (Sports or Clubs) Activity Credit**

SMIC believes it is beneficial for students to be involved in school life outside the classroom. Therefore SMIC requires students to earn one activity credit by participating in extra-curricular activities such as clubs, sports, and other school activities that take place outside the normal school day. One activity credit can be earned by one year or one season of participation in major sports (volleyball, basketball, track, soccer) or by participating in Model UN or serving in the role of a Student Council officer or the officer of an official club.

Half an activity credit can be earned per year or by one season of participation in minor sports (tennis, swimming, table tennis, badminton) or by participating in official school clubs or activities. For all clubs, students must meet certain criteria to earn credit.

Students may petition the Athletic Director, to be awarded credits for sports. The Student Affairs/Academic Affairs Office track the extra-curricular activity records for all students. The Student Affairs Office keeps the records and issues credit for students' non-sporting extra-curricular involvement.

Students who enroll or transfer into SMIC in G9 or G10 must earn one activity credit.

Students who transfer into SMIC in G11 and G12 must earn half an activity credit.

### **Legend for Course Listings**

\*Courses for G9 begin with 09 followed by 2 numbers (0910, for example).

\*Courses for G10 begin with 10 followed by 2 numbers (1010, for example).

\*Courses for G11 begin with 11 followed by 2 numbers (1110, for example).

\*Courses for G12 begin with 12 followed by 2 numbers (1210, for example).

\*Courses for upperclassmen may also begin with 3, 4, or 5 (3310, for example).

\*All courses are for 1 year/1 credit (both semesters) unless indicated.

### **Homework Expectations:**

The Course of Study gives indications of the expected homework load per course in the following way:

- \* an average of 20 minutes or less per night
- \*\* an average of 21-40 minutes per night
- \*\*\* an average of more than 40 minutes per night



# Suggested Courses of Study

Choosing elective courses, or courses that are not required, can be confusing and sometimes overwhelming. The following are rough guides to help you choose electives that might be interesting or useful to you, depending on your interests and future career goals:

## **Architecture / Design**

Art and Creativity  
AP Art and Design  
AP Art History  
AP Calculus AB  
AP Calculus BC  
AP Seminar  
AP Research  
Three Dimensional Art

## **Education**

AP English Language  
AP English Literature  
AP US History  
AP Statistics  
AP Chinese  
Foreign Language  
AP Seminar  
AP Research

## **International Business**

AP English Language  
AP US History  
AP World History  
AP European History  
AP Economics  
AP Chinese  
AP Seminar  
AP Research  
AP Statistics  
Applied Business and  
Entrepreneurship  
Foreign Language

## **Audio/Visual Arts**

Art and Creativity  
AP Art and Design  
AP Art History  
Media Arts  
Textile and Fiber Arts  
Three Dimensional Art  
Film

## **Engineering**

AP Calculus BC  
AP Physics 1  
AP Physics 2  
AP Chemistry  
AP Computer Science  
Design Technology  
Intro to Robotics

## **Medicine**

AP Chemistry  
AP Biology  
AP Statistics  
AP Seminar  
AP Research  
Kinesiology

## **Psychology**

AP Biology  
AP Chemistry  
AP Psychology  
AP Seminar  
AP Statistics  
AP Seminar  
AP Research  
Kinesiology

## **Computer Science**

AP Computer Science A  
AP Computer Science  
Principles  
Introduction to Robotics  
Intro to Computer Science  
Technology Exploration  
Advanced Robotics

## **International Affairs**

AP English Language  
AP US History  
AP World History  
AP Economics  
AP Chinese  
AP Seminar  
AP Research  
AP European History  
Applied Business and  
Entrepreneurship  
Foreign Language

## **Performing Arts**

Theater Arts classes  
HS Chamber Orchestra  
HS Vocal Band  
Foreign Language

# HS ACADEMIC COURSES

Course Code	Course Name	Grade	Credits	HW Load
<b>ENGLISH</b>		<b>Page 15</b>		
ENGL 0910	Foundations of Western Literature	9	1	**
ENGL 0920	Foundations of Western Literature –Accelerated	9	1	***
ENGL 1000	Academic Writing (for GAP)	10	1	**
ENGL 1005	Foundations of Western Literature (for GAP)	10	1	**
ENGL 1010	Major Works of World Literature	10	1	**
ENGL 1020	Major Works of World Literature –Accelerated	10	1	***
ENGL 1105	Major Works of World Literature (for GAP)	11	1	**
ENGL 1110	Survey of American Literature	11	1	**
ENGL 1120	AP English Language and Composition	11/12	1	***
ENGL 1205	Survey of American Literature (for GAP)	12	1	**
ENGL 1210	Survey of British Literature	12	1	**
ENGL 1220	AP English Literature and Composition	11/12	1	***
ENGL 4490	Creative Writing (Elective)	9-12	1	*
<b>LANGUAGE STUDY</b>		<b>Page 21</b>		
<b>Chinese</b>		<b>Page 23</b>		
CHIN 3310	Elementary Chinese Language	9-12	1	**
CHIN 3320	Intermediate Chinese Language	9-12	1	**
CHIN 3325	Upper Intermediate Chinese Language	9-12	1	**
CHIN 3330	AP Chinese Language and Culture	9-12	1	***
CHIN 4420	Chinese Cultural Traditions and Values	9-12	1	**
CHIN 4435	Chinese Performing Arts	9-12	1	**
CHIN 4440	Studying Chinese through Multimedia	9-12	1	**
CHIN 4455	Chinese Literature	9-12	1	**
CHIN 4460	Business Chinese	9-12	1	**
CHIN 4465	Advanced Business Chinese	9-12	1	**
CHIN 4470	Chinese Literature- Accelerated (Critical Thinking Through Chinese Novel)	10-12	1	***
<b>Spanish</b>		<b>Page 27</b>		
SPAN 0910	Spanish I	9-11	1	**
SPAN 1010	Spanish II	9-12	1	**
SPAN 1110	Spanish III	9-12	1	**
SPAN 1210	AP Spanish Language and Culture	10-12	1	***
<b>French</b>		<b>Page 28</b>		
FREN 0910	French I	9-12	1	**
FREN 1010	French II	9-12	1	**
FREN 1110	French III	9-12	1	**
FREN 3330	AP French Language and Culture	10-12	1	***
<b>LIFE SKILLS</b>		<b>Page 30</b>		
LIFE 0910	Life Skills 9	9	0.25	*
LIFE 1010	Life Skills 10	10	0.25	*
LIFE 1110	Life Skills 11	11	0.25	*
LIFE 1210	Life Skills 12	12	0.25	*
<b>MATHEMATICS</b>		<b>Page 32</b>		
MATH 0905	Algebra I	9	1	**

MATH 0910	Axiomatic Geometry	9	1	**
MATH 0925	Axiomatic Geometry Honors	9	1	***
MATH 1010	Algebra II with Trigonometry	10	1	**
MATH 1025	Algebra II with Trigonometry Honors	10	1	***
MATH 1110	Pre-Calculus	11	1	**
MATH 1125	AP Precalculus	11	1	***
MATH 1210	AP Calculus AB: Calculus of One Variable I	12	1	***
MATH 1220	AP Calculus BC: Calculus of One Variable II	12	1	***
MATH 1230	AP Statistics	11-12	1	***
MATH 1240	Introduction to Statistics	11-12	1	**
<b>PHYSICAL EDUCATION</b>		<b>Page 38</b>		
PHED 0920	Principles of Personal Health	9	0.5	*
PHED 0911	Grade 9 Physical Education	9	0.5	*
PHED 1012	Grade 10 Physical Education	10	0.5	*
PHED 1130	Strength and Conditioning (Mini Course)	11-12	0.5	*
PHED 4430	Introduction to Kinesiology	11-12	1	**
<b>SCIENCE</b>		<b>Page 42</b>		
BIOL 0910	Biology	9	1	**
CHEM 1010	Chemistry	10	1	**
PHYS 4410	Physics	10-12	1	**
ENVI 4420	AP Environmental Science	11-12	1	***
BIOL 4410	AP Biology	10-12	1	***
CHEM 4410	AP Chemistry	11-12	1	***
PHYS 4420	AP Physics 1	11-12	1	***
PHYS 4430	AP Physics 2	11-12	1	***
SCIE 3310	Integrated Science	11-12	1	**
SCIE 3320	Astronomy	9-12	0.5	*
<b>SOCIAL STUDIES</b>		<b>Page 47</b>		
HIST 0910	The Early Modern World	9	1	**
HIST 1005	The Early Modern World (for GAP)	10	1	**
HIST 1010	The Modern World: 1900-Present	10	1	**
HIST 1025	AP World History	10	1	***
HIST 1105	The Modern World: 1900-Present (for GAP)	11	1	**
HIST 1110	United States History	11	1	**
HIST 1120	AP United States History	11	1	***
HIST 1200	United States History (for GAP)	12	1	**
HIST 4410	AP European History	11-12	1	***
SEMI 1120	AP Seminar	10-12	1	***
ECON 1210	AP Economics	11-12	1	***
RESE 1220	AP Research	11-12	1	***
BUSI 4420	Applied Business and Entrepreneurship	10-12	1	**
PSYC 4410	AP Psychology	11-12	1	***
<b>TECHNOLOGY</b>		<b>Page 54</b>		
TECH 3310	Design Technology	9-12	1	*
TECH 3320	Technology Exploration	9-12	1	*
TECH 3355	Film 1	9-12	1	*
TECH 3360	Yearbook Design 1	9-12	1	**
TECH 3370	Yearbook Design 2	10-12	1	**
TECH 3380	Yearbook Design 3	11-12	1	**

TECH 3390	Yearbook Design 4	12	1	**
TECH 3400	Introduction to Robotics	9-12	1	*
TECH 3450	Advanced Robotics	10-12	1	*
TECH 4420	Broadcast Journalism 1	9-12	1	*
TECH 4421	Broadcast Journalism 2	9-12	1	*
TECH 4422	Broadcast Journalism 3	9-12	1	*
TECH 4423	Broadcast Journalism 4	9-12	1	*
TECH 4435	Film 2	10-12	0.5	*
COMP 3340	Introduction to Computer Science	9-12	1	*
COMP 4410	AP Computer Science A	10-12	1	***
COMP 4420	AP Computer Science Principles	9-12	1	***
<b>VISUAL AND PERFORMING ARTS</b>		<b>Page 60</b>		
ARTS 3310	Art & Creativity	9-12	1	**
ARTS 3340	Three-Dimensional Art	9-12	1	**
ARTS 3330	Textile & Fiber Arts	9-12	1	**
ARTS 3350	Media Arts	9-12	1	**
ARTS 4420	AP Art and Design	10-12	1	***
ARTS 4430	AP Art History	10-12	1	***
MUSC 4432	Chamber Orchestra	9-12	0.5	*
MUSC 4441	Vocal Band	9-12	0.5	*
THEA 4430	Theater Arts Fundamentals	9-12	1	*
THEA 4431	Advanced Theater Arts	9-12	1	**
THEA 4432	Directing and Acting for Theater	11-12	1	***
THEA 4433	Advanced Directing and Acting for Theater	11-12	1	***

### Credit Progression Sheet



Student Name – \_\_\_\_\_

Grade - \_\_\_\_\_

#### Checklist for Graduation Requirements

Subject Area	Required Credits	Where am I now?
English	4	
Social Sciences	3	
Math	3	
Science	3	
Foreign Language	3	
PE	1	
Health	0.5	
Life skills (credits are pro-rated)	1	
VAPA	1	
Tech	1	
Any other additional courses	2	
Co-curricular activity (credits are pro-rated)	1	
Community Service hours (credits are pro-rated)	100 h	
<b>Total Credit Needed</b>	<b>23.5</b>	



Student Name: \_\_\_\_\_

Graduation Year: 2024 2025 2026 2027

**HIGH SCHOOL COURSE PLANNER**

GRADE 9	GRADE 10
GRADE 11	GRADE 12

# HS English Department

Grade 9 students must enroll in

**Foundations of Western Literature OR Foundations of Western Literature- Accelerated\***

Grade 10 students must enroll in

**Major Works of World Literature OR Major Works of World Literature- Accelerated\* OR  
Foundations of Western Literature (for GAP)**

Grade 11 students must enroll in

**Survey of American Literature OR AP English Language and Composition\* OR AP English Literature and  
Composition\* OR Major Works of World Literature (for GAP)**

Grade 12 students must enroll in

**Survey of British Literature OR AP English Literature and Composition\* OR AP English Language and  
Composition\* OR Survey of American Literature**

## Elective Class - Grade 9-12

**Creative Writing**

\*Students are required to meet prerequisites

# HS English

Course Code	Course Name	Credits	HW Load
ENGL 0910	Foundations of Western Literature	1	**
ENGL 0920	Foundations of Western Literature – Accelerated	1	***
ENGL 1000	Academic Writing (for GAP)	1	**
ENGL 1005	Foundations of Western Literature (for GAP)	1	**
ENGL 1010	Major Works of World Literature	1	**
ENGL 1020	Major Works of World Literature – Accelerated	1	***
ENGL 1105	Major Works of World Literature (for GAP)	1	**
ENGL 1110	Survey of American Literature	1	**
ENGL 1120	AP English Language and Composition	1	***
ENGL 1205	Survey of American Literature (for GAP)	1	**
ENGL 1210	Survey of British Literature	1	**
ENGL 1220	AP English Literature and Composition	1	***
ENGL 4490	Creative Writing (Elective)	1	*

The English department is committed to quality English literature and language education that encompasses the interpretation, comprehension, and analysis of texts from around the world. Tied to our expansive reading focus is the concerted devotion to authentic communication through both written and verbal expression.

The English Department aims to increase student appreciation and understanding of literature and language. Students read a wide variety of works. We focus on literature and non-fiction from cultures and countries around the world and from various time periods. From the earliest forms of literature to contemporary writing, all are deeply analyzed and discussed. Intended meanings, inferred messages, and the subtle nuances of numerous authors lie at the core of all that we read.

High school English classes focus on academic writing for a variety of purposes. Students develop essential skills needed for the writing process and learn how to apply these skills to all academic writing, including the research process and writing for different audiences and purposes. Students also have the opportunity to develop their creative writing skills through fiction and poetry. All English literature classes include fiction, non-fiction, plays and poetry. The main goal of the department is that all students will reach a high level of reading and writing competency by the time they graduate, enabling them to be successful with academic writing at the university level.

The English department will use the following criteria for acceptance into Accelerated and AP classes:

- Teacher recommendations.
- An objective assessment given at end of March / start of April. This assessment includes short reading passages with various types of questions, a short essay prompt and other appraisal exercises.



<b>ENGL 0910</b>	<b>Foundations of Western Literature</b>	<b>HW Load:**</b>
<i>Prerequisite:</i>	<i>Academic fulfillment of approved Grade 8 English courses.</i>	<b>1 Credit</b>
<p>Students are exposed to multiple works of Western Literature in a variety of genres that will give them a foundational understanding of key literary forms. The authors' use of literary techniques and styles will provide students with the critical tools needed for interpretation and appreciation of what they read. They build on their understanding of standard English conventions and practice a variety of writing purposes.</p>		

<b>ENGL 0920</b>	<b>Foundations of Western Literature – Accelerated</b>	<b>HW Load:***</b>
<i>Prerequisite:</i>	<i>Teacher recommendation; Performance on placement test</i>	<b>1 Credit</b>
<p>As above but students are expected to complete additional readings during the year as well as to write essays at a higher caliber than that in ENGL 0910. Special emphasis is placed on interpreting and understanding figurative and symbolic language as well as understanding and identifying conceptual terminology (such as metaphor, symbolism, and irony). Students are challenged to connect literary and non-fiction texts to theoretical frameworks and explore their relevance to society and themselves. Students are required to engage in in-depth discussions as the basis for idea generation in their writing. <b>Class expectations in terms of writing, discussion and general performance exceeds that of the Grade 9 English Regular course.</b></p>		

<b>ENGL 1000</b>	<b>Academic Writing (for GAP)</b>	<b>HW Load:**</b>
<i>Prerequisite:</i>		<b>1 Credit</b>
<p>This course aims to equip tenth-grade students with the core skills necessary for effective academic writing. Throughout the semester, emphasis will be placed on developing proficiency in academic language, gaining confidence in organizational structures, fostering critical thinking abilities, and practicing incorporating text evidence in various ways. We will also use the MLA citation system and learn how to identify credibility in sources for media literacy purposes. The course aims to cultivate a deep understanding of the conventions and expectations of scholarly discourse, preparing students for success in higher education and professional settings. As such, a key focus will also be placed on creativity and logic, where students will constantly be challenged to create suggestions and analysis points on topics that could benefit society.</p>		

<b>ENGL 1005</b>	<b>Foundations of Western Literature (for GAP)</b>	<b>HW Load:**</b>
<i>Prerequisite:</i>	<i>Academic fulfillment of Grade 9 English course (GAP)</i>	<b>1 Credit</b>
<p>Foundation of Western Literature class offers students a rich and comprehensive exploration of literary masterpieces shaping the Western literary tradition. This course integrates critical reading, analytical writing, research skills, and vibrant class discussions to foster a deep understanding of selected texts and the broader cultural and historical contexts influencing them. Course objectives encompass developing advanced critical reading skills, enhancing analytical writing abilities, cultivating research skills for independent exploration, and actively participating in thoughtful and respectful class discussions. Emphasis is placed on close reading, analysis of literary devices, exploration of themes, characters, historical contexts, constructing well-organized essays, and integrating research to support arguments.</p>		

<b>ENGL 1010</b>	<b>Major Works of World Literature</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>Academic fulfillment of an approved Grade 9 English course.</i>	<b>1 Credit</b>
<p>Students examine major works of world literature in a variety of genres from writers beyond the conventional Western canon, offering students the opportunity to explore the commonalities and diversity to be found in a wide range of cultures. Students are expected to enhance their critical thinking skills through exploring major themes raised in these works. Written responses to literature are an important part of the curriculum as well as oral communication in the form of speeches and presentations. Special emphasis is placed on writing and preparing students for college-level writing with assignments that focus on process and revision, comparative and critical analysis, personal essays, and research papers following the MLA format.</p>		

<b>ENGL 1020</b>	<b>Major Works of World Literature - Accelerated</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Teacher recommendation; Performance on placement test</i>	<b>1 Credit</b>
<p>As above but <b>Accelerated students are</b> expected to complete additional readings during the year as well as to write essays at a higher caliber than that in ENGL 1010. The work of Accelerated students is <b>evaluated and graded with a higher-level standard. Class expectations in terms of writing, discussion and general performance exceeds that of the Grade 10 English Regular course.</b></p>		

<b>ENGL 1105</b>	<b>Major Works of World Literature (for GAP)</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>Academic fulfillment of Grade 10 English course (GAP)</i>	<b>1 Credit</b>
<p>This course is designed to expose students to diverse literary masterpieces that have left an indelible mark on global literature. Through intensive reading, analytical writing, research, and dynamic class discussions, students will explore universal themes, cultural nuances, and historical contexts embedded in selected texts. Course objectives include engaging in close reading and analysis of major works from different parts of the world, refining analytical writing abilities, developing research skills, and active participation in class discussions. Assessment methods include essays, class participation, and research projects, aiming to deepen students' understanding of world literature and cultivate critical thinking. By the course's conclusion, students will have expanded their literary horizons, developed a deeper appreciation for the global tapestry of human experience, and acquired skills to navigate an interconnected world through meaningful engagement with diverse cultures.</p>		

<b>ENGL 1110</b>	<b>Survey of American Literature</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>Academic fulfillment of approved Grade 10 English course.</i>	<b>1 Credit</b>
<p>Students will explore the many genres of American literature and the literary styles unique to the United States. Some American literature will be covered in depth, while other major works will be surveyed and discussed in the context of the respective literary and social time period. Written assignments for this class will focus on mastery of MLA style research papers, literary analysis paragraphs, and persuasive writing. The class will introduce students to reflective essays and synthesis essays to prepare for college admission and university level writing. Students will continue to develop their own original voice in their writing that results naturally from a growing appreciation of language and literature. Student will also develop oral and visual presentation skills through audience- focused projects and presentations.</p>		

<b>ENGL 1120</b>	<b>AP English Language and Composition</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Teacher recommendation; Performance on placement test This course is recommended for Grade 11 students, but Grade 12 students can also apply if they meet the prerequisites</i>	<b>1 Credit</b>
<p>The Advanced Placement English Language and Composition course is designed to help students become skilled readers of prose/nonfiction written in a variety of periods, disciplines, and rhetorical contexts, and to become skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students become aware of how a writer's purpose and style interact with their readers' expectations, as well as the way standard English conventions and the resources of language contribute to effective writing.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>ENGL 1205</b>	<b>Survey of American Literature (for GAP)</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>Academic fulfillment of approved Grade 10 English course.</i>	<b>1 Credit</b>
<p>Survey of American Literature promises a captivating exploration of influential works that have shaped the diverse landscape of American literary tradition. The course integrates critical reading, analytical writing, research skills, and dynamic class discussions to deepen students' understanding of selected texts and the broader cultural and historical contexts influencing American literature. Objectives include engaging in thoughtful analysis of key works, developing advanced analytical writing skills, honing research skills, and active participation in class discussions. Assessment methods include essays, class participation, and research projects, aiming to cultivate critical thinking and connect literature to broader historical and societal trends. By the course's conclusion, students will have expanded their knowledge, developed critical skills, and gained the ability to engage with and critically evaluate the rich tapestry of American literary heritage.</p>		

<b>ENGL 1210</b>	<b>Survey of British Literature</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>Academic fulfillment of approved Grade 11 English course.</i>	<b>1 Credit</b>
<p>Students explore the evolution of British literature from its earliest Anglo-Saxon roots to contemporary works. An emphasis is placed on reading and writing in this course, focusing heavily on improving students' literary analysis and interpretation of complex themes. Written assignments prepare students for the rigors of college writing. Literature will be explored through various theories, approaches, and contextualization. Students will continue to develop the use of synthesis and essay writing skills throughout the year.</p>		

<b>ENGL 1220</b>	<b>AP English Literature and Composition</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Teacher recommendation; Performance on placement test. This course is recommended for Grade 12 students, but Grade 11 students can also apply if they meet the prerequisites</i>	<b>1 Credit</b>
<p>The Advanced Placement English Literature and Composition course is designed to engage students in the careful reading and critical analysis of literature and poetry. Through close reading of selected texts, students deepen their understanding of the literary styles and techniques writers use to communicate meaning in all genres of literature. As they read, students consider a work's structure, style, and theme, as well as the elements of figurative language, imagery, symbolism and tone.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>ENGL 4490</b>	<b>Creative Writing (Elective)</b>	<b>HW Load: *</b>
<i>Prerequisite:</i>	<i>Student Creative Writing Sample / Recommendation from English Teacher</i>	<b>1 Credit</b>
<p>This course is designed to give students an opportunity to hone their creative expression and their mastery of a variety of genres and styles of writing. As a class, we will explore different forms of writing, including fiction, poetry and playwriting. Through the close reading of literary models in various genres, students will use mentor texts to improve their mastery of various aspects of the craft of writing.</p>		

# Foreign Language

## HS Chinese Courses

Students may choose any of the courses below as electives based on meeting prerequisites

### Electives for Native Chinese Speakers

- Chinese Performing Arts
- Study Chinese through Multimedia
- Advanced Business Chinese
- Chinese Literature
- Chinese Literature-Accelerated -- Critical Thinking through Novels\*

### Non-native Chinese Speakers

#### Basic

- Elementary Chinese
- Intermediate Chinese
- Upper Intermediate Chinese

#### Electives

- AP Chinese Language and Culture\*
- Business Chinese
- Chinese Cultural Traditions and Values

Students are required to meet prerequisites.\* Native Chinese Speakers are not eligible to take an AP Chinese class, but they are encouraged to apply to take the AP Chinese test in May individually.

# World Languages

Students may choose any of the courses below as electives **based on meeting prerequisites**

## Spanish

**Spanish 1**

**Spanish 2**

**Spanish 3**

**AP Spanish  
Language and Culture\***

## French

**French 1**

**French 2**

**French 3**

**AP French  
Language and Culture\***

\*Students are required to meet prerequisites.

# Chinese

Course Code	Course Name	Credit	HW Load
CHIN 3310	Elementary Chinese Language	1	**
CHIN 3320	Intermediate Chinese Language	1	**
CHIN 3325	Upper Intermediate Chinese Language	1	**
CHIN 3330	AP Chinese Language and Culture	1	***
CHIN 4420	Chinese Cultural Traditions and Values	1	**
CHIN 4435	Chinese Performing Arts	1	**
CHIN 4440	Studying Chinese through Multimedia	1	**
CHIN 4455	Chinese Literature	1	**
CHIN 4460	Business Chinese	1	**
CHIN 4465	Advanced Business Chinese	1	**
CHIN 4470	Chinese Literature - Accelerated (Critical Thinking Through Chinese novels )	1	***

Chinese is included in Foreign Language credits. The Chinese language program is mandatory for all SMIC students from G1 to G8. For High School students, if you have already learned Chinese for at least one year at G1 to G8, or you are eligible for Elementary Chinese Language of High School, you are welcome to take Spanish or French for language credits (but your English grade in G8 should be above B). If you choose to study Chinese for language credits, the Chinese department offers two systems of curriculum to tailor the needs of student background:

## I. For Non-native Chinese Speakers

All G9–G12 students at SMIC are expected to achieve at least elementary-level Chinese before graduating. The CSL (Chinese as a Second Language) program offers introductory courses of 3 levels classes - Elementary, Intermediate, and Upper Intermediate Chinese- in all four listening, speaking, reading, and writing skills. The courses are also designed to improve students' understanding and appreciation of the diverse cultures of the Chinese-speaking world. Students completing the Upper Intermediate level are welcome to take Chinese elective courses according to the prerequisite. If you are qualified for introductory classes, you are welcome to take elective courses: AP Chinese, Business Chinese and Chinese Cultural Traditions and Values.

## II. For Native Chinese Speakers

Five Chinese elective courses are offered with particular topics.

<b>CHIN 3310</b>	<b>Elementary Chinese Language</b>	<b>HW Load: **</b>
<b>Prerequisite:</b>	<i>None</i> <i>This course is only open to non-native Chinese speakers.</i>	<b>1 Credit</b>
<p>This is the first course in the 3-year sequence of basic Chinese learning. This course provides students with essential knowledge and skills for learning Chinese, such as pinyin, the basic strokes and the orders of strokes, the structures of characters, Chinese radicals, simple characters, and typing skills etc.</p> <p>This course is built on chapter units.</p> <p>Each unit includes a theme emphasizing thematic vocabulary in conjunction with basic grammar and simple dialogues. The units cover numbers, food and drinks, hobbies, schooling, weather, and life at home, etc.</p>		

<b>CHIN 3320</b>	<b>Intermediate Chinese Language</b>	<b>HW Load: **</b>
<b>Prerequisite:</b>	<i>Successful completion of CHIN 3310 or departmental approval. This course is only open to non-native Chinese speakers.</i>	<b>1 Credit</b>
<p>This is the second course in the 3-year sequence of basic Chinese learning. With the foundation from Elementary Level Chinese, students are expected to master the word order of Chinese sentence structures, maintain the dialogues, and present familiar topics compared to their own culture. Students should also be able to summarize (grasp the main idea and pinpoint the details) from an article (within 100 words) and guess the meaning of unfamiliar words from context and Chinese radicals. Chapter units cover situations when students move to a new school, new home, new community and how to be global citizens, etc.</p>		

<b>CHIN 3325</b>	<b>Upper Intermediate Chinese Language</b>	<b>HW Load: **</b>
<b>Prerequisite:</b>	<i>Successful completion of CHIN 3320 or departmental approval. This course is only open to non-native Chinese speakers.</i>	<b>1 Credit</b>
<p>This is the third course in the 3-year sequence of basic Chinese learning. Based on two years of foundations, students are expected to write paragraphs fluently using transitional words. They are also expected to use descriptive words and adverbs to express specifically their own opinions and personal interests in both oral and written forms. The units cover the journey in China and students' common concerns and issues at school.</p>		

*The following courses are elective classes for students who have completed CHIN 3325 or received Departmental approval based on an acceptable entrance test score.*

<b>CHIN 3330</b>	<b>AP Chinese Language and Culture</b>	<b>HW Load: ***</b>
<b>Prerequisite:</b>	<i>Students need to get a B+ in CHIN3325 or CSL 8 advanced to directly get approved into this course. Otherwise a department approval or a pass of the entrance test will be required. Students in CSL 8 developing need to get an A and pass an entrance test to get approved into this course. This course is only open to non-native Chinese speakers.</i>	<b>1 Credit</b>
<p>The Advanced Placement Chinese Language and Culture course develops the student's ability to demonstrate Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities). Students in this course will learn about contemporary Chinese society and culture, explore significant events, people, and themes of Chinese history, communicate more effectively in real-life situations using authentic materials, and develop the necessary knowledge of the Chinese language. This course provides students with opportunities to perform Intermediate to Advanced level tasks, and students are expected to achieve proficiencies throughout, and sometimes beyond, the Intermediate range, as described in the ACTFL Proficiency Guidelines.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>CHIN 4420</b>	<b>Chinese Cultural Traditions and Values</b>	<b>HW Load: **</b>
<b>Prerequisite:</b>	<i>Successful completion of CHIN 3325 or departmental approval. This course is only open to non-native Chinese speakers.</i>	<b>1 Credit</b>
<p>This course on Chinese Cultural Traditions and Values explores the foundations of Chinese civilization and the dimensions of Chinese culture. It particularly examines the relationship between Chinese culture and the present-day values of the Chinese people. Also, it pays special attention to the different elements of the culture under the present social structures, belief systems, literature, arts, customs, etc. The course aims at providing students with a more profound knowledge of Chinese culture, thus shaping their holistic understanding of China. Students will be required to complete various projects and homework assignments throughout the year, encouraging them to express their unique insights into specific cultural phenomena verbally and in writing.</p>		



<b>CHIN 4435</b>	<b>Chinese Performing Arts</b>	<b>HW Load: **</b>
<b>Prerequisite:</b>	<i>This course is only open to native Chinese speakers or departmental approval.</i>	<b>1 Credit</b>
<p>This course is designed to enhance students' knowledge to become familiar with powerful narrative and poetic genres, works, and themes in modern Chinese arts and to understand the historical emergence of contemporary Chinese arts and its relation to other Chinese performance forms, including Chinese theater, dance, comics, and film.</p> <p>Students will be able to analyze modern Chinese dramatic texts in a historical, cultural, and political context. This course will also introduce traditional Chinese literature from its beginnings through the last dynasty. Particular attention will be paid to developing critical literary themes, practices, and conventions. Relevant cultural and historical contexts will be provided in class. Students are expected to participate actively in class discussions, during which the texts will be read closely. This class allows students to reproduce these artworks in their unique way.</p>		

<b>CHIN 4440</b>	<b>Studying China Through Multimedia</b>	<b>HW Load: **</b>
<b>Prerequisite:</b>	<i>This course is only open to native Chinese speakers or departmental approval.</i>	<b>1 Credit</b>
<p>The course aims to give students a deeper and broader understanding of Chinese society by studying news and current events. This course depends on current events for teaching materials. Whatever events or ideas are happening in China or being discussed among Chinese people are the items that students need to understand and learn.</p> <p>Students will learn through words, pictures, interviews, and TV programs. Then discussions, demonstrations, investigations, debates, and other assignments will improve students' ability to use the language and think logically. Potential topics include China's educational system, transportation during the Spring Festival, Spring Festival Gala Evening, Chinese New Year films, groups, and Chinese slang from the internet. Through this course, students survey the current status of China and the Chinese culture; students also develop a broad and realistic understanding of the society they live in.</p>		

<b>CHIN 4455</b>	<b>Chinese Literature</b>	<b>HW Load: **</b>
<b>Prerequisite:</b>	<i>This course is only open to native Chinese speakers or departmental approval.</i>	<b>1 Credit</b>
<p>This course allows students to develop their knowledge and understanding of Chinese Literature by studying prescribed literature classics and themes. As the course progresses, students need to demonstrate their understanding of the relationship between literature and society. We seek to introduce students to highlights from Chinese literature and hope that students can reach an advanced level of Chinese language skills through critical thinking about contemporary issues. Our thematic units focus on students effectively presenting their ideas in spoken and written Chinese.</p>		

<b>CHIN 4460</b>	<b>Business Chinese</b>	<b>HW Load: **</b>
<b>Prerequisite:</b>	<i>Successful completion of CHIN 3325 or departmental approval. This course is only open to non-native Chinese speakers.</i>	<b>1 Credit</b>
<p>The course is designed for students of non-heritage Chinese speakers who may be interested in a business major and planning to do business in/with China. Students will build language confidence in this course by learning business terminologies, expressions, and culture. The students will also learn fundamental business concepts such as marketing, branding, market survey, negotiating skills, etc.</p>		

<b>CHIN 4465</b>	<b>Advanced Business Chinese</b>	<b>HW Load: **</b>
<b>Prerequisite:</b>	<i>This course is only open to native Chinese speakers, or departmental approval.</i>	<b>1 Credit</b>
<p>This course is designed for students to acquire overall skills in business with practical applications. It will cover topics from effective advertising strategies to the anatomy of a modern shopping mall. Business Chinese allows students to analyze business strategies and plan their projects. Students will be familiarized with business terminology, etiquette, and strategy imperative to success in the industry.</p>		

<b>CHIN 4470</b>	<b>Chinese Literature- Accelerated (Critical Thinking Through Chinese Novels)</b>	<b>HW Load: ***</b>
<b>Prerequisite:</b>	<i>This course is only open to native Chinese speakers, or departmental approval. Maintenance of a B+ or above in CHIN 4455 or Maintenance of a B or above in CHINESE 10 of whole school year</i>	<b>1 Credit</b>
<p>This course allows students to engage in a verbal and written discussion concerning the ideas expressed in Chinese literary texts. We emphasize applying critical thinking, using logical reasoning and analysis, to all subject matter. Students will read and analyze selected Chinese novels, both contemporary and classic, from cross-cultural perspectives. Students will be trained to express their ideas about the world in an academic setting, using a more complex set of structures and a more advanced range of vocabulary. Learners will also demonstrate an understanding of literary terms, themes, strategies, and issues relevant to Chinese novels. This course is intended for those interested in developing critical thinking skills through literary analysis, and it is also for students who would like to more deeply understand and build a higher-level usage of the Chinese language.</p>		

# Spanish

Course Code	Course Name	Credit	HW Load
SPAN 0910	Spanish I	1	**
SPAN 1010	Spanish II	1	**
SPAN 1110	Spanish III	1	**
SPAN 1210	AP Spanish Language and Culture	1	***

The Spanish program offers a 4-year sequence of language instruction. The main objective of the program is for students to communicate as indicated on the ACTFL Proficiency Benchmarks and Performance Indicators. The courses are also designed to increase students' understanding and appreciation of the diverse cultures of the Spanish-speaking world.

SPAN 0910	Spanish I	HW Load: **
<i>Prerequisite:</i>	<i>B in regular English or C in Accelerated English.</i>	<b>1 Credit</b>
<p>This is the first course in the four-year sequence of Spanish language instruction. This course stresses the skills of speaking, listening, reading and writing at the novice level in the three modes of communication (Interpersonal, Interpretive and Presentational) to enable students to communicate in both, familiar and everyday contexts (introduction of self, family and friends, likes and dislikes, daily routine, food, etc.) using basic vocabulary and grammar structures. Students will be exposed to cultural components of the Spanish Speaking world, such topics as customs, history, art, and literature. In class, students interact with authentic materials and are encouraged to use the target language as much as possible.</p>		

SPAN 1010	Spanish II	HW Load: **
<i>Prerequisite:</i>	<i>C or above in SPAN 0910 or equivalent as established by entrance examination.</i>	<b>1 Credit</b>
<p>This is the second course in the four-year sequence of Spanish language instruction. This course builds upon the skills acquired in Spanish I and stresses the three modes of communication (Interpersonal, Interpretive and Presentational) at the intermediate level. Students are expected to communicate in both, familiar (trips, family, media, food etc.) and unfamiliar (environment and conservation, careers and professions, etc.) contexts as well as diverse time frames (present, past and future). Students will be exposed to cultural components of the Spanish Speaking world, such topics as customs, history, art, and literature. In class, students will interact with authentic materials and the expectation is that students mainly use the target language for all class activities.</p>		

SPAN 1110	Spanish III	HW Load: **
<i>Prerequisite:</i>	<i>C or above in SPAN 1010 or equivalent as established by entrance examination.</i>	<b>1 Credit</b>
<p>This is the third course in the four-year sequence of Spanish language instruction. This course builds upon the skills acquired in Spanish I and II and stresses the three modes of communication (Interpersonal, Interpretive and Presentational) at the intermediate high level. Students are expected to communicate in both, familiar and unfamiliar contexts as well as diverse time frames (present, past, future, perfect tenses and conditional). Students will be exposed to cultural components of the Spanish Speaking world, such topics as customs, history, art, and literature. In class, students interact with authentic materials and the expectation is that students communicate only using the target language for all class activities. In this class, students will be prepared to present, interpret and exchange information using a wide variety of abstract concepts, vocabulary and grammar structures.</p>		

<b>SPAN 1210</b>	<b>AP Spanish Language and Culture</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Passing grade in SPAN 1110 or equivalent as established by entrance examination.</i>	<b>1 Credit</b>
<p>The AP Spanish Language and Culture course will engage the students in the three foundational modes of communication (Interpersonal, Interpretive and Presentational). The course will provide students with opportunities to demonstrate advanced proficiency in each of the three modes focusing on six overarching themes that are the heart of real-world communication. Emphasis will be set on developing language skills and enhancing cultural knowledge. Consequently, the course will be taught exclusively in Spanish. Overall, this course guides students in an exploration of the Hispanic culture on both contemporary and historical aspects using wide variety of authentic material related to Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, Global Challenges and Personal and Public Identities.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

# French

Course Code	Course Name	Credit	HW Load
FREN 0910	French I	1	**
FREN 1010	French II	1	**
FREN 1110	French III	1	**
FREN 3330	AP French Language and Culture	1	***

The French program offers a 4-year sequence of language instruction. The main objective of the program is for students to communicate as indicated on the ACTFL Proficiency Benchmarks and Performance Indicators. The courses are also designed to increase students' understanding and appreciation of the diverse cultures of the French-speaking world.

<b>FREN 0910</b>	<b>French I</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>B in regular English or C in Accelerated English.</i>	<b>1 Credit</b>
<p>This is the first course in the four-year sequence of language instruction offered by the French program at the SMIC School. It introduces the basic grammar principles which will be built on in subsequent years, including the present, past and immediate future tenses of regular along with certain irregular verbs, the use of definite and indefinite articles, demonstrative adjectives, possessive adjectives, question formation, and the pronouns "y" and "en". Chapter units will focus on thematic vocabulary in conjunction with grammar in order to develop an acceptable degree of proficiency in the three modes of communication (Interpersonal, Interpretive and Presentational). Each unit includes a cultural component emphasizing the grammar and vocabulary of the unit: "Geoculture" includes such topics as French customs, history, art, and literature. In class, students are exposed to authentic materials to develop the three modes of communication through: reading, listening, speaking and writing activities, all of which are aligned with the grammar and vocabulary topics of the text.</p>		

<b>FREN 1010</b>	<b>French II</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>C or above in FREN 0910 or equivalent as established by entrance examination.</i>	<b>1 Credit</b>
<p>This is the second course in the four-year sequence of language instruction offered by the French program at the SMIC School. It provides a comprehensive review of the grammar principles presented in French I and the introduction of additional grammar structures, including the present tense of irregular verbs, the past tense, the imperfect, the imperative, reflexive verbs, object pronouns, relative clauses, and adjective agreement. Chapter units will focus on thematic vocabulary in conjunction with grammar in order to develop an acceptable degree of proficiency in the three modes of communication (Interpersonal, Interpretive and Presentational). Each unit includes a cultural component emphasizing the grammar and vocabulary of the unit: "Geoculture" includes such topics as French customs, history, art, and literature. In class, students are exposed to authentic materials to develop the three modes of communication through: reading, listening, speaking and writing activities, all of which are aligned with the grammar and vocabulary topics of the text.</p>		

<b>FREN 1110</b>	<b>French III</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>C or above in FREN 1010 or equivalent as established by entrance examination.</i>	<b>1 Credit</b>
<p>This is the third course in the four-year sequence of language instruction offered by the French program at the SMIC School. It provides a comprehensive review of the grammar principles presented in French II and the introduction of additional grammatical structures, including the subjunctive of regular and irregular verbs, the pluperfect, the past conditional and future tenses, and negative expressions. Chapter units will focus on thematic vocabulary in conjunction with grammar in order to develop an acceptable degree of proficiency in the three modes of communication (Interpersonal, Interpretive and Presentational). Each unit includes a cultural component emphasizing the grammar and vocabulary of the unit: "Geoculture" includes such topics as French customs, history, art, and literature. In class, students are exposed to authentic materials to develop the three modes of communication through: reading, listening, speaking and writing activities, all of which are aligned with the grammar and vocabulary topics of the text.</p>		

<b>FREN 3330</b>	<b>AP French Language and Culture</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Passing grade in FREN 1110 or equivalent as established by entrance examination</i>	<b>1 Credit</b>
<p>The AP French Language and Culture course will engage the students in the three foundational modes of communication (Interpersonal, Interpretive and Presentational). The course will provide students with opportunities to demonstrate advanced proficiency in each of the three modes focusing on six overarching themes that are the heart of real-world communication. Emphasis will be set on developing language skills and enhancing cultural knowledge. Consequently, the course will be taught exclusively in French. Overall, this course guides students in an exploration of the French and Francophone cultures on both contemporary and historical aspects using wide variety of authentic material related to Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, Global Challenges and Personal and Public Identities.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

# Life Skills

Course Code	Course Name	Credit	HW Load
LIFE 0910	Life Skills 9	0.25	*
LIFE 1010	Life Skills 10	0.25	*
LIFE 1110	Life Skills 11	0.25	*
LIFE 1210	Life Skills 12	0.25	*

Life skills courses are offered at every grade level. These classes provide help to students in dealing with situations they will encounter in their lives such as learning about topics including personal relationships, their own personality, organization skills, developing good study habits, sexuality, risk behaviors, decision making skills, coping with bullies, and planning for university. High School students must earn 0.25 credits in Life Skills courses each year for a total of 1.00 credits prior to graduation. This graduation requirement applies only to those students who enroll in G9. Transfer students, however, are required to earn .25 credits each year starting in the grade level in which they enter SMIC. For example, if a student enters as a G11 student, he or she is required to earn .25 for G11 and .25 for G12 only.

<b>LIFE 0910</b>	<b>Life Skills 9</b>	<b>HW Load: *</b>
<i>Prerequisite:</i>	<i>None</i>	<b>0.25 Credit</b>
<p>G9 curriculum focuses on increasing the student's overall self-identity and how it applies to the road ahead. Students will take several inventories on learning styles, career interests, and personality and intelligence types. They will study about which learning style best suits them and their personality, and explore possible fields of study that would interest them as they go through college. An overview of College preparation for freshmen (e.g. prerequisites for AP classes) will be discussed. They will begin to explore career options and research different occupations and their requirements. Importance of Academic success, Course selection and Graduation requirements will also be discussed. Moreover, students will learn about Extra-curricular activities and its relationship with college preparation. Cultural awareness, tolerance, healthy relationships, proper etiquette, and boundaries will also be covered. Furthermore, managing student's online life, effective communication, and social relations will also be discussed during Life skills class. The character education words promoted in the G9 course are self-awareness, diligence, respect and individuality.</p>		

<b>LIFE 1010</b>	<b>Life Skills 10</b>	<b>HW Load: *</b>
<i>Prerequisite:</i>	<i>None</i>	<b>0.25 Credit</b>
<p>G10 curriculum continues to explore the students' self-awareness and looking ahead towards college. Students will formulate their own personal identity and how it relates to college and career. There will be an introduction to the college application process and the various test requirements, test dates, including the SAT, ACT and TOEFL. They will learn about influential factors in choosing a college or university as well as choosing a major. Students will learn about Resume writing and basic employability skills such as interview preparation. Other topics for the G10 Life skills curriculum include: cultural awareness, embracing diversity, dealing with hardships and disappointments, managing time, procrastination, as well as maintaining school/life balance. Social competency, managing one's cyber presence, stress recognition and management, depression, suicide awareness, basic financial literacy, etiquette, as well as effective communication skills. All of these skills sets are essential in the shaping of a global citizen. The character education words promoted in the G10 course are self-discipline, perseverance, tolerance, and humility.</p>		

<b>LIFE 1110</b>	<b>Life Skills 11</b>	<b>HW Load: *</b>
<i>Prerequisite:</i>	<i>None</i>	<b>0.25 Credit</b>
<p>The G11 Life Skills curriculum focuses on preparing students for college by providing an in-depth overview of the college admissions process. Topics include: College choices, finding the right fit in terms of establishing an appropriate list of dream, target and safety schools, Resume building revision and editing, the holistic approach to college admissions, time management, awareness of application requirements and deadlines, how to request recommendation letters, following-up with recommenders and apprising them of deadlines in advance, drafting personal statements, and preparing, writing and editing college essays. Students will also learn how to search for merit-based scholarships and apply for financial aid. A substantial component of the G11 curriculum will consider the importance of standardized tests as well as introductions to the Common Application, Coalition, UCAS and several international college applications systems. Throughout the year, students will have the opportunity to participate in virtual college fairs and webinars featuring college admissions representatives (as well as anticipated on-campus college presentations). Additionally, there will be lessons devoted to career planning as well as prospective social and cultural transition to university life in international settings. Character education words promoted in the G11 course are independence, intentionality, resilience and adaptiveness.</p>		

<b>LIFE 1210</b>	<b>Life Skills 12</b>	<b>HW Load: *</b>
<i>Prerequisite:</i>	<i>None</i>	<b>0.25 Credit</b>
<p>The G12 Life Skills curriculum aims at assisting students in the actual college applications process (spanning the final stages of college search, selection to finding the college which constitutes the best fit as well as to exploring financial aid/scholarship opportunities). Students will have the opportunity to participate in virtual college fairs, information sessions and webinars in addition to anticipated resumption of on-campus meetings with college representatives. Throughout the year, the counseling office will advise students throughout the entire college application process (from requesting recommendation letters and transcripts, meeting application deadlines, registering and sitting standardized tests, submitting score reports and transcripts, and making final decisions as to where to commit and eventually matriculate). Uploading of official transcripts and supporting documents online as well as assistance with the processing application packets via Cialfo will be provided. The counseling office will also follow-up with the respective colleges concerning the application process. Seeking to buoy student financial literacy, multiple lessons will be dedicated to budgeting and career development. Moreover, lessons pertaining to social, emotional and fiscal adjustment to post-secondary study and life, as well as the transition into college will be discussed.</p>		

# HS Math Department

Grade 9 students **must** enroll in

**Axiomatic Geometry OR Axiomatic Geometry Honors\* OR Algebra I**

Grade 10 students **must** enroll in

**Algebra II\*with Trigonometry OR Algebra II\*with Trigonometry Honors OR  
Axiomatic Geometry**

Students may choose any of the courses below as electives based on meeting prerequisites

Grade 11

**Introduction to Statistics**

**AP Statistics\***

**Precalculus\***

**AP Precalculus \***

Grade 12

**Introduction to Statistics**

**AP Statistics\***

**AP Calculus AB\***

**AP Calculus BC\***

**Precalculus\***

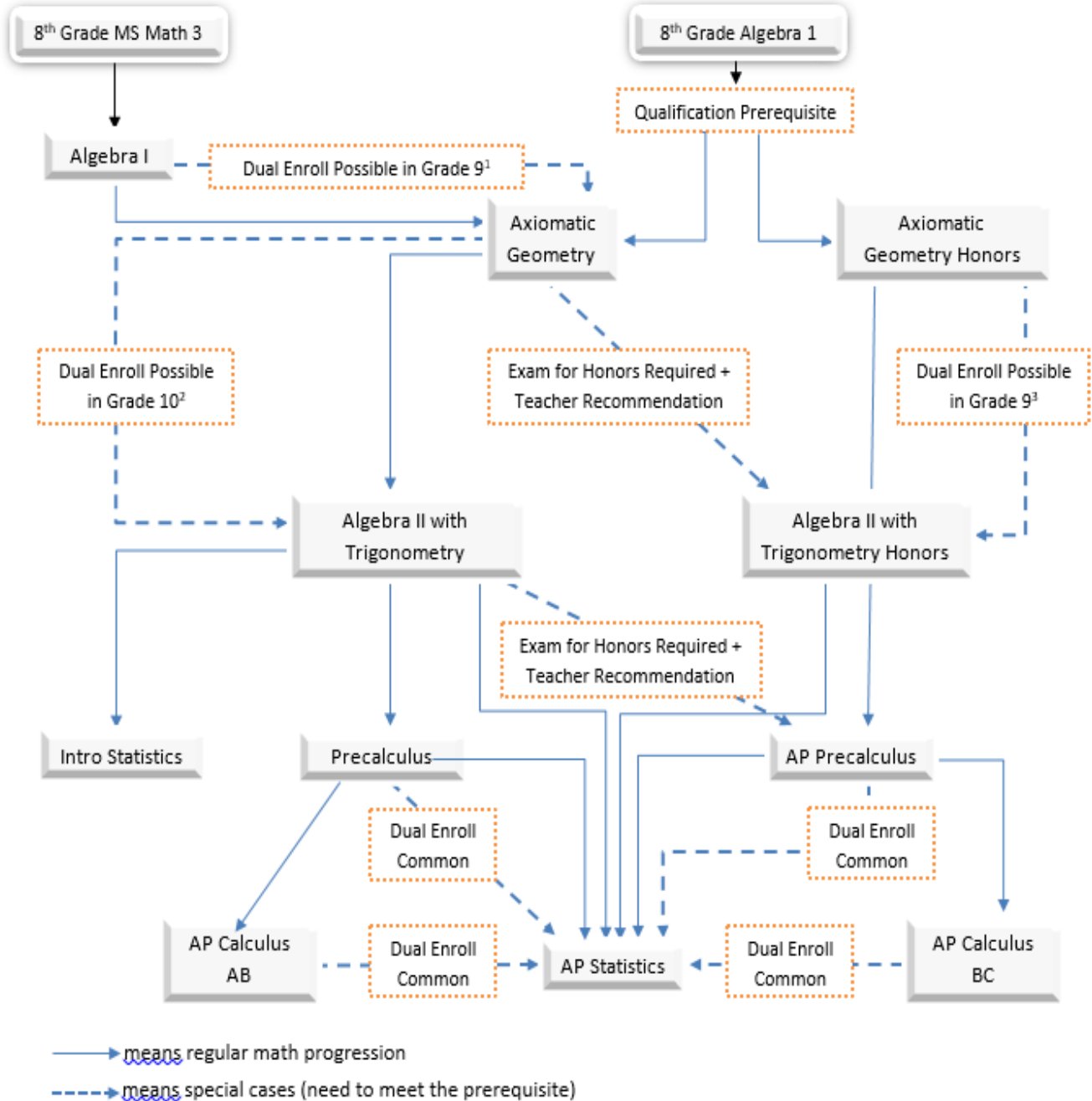
**AP Precalculus \***

\*Students are required to meet prerequisites.

Please refer to the Math Progression Flow Chart for more details.



## Math Progression Flow Chart



**Notes:**

<sup>1</sup> In grade 9 students may enroll in both Algebra I and Axiomatic Geometry with grade 8 teacher recommendation.

<sup>2</sup> In grade 10 students may enroll in both Axiomatic Geometry and Algebra II with Algebra I teacher recommendation.

<sup>3</sup> In grade 9 students may enroll in both Axiomatic Geometry Honors and Algebra II Honors with high performance on the grade 9 qualification exam AND grade 8 teacher recommendation.

\*\*\* Precalculus or AP Precalculus are recommended to take before AP Statistics, but not required. Likewise, Intro Statistics is not a prerequisite course for AP Statistics.

\*\*\* Please contact Math Department Head for more clarification.

# Mathematics

Course Code	Course Name	Credit	HW Load
MATH 0905	Algebra I	1	**
MATH 0910	Axiomatic Geometry	1	**
MATH 0925	Axiomatic Geometry Honors	1	***
MATH 1010	Algebra II with Trigonometry	1	**
MATH 1025	Algebra II with Trigonometry Honors	1	***
MATH 1110	PreCalculus	1	**
MATH 1125	AP PreCalculus	1	***
MATH 1210	AP Calculus AB: Calculus of One Variable I	1	***
MATH 1220	AP Calculus BC: Calculus of One Variable II	1	***
MATH 1230	AP Statistics	1	***
MATH 1240	Introduction to Statistics	1	**

The mathematics program aims to prepare all students to use mathematics and problem-solving skills in further education by mastering computational and estimating skills, problem-solving, communicating and reasoning mathematically, applying mathematics to real-world situations, and using technology.

All the courses aim to develop mathematical skills in students by coherent progression, pursuing fluency in procedural skills, and understanding concepts. Teachers use all the eight *Standards of Mathematical Practices as defined by Common Core Standards* in all the courses.

All students use graphing calculators starting with Algebra II with Trig. All students are required to attain 3 credits in mathematics (however, 4 credits are recommended) from the following course: Algebra I, Axiomatic Geometry, Algebra II with Trig, Precalculus or AP Precalculus, Introduction to Statistics, AP Calculus AB or BC, and AP Statistics.

<b>MATH 0905</b>	<b>Algebra I</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>None</i>	<b>1 Credit</b>
<p>Algebra I is designed to extend students' knowledge of Algebra. It will cover Algebra I Common Core Standards. The critical area includes understanding of Linear models, equation solving, and functions. Students will apply all the Mathematical Practice Standards throughout the course. For more details regarding the integrated approach of studying mathematics please refer to <a href="http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf">http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf</a>.</p>		

<b>MATH 0910</b>	<b>Axiomatic Geometry</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>Completion of MATH 0820 OR MATH 0905 OR completion of MATH 0811 with Teacher Recommendation (and must be dual enrolled in MATH 0905)</i>	<b>1 Credit</b>
<p>Geometry is a unified study of plane, solid, and coordinate geometric concepts which provides students with the prerequisite skills that will facilitate the study of advanced mathematics. The course incorporates investigation of lines, planes, congruencies, similarities, geometric inequalities, parallelism, perpendicularity, polygons, areas, volumes, circles, and three dimensional figures to provide a complete course of study. Students develop skills in formal and informal deductive reasoning skills and learn to apply them to the construction of formal proofs. Throughout the year, students will incorporate algebraic thinking into new geometric concepts.</p>		

<b>MATH 0925</b>	<b>Axiomatic Geometry Honors</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>The grade achieved in MATH 0820 AND score on entrance test AND MAP scores will all be considered for placement AND Teacher Recommendation.</i>	<b>1 Credit</b>
<p>Accelerated Geometry is a unified study of plane, solid, and coordinate geometric concepts which provides students with the prerequisite skills that will facilitate the study of advanced mathematics. The course incorporates the investigation of lines, planes, congruencies, similarities, geometric inequalities, parallelism, perpendicularity, polygons, areas, volumes, circles, and three dimensional figures to provide a complete course of study. Students develop formal and informal deductive reasoning skills and learn to apply them to the construction of formal proof. <b>This is an accelerated course that proceeds at a brisk pace and covers material at an advanced level.</b></p>		

<b>MATH 1010</b>	<b>Algebra II with Trigonometry</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>Successful completion of MATH 0811 or MATH 0820 or MATH 0905. AND completion or dual enrollment in MATH 0910 or MATH 0925</i>	<b>1 Credit</b>
<p>Continuing the study of algebraic equations, verbal problems, graphing, and other topics treated in Algebra I, this course introduces and develops new topics including linear programming, complex numbers, fundamental concepts of analysis, logarithmic and exponential equations, and analysis of conic sections, sequences, and series. Topics from trigonometry include circular functions, graphing techniques, and applications. In addition, there will be some topics in probability and statistics as time allows. Students use graphing calculators as a tool to assist in problem solving and to enhance understanding.</p>		

<b>MATH 1025</b>	<b>Algebra II with Trigonometry Honors</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>For incoming grade 10 - Successful completion of MATH 0925 with B or above OR qualifying score on entrance exam.</i>  <i>For incoming grade 9 - The grade achieved in MATH0821 AND score on entrance test AND MAP scores will all be considered for placement AND Teacher Recommendation.</i>	<b>1 Credit</b>
<p>This course continues the study of algebraic equations, verbal problems, graphing, and other topics treated in Algebra I. This course introduces and develops new topics including linear programming, complex numbers, fundamental concepts of analysis, logarithmic and exponential equations, and analysis of conic sections, sequences, and series. Topics from trigonometry include circular functions, graphing techniques, and applications. Course topics in probability and statistics will be included as time allows. Students use graphing calculators to assist in problem solving and to enhance understanding. <b>This is an accelerated course that proceeds at a brisk pace and covers material at an advanced level.</b></p>		

<b>MATH 1110</b>	<b>Precalculus</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>Successful completion of MATH 1025 or MATH 1010 with a B or above</i>	<b>1 Credit</b>
<p>This rigorous course extends concepts of intermediate algebra while introducing various topics of college algebra. Topics include functions, theory of equations, matrices, sequences and series, polar coordinates, parametric equations, exponential and logarithmic functions, and vectors. There is also an extension of topics in trigonometry. This course places an emphasis on practical applications, logic of procedures, and interpretation of results.</p>		

<b>MATH 1125</b>	<b>AP Precalculus</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Successful completion of MATH 1025 with B or above OR qualifying score on entrance exam.</i>	<b>1 Credit</b>
<p>AP Precalculus centers on functions modeling dynamic phenomena. In this course, students study a broad spectrum of function types. Modeling, a central instructional theme for the course, helps students come to a deeper understanding of each function type. By examining scenarios, conditions, and data sets, as well as determining and validating an appropriate function model, students develop a greater comprehension of the nature and behavior of the function itself. The formal study of a function type through multiple representations (e.g., graphical, numerical, verbal, analytical), coupled with the application of the function type to a variety of contexts, provides students with a rich study of precalculus. Throughout this course, students develop and hone symbolic manipulation skills needed for future mathematics courses. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, verbal, and analytical representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. AP Precalculus fosters the development of a deep conceptual understanding of functions. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general. This type of understanding helps students to engage with both familiar and novel contexts.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>MATH 1210</b>	<b>AP Calculus AB: Calculus of One Variable I</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Successful completion of MATH 1110 with B or above OR MATH 1125 OR Teacher Recommendation</i>	<b>1 Credit</b>
<p>Advanced Placement Calculus AB explores the topics of limits/continuity, derivatives, and integrals. These ideas are examined using a multi-layered approach including the verbal, numerical, analytical, and graphical analysis of polynomial, rational, trigonometric, exponential, and logarithmic functions and their inverses. Students are expected to relate the connections among these approaches. Students are also required to synthesize knowledge of the topics of the course to solve applications that model physical, social and/or economic situations. These applications should emphasize derivatives as rates of change, local linear approximations, optimizations and curve analysis, and integrals as Riemann sums, area of regions, volume of solids with known cross sections, average value of functions, and rectilinear motions. The teacher will adjust the course as mandated by the College Board. Graphing calculators are required.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>MATH 1220</b>	<b>AP Calculus BC: Calculus of One Variable II</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Successful completion of MATH 1125 with B or above OR Teacher Recommendation</i>	<b>1 Credit</b>
<p>Advanced Placement BC Calculus is intended for students who have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry. Although this course includes all of the elements of the Advanced Placement Calculus AB course, it provides a more rigorous treatment of these introductory calculus topics. The course also includes additional topics required by the College Board for Advanced Placement Calculus BC. Among these are parametric, polar, and vector functions; the rigorous definition of limit; advanced integration techniques; Simpson's Rule; length of curves; improper integrals; Hooke's Law; and the study of sequences and series. Students will use the graphing calculator during instruction and to confirm and interpret results of problem situations that are solved using available technology.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May. A corresponding AB sub-score will be provided to all students taking the AP Calculus BC exam.</i></p>		

<b>MATH 1230</b>	<b>AP Statistics: Drawing Conclusions from Data</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Successful completion of MATH 1010 with B or above OR MATH 1025 with B- or above OR successful completion of Math 1110 or Math 1125. Preference will be given to students who have enrolled for Precalculus or have already completed Precalculus course.</i>	<b>1 Credit</b>
<p>Advanced Placement Statistics prepares students to collect data from the random and varied world they live in and to find, analyze and describe patterns in that data. Topics covered include correlation, regression, experiment design, survey design, basic probability, confidence intervals and significance testing. Communication of data and conclusions drawn from it is an integral part of this course; group discussions and analytical writing assignments will be used extensively. The course uses a wide variety of learning resources, and teaches proficiency in the use of TI calculators and computer spreadsheets for statistical applications.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>MATH 1240</b>	<b>Introduction to Statistics</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Successful completion of MATH 1010 or above. This course is only open to Grade 11 or Grade 12 students.</i>	<b>1 Credit</b>
<p>Elementary Statistics is intended for students who wish to acquire the knowledge of statistical ideas and terminology. Skills developed through this course are useful to support their studies in other subjects as well as to a myriad of real-life applications. The course provides a suitable foundation for further study in Statistics. Topics covered include pictorial representation of data, measures of central tendency, lines of best fit, simple probability, and expectation of a discrete variable. Students will be guided on the use of TI graphing calculators where appropriate.</p>		

# Physical Education Department

Grade 9 students **must** enroll in

**Grade 9 Physical Education    AND    Principles of Personal Health \*\***

Grade 10 students **must** enroll in

**Grade 10 Physical Education    AND    Principles of Personal Health (if not taken in G9) \*\***

Elective

**Introduction to  
Kinesiology\*\*\***

Mini course

**Strength and  
Conditioning**

\*\* Meets twice a week but is a required credit for graduation.

\*\*\* Science credit

# Physical Education

Course Code	Course Name	Credit	HW Load
PHED 0920	Principles of Personal Health	0.5	*
PHED 0911	Grade 9 Physical Education	0.5	*
PHED 1012	Grade 10 Physical Education	0.5	*
PHED 1130	Strength & Conditioning (Mini-course)	0.5	*
PHED 4430	Introduction to Kinesiology (New Course)	1	**

The SMIC MHS English Track Physical Education Department curriculum is designed to develop healthy individuals and encourage a life-long appreciation of maintaining a healthy lifestyle. The primary goals of the program include teaching students the principles, knowledge, skills, and importance of physical activity, health, fitness, and nutrition in all stages of life including the current, and the future.

The High School curriculum focuses on developing a concrete model of health and fitness that students can employ throughout the remainder of their lives to maintain a healthy lifestyle.

The PE curriculum utilizes various methods to encourage the students to develop a sense of inclusion so that everyone feels comfortable performing physical activity together and promoting an environment where all students have a sense of safety. Proper stretching routines and techniques are integrated with warm up exercises to emphasize injury prevention. Fitness lessons are interspersed throughout the year.

The students of SMIC will complete a PE course from grade 6 until grade 10 as part of their MHS coursework, with the option to further their study of health and nutrition in the 11<sup>th</sup> or 12<sup>th</sup> grade. Upon completing of the PE course in Grade 10, students will be college/career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction, and enjoyment.

<b>PHED 0920</b>	<b>Principles of Personal Health</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>None</i>	<b>0.5 Credit</b>
<i>Meets 2 days per week</i>		
<p>Upon the successful completion of this course, students will be able to understand the functioning of their body and the importance of making wise decisions to protect their health and well-being. The foundation of a healthy teenager is the knowledge that their health is in their hands and is based upon their day-to-day decisions. Students will be able to base present and future decisions, on topics such as drugs, alcohol, sexual relationships, diet, destructive behavior and problem solving. Students will understand that health and well-being are a choice that can affect important areas of your social, emotional, and physical relationships.</p>		

<b>PHED 0911</b>	<b>Grade 9 Physical Education</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>None</i>	<b>0.5 Credit</b>
<p>The G9 Physical Education course begins to provide students with the basic foundation of knowledge and skills that they will need to develop the ability to live a healthy and physically active lifestyle. Students will receive exposure to various types of physical activities such as dance, lifetime-activities, and fitness activities. Students will work towards demonstrating competency in at least one self-selected physical activity. Students will be exposed to skill – related physical activities and identify key health concepts associated with participating in self-selected skill-related physical activities. Students will be introduced to health &amp; fitness training programs and goal setting techniques as they identify key concepts associated with successful participation in a selected physical activity. Students will develop a plan to improve performance of self-selected skills within a physical activity. Students will also be Exposed to advanced methods of health &amp; fitness training such as various personal health/fitness plans. They will identify key concepts and principles within select health/fitness plans as well as develop and implement fundamental personal health/fitness plans.</p>		

<b>PHED 1012</b>	<b>Grade 10 Physical Education</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>None</i>	<b>0.5 Credit</b>
<p>G10 PE builds from the basic foundation built during G9. Students will begin by focusing on physical activity participation and apply basic training techniques to self-selected physical activities such as dance, lifetime activities, and fitness activities. Student will then be exposed to group training and planning a group fitness workout pertaining to a self-selected activity such as dance, lifetime activities, and fitness activities. Students will then take the knowledge and skills learned to develop and apply individualized plans to achieve a goal they set based upon a self-selected physical activity. Students will finish grade 10 by implementing fitness programming &amp; design skills to train others as well as themselves to live a healthy and physically active lifestyle that is unique to their interests and stage of life.</p>		

<b>PHED 1130</b>	<b>Strength &amp; Conditioning (Mini-course)</b>	<b>HW Load: *</b>
<i>Prerequisite:</i>	<i>None</i>	<b>0.5 Credit</b>
<p><i>Note: This course meets twice per week in lieu of Study Hall.</i></p> <p>This course will focus on muscular strength and endurance through resistance training with fitness machines and free weights. Safe and effective resistance training principles for muscular strength and endurance are emphasized.</p> <p><i>This course does not count towards the completion of the school's PE or health requirement for graduation</i></p>		



<b>PHED 4430</b>	<b>Introduction to Kinesiology</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>Pass HEAL 0910 or PHED 0920</i>	<b>1 Credit</b>
<p>This Introduction to Kinesiology course will examine the scientific principles of exercise and nutrition while incorporating real-world applications that demonstrate relevance to your daily life as well as future career. The course builds on fundamental scientific principles by integrating the necessary basic science with applied concepts of exercise, nutrition and health and wellness principles. This course provides an experimental study of foods, exercise and the fundamental biological, chemical and physical scientific principles associated with the study of the human body. Topics will include human anatomy, physiology, biomechanics, traumatology, nutrition, exercise and food planning and general health and wellness.</p> <p><i>This course can be used to meet the school's <u>science</u> requirement for graduation.</i>  <b><i>GAP students would need a recommendation from the department head to take this course.</i></b></p>		

# HS Science Department

Grade 9 students **must** enroll in

**Biology**

Grade 10 students **must** enroll in

**Chemistry**

Students may choose any of the courses below as electives **based on meeting prerequisites\***

Grade 10

**AP Biology**

**Physics**

**Introduction to  
Kinesiology\*\***

Grade 11 and 12

**Physics**

**AP Biology**

**AP Chemistry**

**AP Physics 1**

**AP Physics 2**

**AP Environmental  
Science**

**Integrated Science**

**Introduction to  
Kinesiology\*\***

\*Students are required to meet prerequisites.

\*\*Course offered by PE department but considered as a science credit.

# Science

Course Code	Course Name	Credit	HW Load
BIOL 0910	Biology	1	**
CHEM 1010	Chemistry	1	**
PHYS 4410	Physics	1	**
ENVI 4420	AP Environmental Science	1	***
BIOL 4410	AP Biology	1	***
CHEM 4410	AP Chemistry	1	***
PHYS 4420	AP Physics 1	1	***
PHYS 4430	AP Physics 2	1	***
SCIE 3310	Integrated Science	1	**
SCIE 3320	Astronomy ( Mini Course)	0.5	*

The MHS Science Department offers courses that are based on the principles of scientific inquiry: Observation, hypothesis formation, experimentation, data analysis and interpretation. All the courses are aligned to the Next Generation Science Standards (NGSS). These standards serve as a basis to design classroom learning experiences that stimulate student interests in science and prepare them for college, careers, and citizenship.

In the high school, students study science in more depth. They may choose from elective science courses to meet the high school science graduation requirement or fulfill coursework for college prerequisites. G11 and G12 students may also take college-level Advanced Placement (AP) courses.

In all courses, students reinforce classroom learning through laboratory experiments and group work as well as individual textbook study. Quizzes, tests, and homework are scheduled regularly. Students are expected to adhere to proper laboratory procedures during laboratory work.

<b>BIOL 0910</b>	<b>Biology</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>None</i>	<b>1 Credit</b>
<p>The course provides students with a broad understanding of major biological concepts. Students study interactions amongst biotic and abiotic factors in an ecosystem, chemical processes in cells including movements of molecules, energy harvesting, cell reproduction, and gene expressions. The course also includes the basic principles of genetics, use of biotechnology, change over time of living organisms, diversity of life, and the current classification system. Selected human body systems including the immune system, the endocrine system, and the nervous system are also covered to emphasize the cellular processes learned throughout the year.</p>		

<b>CHEM 1010</b>	<b>Chemistry</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>None</i>	<b>1 Credit</b>
<p>Chemistry provides an introduction to basic chemical principles such as the composition, structure, properties, and reactions of matter. Starting with definitions and mathematical techniques essential to the understanding of chemistry, students gain a foundation of knowledge about fundamental particles and the nature of the atom. Students learn to predict atomic behavior and molecular structure based on electronic structure. They also study the behavior of atoms, ions, and molecules through chemical formulas and equations, structure, and nomenclature. This is followed by a more detailed analysis of gases, liquids, and solids.</p>		

<b>PHYS 4410</b>	<b>Physics</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>B or above in MATH 1010 or C or above in MATH 1020; B+ in middle school physical science (physics concepts).</i>	<b>1 Credit</b>
<p>Physics is the study of the behavior and structure of matter and energy. Students build a foundation to the principles of physics and strengthen their understanding of experimental and research methods. The course covers six major areas of physics: mechanics, properties of matter, heat, sound, electricity and magnetism, and light. The course covers atomic and nuclear physics if time permits. The course has a strong mathematical component that includes an introduction to vectors, graphical methods, and the manipulation of equations/dimensional analysis.</p>		

<b>ENVI 4420</b>	<b>AP Environmental Science</b>	<b>HW Load: ***</b>
<i>Prerequisite</i>	<i>Passing score on the AP Environmental Science Entrance Exam <b>And</b> B+ or above in BIOL 0910 (both semesters) and B or above in CHEM 1010 (both semesters) -or- B or above in BIOL 0910 (both semesters) and B+ or above in CHEM 1010 (both semesters) <b>And</b> Recommendation from a Chemistry and/or a Biology teacher</i>	<b>1 Credit</b>
<p>AP Environmental Science class is designed to prepare students for the advanced placement exam. This will be an intensive class focusing on the hard science aspects of the environmental field. A substantial amount of homework and outside reading will be expected in this class. A strong background in biology and chemistry will be needed in order to quickly grasp all of the information presented in this course.</p> <p>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.</p> <p>Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>BIOL 4410</b>	<b>AP Biology</b>	<b>HW Load: ***</b>
<i>Prerequisite</i>	<i>Passing score on the AP Biology Entrance Exam <b>And</b> maintenance of a B+ in BIOL 0910 (both semesters) and concurrent enrollment in CHEM 1010 – or- Grade of B+ in CHEM 1010 (both semesters) <b>And</b> Recommendation from a Biology teacher</i>	<b>1 Credit</b>
<p>Advanced Placement Biology covers the material, both in lecture and laboratory, equivalent to an introductory college course in biology. The course is now organized into four big ideas. Big Idea 1: The process of evolution drives the diversity and unity of life. Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. Big Idea 3: Living systems store, retrieve, and transmit, and respond to information essential to life processes. Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.</p> <p>This curriculum allows for greater connection and understanding of biological processes, not just unrelated facts. This course requires extensive laboratory practice and outside reading. The pace of the course requires a typical student to read textbook chapters and independently do homework approximately 5 hours a week.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>CHEM 4410</b>	<b>AP Chemistry</b>	<b>HW Load: ***</b>
<i>Prerequisite</i>	<i>Passing score on the AP Chemistry Entrance Exam and maintenance of a A- or above in CHEM 1010 (both semesters) <b>And</b> a B+ or above in MATH 1010 (both semesters) <b>or</b> C or above in MATH 1020 (both semesters) <b>And</b> Recommendation from a Chemistry and a Math teacher</i>	<b>1 Credit</b>

Advanced Placement Chemistry covers the material, both in lecture and laboratory, equivalent to an introductory college course in general chemistry. This course was redesigned by the AP College Board in the fall of 2013. The revised course stresses mastering the conceptual and quantitative aspects of chemistry, by enhancing students' qualitative understanding and visualization of the particulate nature of matter through the development of students' inquiry, analytical, and reasoning skills. The course is now organized around a few underlying principles called the six big ideas, which encompass the core scientific principles, theories and processes governing chemical systems. The course has a strong emphasis on concepts and skills and includes inquiry based learning. The pace of the course requires a typical student to read textbook chapters and independently solve problems approximately five to six hours a week.

*Students who enroll in this course are expected to take the AP exam in May.*

<b>PHYS 4420</b>	<b>AP Physics 1</b>	<b>HW Load: ***</b>
<i>Prerequisite</i>	<i>Passing score on the AP Physics 1 Entrance Exam <b>And</b> a B or above in MATH1010 (both semesters) or a C or above in MATH 1020 (both semesters) <b>And</b> Recommendation from Physics and Math teacher</i>	<b>1 Credit</b>

AP Physics 1 and AP Physics 2 are the equivalent of the first and second semesters of an introductory, algebra-based college course. Because these courses are intended to be yearlong courses, teachers have time to foster deeper conceptual understanding through student-centered, inquiry-based instruction. Students have time to master foundational physics principles while engaging in science practices to earn credit or placement. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power, as well as fluids. The course is organized around seven overarching “big ideas”. These ideas encompass the core scientific principles, theories and processes of physics that cut across traditional content boundaries and provide students a broad way of thinking about the physical world. The course has a strong emphasis on concepts and skills and includes inquiry based learning. The pace of the course requires a typical student to read textbook chapters and independently solve problems for approximately 5 hours a week.

*Students who enroll in this course are expected to take the AP exam in May.*

<b>PHYS 4430</b>	<b>AP Physics 2</b>	<b>HW Load: ***</b>
<i>Prerequisite</i>	<i>A Score of 3 or above on the AP Physics 1 exam <b>OR</b> a passing score on the AP Physics II Entrance Exam and a maintenance of B or above in PHYS 4420 (both semesters) <b>And</b> Recommendation from AP Physics 1 or Physics and Math teacher</i>	<b>1 Credit</b>
<p>AP Physics 1 and AP Physics 2 are the equivalent of the first and second semesters of an introductory, algebra-based college course. Because these courses are intended to be yearlong courses, teachers have time to foster deeper conceptual understanding through student-centered, inquiry-based instruction. Students have time to master foundational physics principles while engaging in science practices to earn credit or placement. The course explores topics such as mechanical waves and sound; 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. The pace of the course requires a typical student to read textbook chapters and independently solve problems for approximately 5 hours a week.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>SCIE 3310</b>	<b>Integrated Science</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>None</i>	<b>1 Credit</b>
<p>The Integrated Science Curriculum is a yearlong curriculum consisting of four science content units aligned to the Next Generation Science Standards (NGSS). This curriculum integrates multiple disciplines within a single unit. As such, each unit integrates different science content areas in Life, Physical, and Earth Science, as well as Engineering.</p> <p>The units will be centering on student sense-making and problem-solving of phenomena, so that the focus of learning shifts away from learning about topics and towards figuring out why or how things happen in the world. This promotes student-generated questioning and thus supports students' agency for wanting to build their own scientific knowledge. As a result, students leave with deeper understandings and a process that can more readily be applied to other real-world phenomena in the future.</p>		

<b>SCIE 3320</b>	<b>Astronomy ( Mini Course)</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>None</i>	<b>0.5 Credit</b>
<p><i>This course meets twice per week in lieu of Study Hall for the entire school year.</i></p> <p>The students will learn the basics and latest information about telescopes and observation, space exploration, celestial mechanics, the Solar system, the physics of stars, and the large scale structure of the universe. They will apply spatial thinking, conceptual physics and a little math to gain a deeper understanding of how the universe works.</p>		

# Social Studies Department

Grade 9 students must enroll in

**The Early Modern World**

Grade 10 students must enroll in

**The Modern World: 1900- Present OR AP Modern World History OR  
The Early Modern World (For GAP)**

Grade 11 students must enroll in

**United States History OR AP United States History \* OR  
The Modern World: 1900- Present (for GAP)**

Grade 12 GAP students must enroll in

**United States History (for GAP)**

Students may choose any of the courses below as electives **based on meeting prerequisites**

Grade 10

**AP World History**

**AP Seminar**

**Applied Business and  
Entrepreneurship**

Grade 11 and 12

**AP US History**

**AP European History**

**AP Seminar**

**AP Research**

**AP Economics**

**AP Psychology**

**Applied Business and  
Entrepreneurship**

\*Students are required to meet prerequisites.

# Social Studies

Course Code	Course Name	Credits	HW Load
HIST 0910	The Early Modern World	1	**
HIST 1005	The Early Modern World (for GAP)	1	**
HIST 1010	The Modern World: 1900-Present	1	**
HIST 1025	AP World History	1	***
HIST 1105	The Modern World: 1900-Present (for GAP)	1	**
HIST 1110	United States History	1	**
HIST 1120	AP United States History	1	***
HIST 1205	United States History (for GAP)	1	**
HIST 4410	AP European History	1	***
ECON 1210	AP Economics	1	***
SEMI 1120	AP Seminar	1	***
RESE 1220	AP Research	1	***
PSYC 4410	AP Psychology	1	***
BUSI 4420	Applied Business and Entrepreneurship	1	**

The core of the Social Studies program is four years of history beginning in the 8<sup>th</sup> grade and a wide range of AP courses to prepare students to be successful in their further studies and careers after graduation. All courses include the study of geography, politics, economics and other social sciences as relevant.

All courses through G9 are taught to heterogeneous groups to encourage independent thinking and collaboration via small group projects, debates, multimedia presentations, etc.

Scholarly research and writing using proper analysis, citation, and mechanics are integral to all our courses, with age-appropriate assignments that require students to distinguish their own work from that of others and to differentiate genuine academic scholarship from unsubstantiated commentaries.

## **Social Studies Advanced Placement Course Prerequisite Policy:**

In order for a student to take an Advanced Placement course in the social sciences, the student must submit the “Social Studies Course Enrollment Student Reference Form” from the AA office with the following:

1. The student’s grades in the Social Studies and English classes that they are currently enrolled in.
2. Their PSAT scores or MAP test scores.
3. A recommendation form from their current social studies teacher.

All criteria will be taken into account when determining who will be eligible for seats in the class. In some cases, priority will be given to seniors over lower classmen.



<b>HIST 0910</b>	<b>The Early Modern World</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>None</i>	<b>1 Credit</b>
<p>This course begins with the Ming Dynasty in China and the Renaissance in Europe. The course compares the political development of the Chinese and European monarchies, analyzes the rise of the global economy, evaluates social and intellectual developments in Europe, and evaluates the impact of the Industrial Revolution and imperialism on the world at large. Topics also include colonization and imperialism in Africa, India, and Southern and Eastern Asia, and the end of the imperial system in China. Students focus on political and economic history, working with primary source documents as well as a range of controversial opinions advanced by historians.</p>		

<b>HIST 1005</b>	<b>The Early Modern World (for GAP)</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>None</i>	<b>1 Credit</b>
<p>In this class we embark on a captivating journey through specific epochs, regions, and theories that have woven the intricate fabric of human history. In this immersive 10th-grade course, students will dive deep into key periods, analyzing historical theories to gain a nuanced understanding of how societies evolved and revolutions reshaped the world. Starting with the ancient world of Mesopotamia and extending to the enduring impact of revolutions, students will unravel the complex threads that have shaped our present.</p>		

<b>HIST 1010</b>	<b>The Modern World: 1900 - Present</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>None</i>	<b>1 Credit</b>
<p>This course examines the political, economic, social, and cultural development of the world from turn-of-the-century imperialism to present day globalization. Students will investigate the causes and lingering consequences of World War I, the Russian and Chinese Revolutions, the rise of totalitarianism, the Great Depression, World War II, the Cold War, and the realignment of the post-Cold War world. Students will work with primary and secondary sources to inspect an array of controversial, and often conflicting, opinions advanced by historians, in order to develop skills to better assess the impact of these events on their lives today. Class activities will also include individual and group research and multimedia projects, seminar discussions and debates, and field trips. There is a major emphasis on developing strong reading and writing skills specific to argumentation in the social sciences.</p>		

<b>HIST 1025</b>	<b>AP World History: Modern</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Social Studies Advanced Placement/Accelerated Course Prerequisite Policy</i> <i>This course is scheduled for sophomores but is open to other grades space and schedule permitting.</i>	<b>1 Credit</b>
<p>This course follows the guidelines of the Advanced Placement curriculum, providing students with a big picture approach to the study of World History from 1250 to the present. Themes to be explored include: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Sophisticated research, essay writing, and primary and secondary source analysis skills receive a sustained focus throughout our exploration of each theme to replicate the process employed by trained historians. Extensive reading and meaningful academic discussions are requisites for success in AP World History: Modern. Students who enroll in this course should expect significantly greater challenges in their homework assignments and an increased workload.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>HIST 1105</b>	<b>The Modern World: 1900 – Present (for GAP)</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>None</i>	<b>1 Credit</b>
<p>In this class we will concentrate on the time periods from 1750s to the Modern era. We will focus on building connections from historical events and analyzing how they fit into the bigger picture of history. This class will embark on a profound exploration of the industrialization era, delving deeply into its intricate layers while meticulously tracing its enduring implications across the canvas of modern history. Our focal point will be the Cold War and its lasting significance. Students will be nurtured to embrace critical thinking and analytical skills, fostering a receptive mindset as they immerse themselves in the intricate tapestry of world history.</p>		

<b>HIST 1110</b>	<b>United States History</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>None</i>	<b>1 Credit</b>
<p>This course provides students with a solid grounding in the history of the United States from the first exploration to the present. Special attention is given to the development of US history focusing on the role of government, the effects of industrialization, and the importance of economics in the development of the nation. This course also focuses on the importance of social history, in particular the contributions of Native Americans, African Americans, and immigrants to the New World. This course introduces students to advanced research skills and includes discussion of current events.</p>		

<b>HIST 1120</b>	<b>AP United States History</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Social Studies Advanced Placement/Accelerated Course Prerequisite Policy</i>  <i>This course is scheduled for juniors but is open to seniors, schedule permitting.</i>	<b>1 Credit</b>
<p>This course follows the guidelines of the Advanced Placement curriculum, providing students with an overview of American History that includes in-depth analysis of primary and secondary source documents to develop a deeper understanding of key themes in American history. Students are expected to read additional materials on a daily basis, to write extensive essays and to participate actively in course discussion. Students who enroll in this course should expect significantly greater challenges in their homework assignments and an increased workload.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>HIST 1205</b>	<b>United States History (for GAP)</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>None</i>	<b>1 Credit</b>
<p>Students cultivate their understanding of U.S. history from c. 1607 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments. They explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.</p>		

<b>ECON 1210</b>	<b>AP Economics</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Social Studies Advanced Placement/Accelerated Course Prerequisite Policy</i>  <i>This course is scheduled for seniors but is open to juniors, schedule permitting.</i>	<b>1 Credit</b>
<p><i>Note: This course does not satisfy any part of the three-year history graduation requirement.</i></p> <p>AP Economics is the equivalent of a first-year economics course at the college level. It is taught in two parts and prepares students for the AP Microeconomics and AP Macroeconomics exams in May. The primary focus of the first semester is microeconomics, the study of decisions of individual producers and consumers within the larger economic system. It mainly looks at the nature and functions of product markets or markets for goods and services. It also includes the study of factor markets and the role of government in promoting greater efficiency and equity. The second part of the course concerns itself with macroeconomics principles that apply to the economic system as a whole. It mainly focuses on the fundamental determinants of national income and price levels and the government policies used to increase national income and stabilize price levels. It also includes the study of economic growth and international trade. Specific case studies will focus on the economies of China and the United States as well as current issues related to globalization. Students are expected to analyze charts, graphs, and news articles. This is a challenging course that requires students to develop conceptual understanding at a college level pace. Students are required to write a major research paper (typically due 2nd or 3rd quarter) and complete a major project in lieu of the 4th quarter exam.</p> <p><i>Students who enroll in this course are expected to take both the AP Microeconomics and AP Macroeconomics exams (two separate tests) in May.</i></p>		

<b>HIST 4410</b>	<b>AP European History</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>Social Studies Advanced Placement/Accelerated Course Prerequisite Policy</i>  <i>Open to juniors and seniors.</i>	<b>1 Credit</b>
<p><i>Note: This course does not satisfy any part of the three-year history graduation requirement.</i></p> <p>AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>SEMI 1120</b>	<b>AP Seminar</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>In person interview with the instructor and a portfolio assessment of two or more student-submitted research exemplars</i>  <i>This course is scheduled for juniors but is open to seniors and sophomores, schedule permitting.</i>	<b>1 Credit</b>
<p>AP Seminar provides a select group of students an opportunity to evaluate and construct sophisticated arguments across various academic disciplines. Students will be trained to enter the academic conversation by closely analyzing, synthesizing, and evaluating scholarly arguments and then contributing their own unique interpretations. The skill focus of this course includes scholarly research, project management, formal oratory, and academic writing. Student-led class discussions, inquiry based learning, essay writing, and public speaking are continuously assessed to guide improvement and inform grades. College Board’s official AP score is calculated from performance on a Team Multimedia Project and Individual Research Report (20%), an Individual Multimedia Report and Individual Written Argument (35%), and an End of Course exam (45%). Students who successfully pass AP Seminar are expected to take AP Research, the second half of the AP Capstone program. Students who pass AP Seminar, AP Research, and three other AP courses with a 3 or higher are awarded the AP Capstone Diploma.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>RESE 1220</b>	<b>AP Research</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>This course is only open to students who have successfully completed SEMI 1120 AP Seminar.</i>	<b>1 Credit</b>
<p><i>Note: This course does not satisfy any part of the three-year history graduation requirement.</i></p> <p>AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>PSYC 4410</b>	<b>AP Psychology</b>	<b>HW Load: ***</b>
<i>Prerequisite:</i>	<i>An A- or above in 10<sup>th</sup>/11<sup>th</sup> Grade English, a B+ in 10<sup>th</sup> Grade ACC or AP Comp &amp; Lit, at least a B or above in biology. Open to juniors and seniors only. GAP students: This course is ONLY open to SENIORS, and all applicants must have taken a class in biology. All GAP students should have an A- or higher in English and Social Studies/History during grades 10 and 11.</i>	<b>1 Credit</b>
<p><i>Note: This course does not satisfy any part of the English, History or Science graduation requirement.</i></p> <p>AP Psychology is a full year course that stresses critical thinking, reading, and writing within a scientific context. Students are introduced to the major topics in psychology by studying core concepts and theories and by learning the basic skills of psychological research. The themes of the course include how behavior is often explained by multiple causes, how both heredity and the environment influence individual behavior, how psychology is a discipline with distinctly different points of view, and how the empirical nature of the discipline guides ongoing research. Throughout this course, students will work as individuals and in groups conducting their own psychological research. Students who enroll in this course should expect significantly greater challenges in their homework assignments and an increased workload.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>BUSI 4420</b>	<b>Applied Business and Entrepreneurship</b>	<b>HW Load: **</b>
<i>Prerequisite:</i>	<i>None This course is open to sophomores, juniors and seniors, schedule permitting.</i>	<b>1 Credit</b>
<p>During the Applied Business and Entrepreneurship Course, students will construct a business plan and operate a mock business to develop introductory skills in Marketing, Operations Management, Finance, Accounting, and Human Resources Management. The course's goal is to help students better understand how businesses operate in various contexts.</p>		

# HS Technology Department

Students may choose any of the courses below as electives based on meeting prerequisites

## AP Courses\*

**AP Computer Science Principles**

**AP Computer Science A**

## Other Elective Courses

**Film 1**

**Introduction to Robotics**

**Advanced Robotics**

**Design Technology**

**Technology Exploration**

**Introduction to Computer Science**

**Yearbook Design**

**Broadcast Journalism**

## Mini Courses\*\*

**Film 2**

One Technology credit required for graduation.

\*Students are required to meet prerequisites.

\*\*These classes meet twice per week and are assigned in lieu of Study Hall.

# Technology

Course Code	Course Name	Credits	HW Load
TECH 3310	Design Technology	1	*
TECH 3320	Technology Exploration	1	*
TECH 3355	Film 1	1	*
TECH 3360	Yearbook Design 1	1	**
TECH 3370	Yearbook Design 2	1	**
TECH 3380	Yearbook Design 3	1	**
TECH 3390	Yearbook Design 4	1	**
TECH 3400	Introduction to Robotics	1	*
TECH 3450	Advanced Robotics	1	**
TECH 4420	Broadcast Journalism I	1	*
TECH 4421	Broadcast Journalism II	1	*
TECH 4422	Broadcast Journalism III	1	*
TECH 4423	Broadcast Journalism IV	1	*
COMP 3340	Introduction to Computer Science	1	*
COMP 4410	AP Computer Science A	1	***
COMP 4420	AP Computer Science Principles	1	***
TECH 4435	Film 2 ( Mini Course)	0.5	*

In an ever-changing technological world, students will leave a digital footprint that impacts themselves and others. It is the goal of the technology department to develop students who are respected digital citizens of a worldwide community by continually exposing students to varied technological innovations and challenges, teaching them to confidently use technology in new and original ways.

This journey begins with fundamental computer courses in middle school which develops each student's technological literacy and proficiency. To fulfill the required high school technology credit, the following courses are offered with varying focuses to give students a wide range of options to explore.

<b>TECH 3310</b>	<b>Design Technology</b>	<b>HW Load: *</b>
<i>Prerequisite:</i>	<i>None</i>	<b>1 Credit</b>
<p><i>This elective is open to students from grades 9-12 and does <u>not</u> meet the high school arts requirement or the math requirement.</i></p> <p>This elective course is designed for students wanting to study the design process specifically geared towards an engineering or technological perspective. The actual design process will be investigated via hands on exploration applied to specific projects with a tangible product. Included in this course is a comprehensive study of mechanical drawing as well as the use of AutoCAD and 3D printing.</p> <p><i>Materials: Basic mechanical drafting tools (T-square, triangles, compass)</i></p>		

<b>TECH 3320</b>	<b>Technology Exploration</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>Students will need access to a laptop capable of installing and running Autodesk AutoCAD</i>	<b>1 Credit</b>
<p><i>This elective is open to students from grades 9-12.</i></p> <p>In this project-based class, students will create their own projects using their choice of software and technology. The teacher will assist the students in creating project goals based on the student's interest and creativity. Students will be encouraged to work individually or in teams to complete projects in class. Students will be expected to have a good work ethic, and be focused and disciplined to manage their class time wisely and meet project deadlines. This course is recommended for students who like to spend time working on their own computer projects, but also for students who have taken another TECH course and want to continue studying in that field.</p>		

<b>TECH 3355</b>	<b>Film 1</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>It is highly recommended that students own a digital camera with video recording capability and have access to a laptop with the latest Adobe software.</i>	<b>1 Credit</b>
<p><i>This elective is open to students from grades 9-12</i></p> <p>In this student directed, project-based class, students will research different types of video productions and create original productions focusing on pre-production, production, and post-production activities. Students continuously develop 21st-century skills of collaboration, creative thinking, and communication throughout the course. Students are expected to create authentic video projects which will be showcased throughout the year.</p>		

<b>TECH 3360</b>	<b>Yearbook Design 1</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>This elective is open to all students in grades 9-12. It is recommended that students have access to a laptop with Adobe Photoshop and Adobe InDesign.</i>	<b>1 Credit</b>
<p>Students in Yearbook Design 1 take full responsibility for the design, layout, and writing of the English track pages of the school's yearbook. Students learn page design and develop graphic design skills by using Adobe Photoshop and Adobe InDesign. Students choose and apply for a permanent staff position in the beginning of the Quarter One. They are expected to plan, draft, and design, complete written and visual compositions to produce yearbook pages on a regular basis. They are expected to be available to photograph school-wide events and to work diligently in order to meet deadlines. Basically students will have to make an incredible publication to pass this class.</p> <p><i>The offering of this course depends on student signup and teacher availability.</i></p>		



<b>TECH 3370/80/90</b>	<b>Yearbook Design 2, 3, 4</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>This elective is open to all students in grades 10-12 who have taken Yearbook I. It is recommended that students have access to a laptop with Adobe Photoshop and Adobe InDesign.</i>	<b>1 Credit</b>
<p>This course will build on skills learned in Yearbook I in order to advance students' knowledge of graphic design, photography, and journalism. Students in this course are expected to take on a leadership role in the yearbook production and may apply for one of the following positions: editor-in-chief, photography editor, design/layout specialist, copy editor. Students continuously develop 21st-century skills of collaboration, creative thinking, and communication throughout the course. Students are expected to be available to photograph school-wide events and to work diligently in order to meet deadlines.</p> <p><i>The offering of this course depends on student signup and teacher availability.</i></p>		

<b>TECH 3400</b>	<b>Introduction to Robotics</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>None</i>	<b>1 Credit</b>
<p>This course is available to students in Grade 9 through 12. During this class students will learn how to code in order to control mechanical systems. Students will learn to build and code robots with the VEX Robotic EDR kits. This course is suitable for students who have an interest in engineering or coding. Students within this class will have the opportunity to develop robot building skills that will allow them to compete in VEX Robotics Competitions.</p> <p><i>Requirements: A laptop that can be brought to school 5 days a week for in-course lab sessions.</i></p>		

<b>TECH 3450</b>	<b>Advanced Robotics</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>Teacher Approval. Students should have completed a Computer Science course in High School, or be able to demonstrate a passion for coding or computer science through examples of their work.</i>	<b>1 Credit</b>
<p><i>This elective is open to students from grades 9-12</i></p> <p>This project-based course will introduce students to the construction and programming of their own robots and sensors. This course will cover intensive programming using Python and Java script and it is expected that students will have a good familiarity with computer programming before taking this course.</p> <p><i>Requirements: Students will be expected to purchase their own raspberry pi and various sensors and accessories</i></p>		

<b>TECH 4420/ 4421/4422/4 423</b>	<b>Broadcast Journalism 1/2/3/4</b>	<b>HW Load: *</b>
<i>Prerequisite:</i>	<i>Teacher approval. This elective is open to students from Grades 9-12. Students are required to demonstrate their ability to work professionally, work well with students, and teachers toward production commitments, and fulfill accurate research responsibilities.</i>	<b>1 Credit</b>
<p>Students in Broadcast Journalism I (TECH 4420) will challenge norms, perceptions, and common stereotypes. Topics include: fundamentals of newspaper writing; basic elements of news reporting; conducting an interview; the ethical/legal responsibilities of a reporter; website publishing and maintenance; film production. We will find out what is significant to us, our school, and our community before reporting on it as fairly and objectively as possible. Students will run the SharkScholar.com with a weekly updates basis. Students develop skills in WordPress, investigative reporting, interviewing, review writing, cinematography, video editing, and directing. More importantly, students will be challenged to think critically and objectively about a wide range of issues and then collaborate as a team to produce a paper and news channel that is balanced, stimulating, and relevant to our target readership under the guidance and direction of the course instructor.</p> <p><i>Students may continue this course as they academically progress to each grade level. The offering of this course depends on student signup and teacher availability.</i></p>		

<b>COMP 3340</b>	<b>Introduction to Computer Science</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>None</i>	<b>1 Credit</b>
<p><i>This elective is open to students from grades 9-12.</i></p> <p>This introductory course in computer science uses programming languages such as Java in first semester and java script in second semester as tools to teach fundamental programming concepts. Students will also develop an understanding of the key concepts in computer science. Students will understand how computers store and manipulate information through coding. This course aims to help students develop logical thinking and problem-solving skills. The overall aim of this course is to provide students with a basis for further studies in computer science, or to equip students with an understanding of computer science before they move into their chosen field at university.</p> <p><i>Requirements: A laptop that can be brought to school 5 days a week for in-course lab sessions.</i></p>		

<b>COMP 4410</b>	<b>AP Computer Science A</b>	<b>HW Load: ***</b>
<i>Prerequisite</i>	<i>Successful completion of MATH 0910 with at least A- in Geometry or B in Accelerated Geometry OR at least an A- in Computer Programming/Introduction to Computer Science or AP Computer Science Principles.</i>	<b>1 Credit</b>

AP Computer Science A is a first college-level course in computer science. The course utilizes Java programming to explore the fundamental concepts, constructs, and techniques of modern computer programming, including variables, arrays, conditionals, iteration, references, data structures, debugging, documentation and software engineering. The primary aim of this course is to provide the students with experience in the major aspects of computer science, especially that of computer programming with an object-oriented language.

*Students who enroll in this course are expected to take the AP exam in May.*

*Requirements: A laptop that can be brought to school 5 days a week for in-course lab sessions.*

<b>COMP 4420</b>	<b>AP Computer Science Principles</b>	<b>HW Load: ***</b>
<i>Prerequisite</i>	<p><i>Successful completion of MATH 0910</i></p> <p><i>OR</i></p> <p><i>A- or better in AP Computer Science A or Computer Programming/Introduction to Computer Science</i></p> <p><i>Grade 9 students may apply if a recommendation from a Computer Science teacher is included, along with successful completion of MATH 0811.</i></p>	<b>1 Credit</b>

AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing.

*Students who enroll in this course are expected to complete the AP requirements for this course - and take the final AP exam in May.*

*Requirements: A laptop that can be brought to school 5 days a week for in-course lab sessions.*

<b>TECH 4435</b>	<b>Film 2 ( Mini Course)</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<p><i>This elective is open to students from grades 9-12 who have taken Film 1. It is highly recommended that students own a digital camera with video recording capability and have access to a laptop with the latest Adobe software.</i></p>	<b>0.5 Credit</b>

*(Previously Advanced Video production)*

In this student directed, project based class, students will build upon their existing knowledge of filmmaking to develop into a well-rounded filmmaker. Since this is a project-based class students need to be independent workers, and passionate about filmmaking. Students are expected to create multiple short films both in groups and individually.

This course meets two days per week for the entire school year.

# Visual and Performing Arts (VAPA)

Students may choose any of the courses below as electives based on meeting prerequisites

## Art Courses

**AP Art and Design\***

**AP Art History\***

**Art and Creativity**

**Three-Dimensional Art**

**Textile and Fiber Arts**

**Media Arts**

## Theater Courses

**Theater Arts Fundamentals**

**Advanced Theater Arts**

**Directing and Acting for  
Theater**

**Advanced Directing and  
Acting for Theater**

## Music -Mini Courses\*\*

**Chamber Orchestra**

**Vocal Band**

One Art credit required for graduation.

\*Students are required to meet prerequisites.

\*\*These classes meet twice per week and are assigned in lieu of Study Hall.

# Visual and Performing Arts (VAPA)

Course Code	Course Name	Credit	HW Load
ARTS 3310	Art & Creativity	1	**
ARTS 3340	Three-Dimensional Art	1	**
ARTS 3330	Textile & Fiber Arts	1	**
ARTS 3350	Media Arts	1	**
ARTS 4420	AP Art and Design	1	***
ARTS 4430	AP Art History	1	***
MUSC 4432	Chamber Orchestra	0.5	*
MUSC 4441	Vocal Band	0.5	*
THEA 4430	Theater Arts Fundamentals	1	*
THEA 4431	Advanced Theater Arts	1	**
THEA 4432	Directing and Acting for Theater	1	**
THEA 4433	Advanced Directing and Acting for Theater	1	***

## The Arts Requirement

Art and Music education at SMIC High School is compulsory for all students from G9 to G12, students must complete 1 credit of VAPA electives. Those who desire may continue with additional VAPA courses as electives. The SMIC Private School's goal is for students to experience contemporary trends in art theory and practice to enhance their experience in the arts.

## Visual Arts

Art is a universal language that reflects and shapes cultures and individuals. No matter what our students wish to become, the visual arts play a significant role in developing skills that are necessary for success in the 21<sup>st</sup> century. Students participate in hands-on, design-based opportunities that encourage creativity and exploration. The art curriculum at SMIC seeks to develop critical thinking skills and provides ways for students to communicate through producing meaningful works of art. Students use the artistic process as a vehicle to convey ideas, opinions, and discover more about who they are. In order to improve their visual literacy, students learn to read and analyze the art and visual imagery that surrounds them. All students enrolled in visual arts courses will participate in the school-wide art exhibition during the spring semester.

## Performing Arts

Every culture knows the joy of listening to music and performing, but only recently have educators clearly understood the life-long benefits of performing arts education for every student. This art unlock the creative potential of the human mind; it opens the pathway to educational excellence and catapults human thinking to a new level of understanding. At SMIC, performing is seen as a vital part of the educational community. It is a source of possibilities: it opens new horizons; it supports imagination, appreciation and sensitivity; and it adds a dimension to a student's life. SMIC has a comprehensive performing arts program for all students, offering courses from basic knowledge to advanced understanding. Students can participate in various performances and bring joy to both performers and audience.

<b>ARTS 3310</b>	<b>Art &amp; Creativity</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>None</i>	<b>1 Credit</b>
This elective is open to students from G9-G12 and meets the high school arts requirement.		
<p><b>Art and creativity is a <u>Pre-AP Art and Design course</u> that allows students to develop their own studio practice. This course is a <u>prerequisite for ARTS 4420 AP Art and Design</u>, and will support students' portfolio for that course. Students who take this course are not necessarily expected to take AP Art the following year, but they are expected to invest themselves as if they were.</b> Students work in a sketchbook in order to demonstrate process, progress and refining of specific techniques. Variety of media, techniques and subjects are explored - pencil, charcoal, acrylic paint, printmaking, colored pencils, collage methods, mixed media, (self-) portrait, still-life, etc. Students continue to look at different artist's methods and historical movements, begin to build their own themes, develop their own sense of artistic style, and practice set exercise in their sketchbook. This course lets students refine established skills, develop new methods of art making, create artworks that are unique and exciting, and build further understanding of artists and their practice.</p>		

**Materials:** Laptop/iPad, Camera (phone camera is okay) provided by the student.

This course meets 5 days per week for the entire school year.

<b>ARTS 3340</b>	<b>Three-Dimensional Art</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>None</i>	<b>1 Credit</b>
<p>This elective is open to students from G9-G12 and meets the high school arts requirement.</p> <p><b>This course is designed as a foundational three-dimensional course to introduce the student to various 3-D media - may include, but not limited to, clay, metal, fiber, paper, found objects, cardboard, etc.</b> Students create original clay sculpture and pottery using pinch, coil and slab techniques, as well as thrown pottery pieces on the pottery wheel. A variety of methods and techniques will be taught, as well as design/creation, art history, and art appreciation. Students are expected to spend time outside the class developing and planning ideas in their sketchbooks, demonstrating their creative process by working on the assignments and projects taught in class. This course serves as a launching pad for the students who wish to pursue art and architectural studies, engineering, (product/fashion/stage) design, animation, and a variety of STEAM areas.</p> <p><b>Materials:</b> Laptop/iPad, Camera (phone camera is okay) provided by the student.</p> <p>This course meets 5 days per week for the entire school year.</p>		

<b>ARTS 3360</b>	<b>Textile and Fiber Arts</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>None</i>	<b>1 Credit</b>
<p>This elective is open to students from G9-G12 and meets the high school arts requirement.</p> <p>This course serves as an introduction to a variety of textile and fiber arts, such as Shibori and Tie-dyeing techniques, Batik, Painting &amp; Surface Design, Screen printing on fabric, Hand Embroidery &amp; Needle Arts, Weaving and Textile Jewelry. As these techniques have been adapted from global traditions, cultural symbolism and the human imperative for mark-making, this course teaches the foundations of textile and fiber history with a focus on practical application of the above mentioned techniques. This course also serves as a starting point for the students who seriously consider fashion and fashion design as a future career. This is a hands-on project based class where students are expected to work individually and collaboratively in order to refine and develop artistic ideas and self-expression. Students are expected to spend time outside the class developing and planning ideas in their sketchbooks, demonstrating their creative process by working on the assignments and projects taught in class.</p> <p><b>Materials:</b> Laptop/iPad, Camera (phone camera is okay) provided by the student.</p> <p>This course meets 5 days per week for the entire school year.</p>		

<b>ARTS 3350</b>	<b>Media Arts</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>Students must own a digital camera, DSLR, <u>or</u> high quality camera phone. <b>All camera phones must be approved by instructor.</b> It is recommended that students have access to a laptop with Adobe Photoshop and Illustrator.</i>	<b>1 Credit</b>

This elective is open to students from G 9-G12 and meets the high school arts requirement.

This course is meant to introduce students to a variety of media art forms such as photography, digital illustration, graphic design, film, and animation. This is a hands-on, project-based class where students will combine 2D and digital media as a tool for creativity and self-expression. Students are expected to work independently and collaboratively to refine and develop artistic ideas. Students will learn the basics of photography and how to edit photographs using Adobe Photoshop. They will learn to draw digitally using Adobe Illustrator. Additionally, students will learn to visually communicate ideas and stories through animation and filmmaking. Students are expected to spend time outside of class taking photos, developing ideas in a sketchbook, and demonstrating their creative process.

This course meets 5 days per week for the entire school year.

<b>ARTS 4420</b>	<b>AP Art and Design</b>	<b>HW Load: ***</b>
<i>Prerequisite</i>	<i>Option 1 = A- or above in ARTS 3310 Art &amp; Creativity, portfolio of student work, teacher's recommendation Option 2 =Portfolio of student works, 1-hour entrance examination (observational drawing), teacher's recommendation, semester 1 grades</i>	<b>1 Credit</b>

This elective is open to students from G10-G12 and meets the high school arts requirement.

AP Art and Design is designed for students who are seriously interested in the practical experience of art. The AP Art and Design Program consists of 2-D Art and Design, 3-D Art and Design and Drawing portfolios.

AP Art and Design is not based on a written exam; instead, each year thousands of portfolios are submitted in AP Art and Design and are reviewed by college, university, and secondary school art instructors using rigorous standards. This College Board program provides the only US national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school. The AP Program is based on the premise that college-level material can be taught successfully to secondary school students. For the latest information about AP Art and Design, visit AP Central ([apcentral.collegeboard.com](http://apcentral.collegeboard.com)).

**Materials:** Portfolio case with a carrying handle and/or strap (app. 67.5cm length x 48cm height with the transparent inserts around 61cmx45cm); Laptop/iPad; digital camera/DSLR, or subcompact DSLR provided by the student.

This course meets 5 days per week for the entire school year.

<b>ARTS 4430</b>	<b>AP Art History</b>	<b>HW Load: ***</b>
<i>Prerequisite</i>	<p>“Social Studies Course Enrollment Student Reference Form” from the AA office with the following:</p> <ol style="list-style-type: none"> <li>1. The student’s grades in the Social Studies and English classes that they are currently enrolled in.</li> <li>2. Their PSAT scores or MAP test scores.</li> <li>3. A recommendation form from their current social studies teacher.</li> </ol>	<b>1 Credit</b>
<p><b>Note:</b> <i>This course does not satisfy any part of the three-year history graduation requirement. This elective is open to students from G11-G12.</i></p> <p>AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis.</p> <p>This course meets 5 days per week for the entire school year.</p> <p><i>Students who enroll in this course are expected to take the AP exam in May.</i></p>		

<b>MUSC 4432</b>	<b>Chamber Orchestra (Mini Course)</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>Three years of instrument study as demonstrated by <b>audition</b>.</i>	<b>0.5 Credit</b>
<p>This elective is open to students from G9-G12 and meets the high school arts requirement.</p> <p>This course helps the students gain basic knowledge in music literature. Students are offered a variety of repertoires from baroque to modern music. The students must have under study the instrument at least three years. Students should be able to differentiate the various styles of interpretation and manage the music piece with the right tempo, articulation, dynamics of breathing and phrasing. Performances in school and community will be scheduled throughout the year. Students who enroll in this course are required to attend practices and rehearsals according to the schedule provided by the instructor. School performances are mandatory.</p> <p>This course meets two days per week for the entire school year.</p>		

<b>MUSC 4441</b>	<b>Vocal Band (Mini Course)</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>Demonstrated proficiency in guitar, electric guitar, bass guitar, drums, keyboard or vocal via <b>audition</b>.</i>	<b>0.5 Credit</b>
<p>This elective is open to students from G9-G12 and meets the high school arts requirement.</p> <p>This course is designed for mixed voices who enjoy singing and playing instruments as a n ensemble. Students will organize themselves to perform as a band with the combination of different instruments, performing songs of different genre ranging from pop rock, country song, R &amp;B, and Hip Hop / Rap. School and community performances will be scheduled throughout the year. Attendance is required at all extra rehearsals, sectionals, and performances as part of the grade for this course. School performances are mandatory.</p> <p>This course meets two days per week for the entire school year.</p>		



<b>THEA 4430</b>	<b>Theater Arts Fundamentals</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>None</i>	<b>1 Credit</b>
<p>This elective is open to students from G9-G12 and meets the high school arts requirement.</p> <p>The Theater Arts Fundamentals class is an introduction to acting and theater. Students learn and practice basic acting skills through instruction, theatre games, exercises and activities designed to teach while having fun. Instruction is geared to stage acting. Students learn to apply acting techniques they have acquired from previous instruction, but also to command audience attention by developing a stage presence. Students memorize lines, understand and follow stage directions, and use proper techniques for voice and body control. The class will examine the process and elements involved in play production.</p> <p>The goal of this course is to make theater enjoyable to all, to enable young people to gain an appreciation for the arts, and to increase self-confidence, self-esteem, and a sense of responsibility by providing an opportunity for students to participate in dramatic activities. Each quarter, students will have the opportunity to watch and evaluate a live theatre performance.</p> <p>This course meets 5 days per week for the entire school year.</p>		

<b>THEA 4431</b>	<b>Advanced Theater Arts</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>Completion of THEA 4430 or equivalent.</i>	<b>1 Credit</b>
<p>This elective is open to students from G10-G12 and meets the high school arts requirement.</p> <p>Advanced Theater Arts builds upon skills previously learned in Theater Arts Fundamentals, enabling students to perform increasingly more difficult and sophisticated work. Students demonstrate increased poise and confidence when speaking publicly and dramatizing literary selections in pairs or groups and participating in skits and scenes. Students continue to apply acting techniques they have acquired from previous instruction and command audience attention by developing stage presence. Students memorize lines, understand and follow stage directions, and use proper techniques for voice and body control by participating in a stage play. Students will focus on learning acting styles and advanced methods of building characterization by performing in class and school productions. This course also allows second year students the opportunity to enhance their performing skills by experiencing more application of scene design, stage direction, and theater production. Each quarter students will have the opportunity to watch and evaluate a live theatre performance.</p> <p>This course meets 5 days per week for the entire school year.</p>		

<b>THEA 4432</b>	<b>Directing and Acting for Theater</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>Completion of THEA 4431 and teacher approval.</i>	<b>1 Credit</b>
<p>This elective is open to students from G11-G12 and meets the high school arts requirement.</p> <p>Directing and Acting for Theater builds upon theater techniques learned in Advanced Theater Arts and is designed for the student who is interested in further study in acting methods and performance on stage. Students will be involved in script analysis and selection, the audition process, set design and construction, and play production and performance. Students will take a leadership role in the major roles of production and work backstage to learn the technical aspect of theater like lighting and sound effects, building sets, creating costumes, and makeup for a production. This class emphasizes working with other actors to develop relationships onstage. In this class, the student will have opportunities to work as a student director leading stages of directing and designing a play production. Each quarter students will have the opportunity to watch and evaluate a live theatre performance.</p> <p>This course meets 5 days per week for the entire school year.</p>		

<b>THEA 4433</b>	<b>Advanced Directing and Acting for Theater</b>	<b>HW Load: **</b>
<i>Prerequisite</i>	<i>Completion of THEA 4432 and teacher approval.</i>	<b>1 Credit</b>
<p>This elective is open to students from G11-G12 who have completed Directing and Acting for Theater and meets the high school arts requirement.</p> <p>Advanced Directing and Acting for Theater builds on all theater techniques learned in previous classes and is designed for students who are interested in further study of theater productions. This class develops skill and confidence as students analyze, rehearse, and perform scenes or work backstage to learn the technical aspect of theater like being a student director or the stage manager for a production. Students will be involved in script analysis and selection, the audition process, set design, and play production/performance. This class emphasizes working with other actors to develop relationships onstage. The student will have opportunities to work as a student director by directing and designing a play production. Each quarter students will have the opportunity to watch and evaluate a live theatre performance.</p> <p>This course meets 5 days per week for the entire school year.</p>		

# Mini Courses

Mini-courses are taught twice per week and are assigned in lieu of study hall periods. Mini-courses are arranged based on availability.

<b>SCIE3320</b>	<b>Astronomy</b>	<b>HW Load: *</b>
<i>Prerequisite:</i>	<i>None</i>	<b>0.5 Credit</b>
<p>This course meets twice per week in lieu of Study Hall for the entire school year.</p> <p>This elective is open to students from grades 9-12</p> <p>The students will learn the basics and latest information about telescopes and observation, space exploration, celestial mechanics, the Solar system, the physics of stars, and the large scale structure of the universe. They will apply spatial thinking, conceptual physics and a little math to gain a deeper understanding of how the universe works.</p>		

<b>PHED 1130</b>	<b>Strength &amp; Conditioning</b>	<b>HW Load: *</b>
<i>Prerequisite:</i>	<i>None</i>	<b>0.5 Credit</b>
<p><i>This course meets twice per week in lieu of Study Hall for the entire school year.</i></p> <p>This course will focus on muscular strength and endurance through resistance training with fitness machines and free weights. Safe and effective resistance training principles for muscular strength and endurance are emphasized.</p> <p><i>This course <b>does not</b> count towards the completion of the school's PE or health requirement for graduation.</i></p>		

<b>TECH 4435</b>	<b>Film 2</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>This elective is open to students from grades 9-12 who have taken Film 1. It is highly recommended that students own a digital camera with video recording capability and have access to a laptop with the latest Adobe software.</i>	<b>0.5 Credit</b>
<p><i>This course meets twice per week in lieu of Study Hall for the entire school year.</i></p> <p>In this student directed, project based class, students will build upon their existing knowledge of filmmaking to develop into a more well - rounded filmmaker. Since this is a project-based class students need to be independent workers, and passionate about filmmaking. Students are expected to create multiple short films both in groups and individually.</p>		

<b>MUSC 4431</b>	<b>Chamber Orchestra</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>Three years of instrument study as demonstrated by <b>audition</b>.</i>	<b>0.5 Credit</b>
<p><i>This course meets twice per week in lieu of Study Hall for the entire school year.</i></p> <p>This elective is open to students from G9-G12 and meets the high school arts requirement.</p> <p>This course helps the students gain basic knowledge in music literature. Students are offered a variety of repertoires from baroque to modern music. The students must have under study the instrument at least three years. Students should be able to differentiate the various styles of interpretation and manage the music piece with the right tempo, articulation, dynamics of breathing and phrasing. Performances in school and community will be scheduled throughout the year. Students who enroll in this course are required to attend practices and rehearsals according to the schedule provided by the instructor. School performances are mandatory.</p>		

<b>MUSC 4441</b>	<b>Vocal Band</b>	<b>HW Load: *</b>
<i>Prerequisite</i>	<i>Demonstrated proficiency in guitar, electric guitar, bass guitar, drums, keyboard or vocal via <b>audition</b>.</i>	<b>0.5 Credit</b>
<p><i>This course meets twice per week in lieu of Study Hall for the entire school year.</i></p> <p>This elective is open to students from G9-G12 and meets the high school arts requirement.</p> <p>This course is designed for mixed voices who enjoy singing and playing instruments as an ensemble. Students will organize themselves to perform as a band with the combination of different instruments, performing songs of different genre ranging from pop rock, country song, R &amp;B, and Hip Hop / Rap. School and community performances will be scheduled throughout the year. Attendance is required at all extra rehearsals, sectionals, and performances as part of the grade for this course. School performances are mandatory.</p>		

# Optional Courses

<b>ISXXX</b>	<b>Independent Study</b>
<i>Prerequisite</i>	<i>Successful completion and approval of application and course syllabus</i>
<p>The purpose of an independent study is to provide opportunities for students to pursue subjects of interest which go beyond the SMIC curriculum. For this reason <b>no student may apply for an independent study which covers material offered by the current curriculum. It should be clear in the proposal that the student has exhausted all other appropriate course offerings.</b> As the name suggests, it is assumed that the student will both plan the assignments and produce the completed work. The role of the advisor is to provide guidance and ultimately to assess the work to determine that the student has mastered the content as described in the proposal. Seniors may propose an independent study project in lieu of taking an existing SMIC course provided the student has exhausted all other appropriate course offerings. Independent projects cannot be proposed for courses currently offered by SMIC. On the application form, students need to provide the Senior Director of Middle High School with a detailed proposal that states the objectives of the project, the plan for achieving the objectives, and a proposed syllabus for the project. All petitions for projects must be approved by the Senior Director of Middle High School, the Academic Council, the corresponding department head, and the supervising teacher. <b>Approval to do a new course for credit must be gained prior to the end of the previous academic semester.</b></p>	

<b>OCXXXX</b>	<b>Online Courses</b>
<i>Prerequisite</i>	<i>Approval of Senior Director of Middle High School</i>
<p><b>This option is available to students who cannot take a desired course through SMIC.</b> Online courses can only be counted towards one of the two required elective courses and cannot be taken for any course offered by SMIC. <b>Approval to do the online course for credit must be gained prior to the end of the previous academic semester. The online courses will not be included in the SMIC-I transcript.</b> For additional information, please see the Senior Director of Middle High School.</p>	

<b>INTR 1100/1200</b>	<b>Internship</b>	
<i>Prerequisite</i>	<i>Approved application and minimum cumulative GPA of 3.00 (unweighted) Grading: P/F Grade Level: 11 - 12</i>	<b>0.5 Credit for every 45 contact hours</b>
<p>Internship is an unpaid but school-approved, career-focused experience that allows the student to become directly involved in a workplace setting. This experience provides the student with an opportunity to apply the skills learned in the classroom to real world work situations. Students undertake the internship class for a variety of reasons including: opportunity to reflect and think critically about the internship as it relates to the student's academic program and interests, as an additional deliberate means of developing skills and abilities for future professional endeavors, and/or to improve experiential skills and competitiveness of academic portfolio. The internship experience and the requisite learning objectives, reflection and analysis is an educational strategy linking classroom learning with the application of knowledge in an applied work or professional setting.</p>		

<b>TEAS 1000</b>	<b>Teaching Assistantship</b>
<i>Prerequisite</i>	<i>Approval of Department Head in which work will be done</i>
<p>Students can register to become teaching assistants (TA's) assigned to various departments in the school. Assistantships are assigned during study hall periods and can only be added within the first 2 weeks of Sem. I and II. Students cannot drop their assistantship midway through the year without the approval of the MHS SA Director and Senior Director of Middle High School. Students may designate no more than 3 study hall periods as teaching assistants. Teaching assistantships do not count as courses for the purposes of a 6 course load requirement.</p>	

