



THE ORME SCHOOL  
Excellence. Tradition. Character.

# COURSE CATALOG

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# HUMANITIES

## ENGLISH

### English I

English I emphasizes the development of communication skills, including grammar, composition, and vocabulary. Students develop writing skills through various types of composing: paragraphs, outlines, essays, creative writing, book reports, etc. Literature studies include a variety of genre (short stories, poetry, drama, novels, plays, etc.) and develop understanding of how the craft of writing has changed throughout history. Upon successful completion of this course, the next course in the content area is English II.

### English II

This course focuses on the study of World Literature, incorporating literary theory and reading comprehension, research, writing, listening, and speaking skills. Course study will include a variety of genres within World Literature, often presented in a thematic pattern. Composition in all genres is a major component of this course, as well as development of analytical and critical thinking skills. Grammar, mechanics, and usage will be covered mostly within the context of the literature and writing. Upon successful completion of this course, the next course in the content area is: English III.

### English III

This course will focus on furthering each student's skill set to read and write well. This includes practicing grammar, expanding vocabulary and learning to design a well-constructed essay. We will emphasize argumentation skills through writing effective thesis statements, proper quote integration, close readings and student-run discussions. This course will look at literature as an access point to further understand the structures of history, philosophy, psychology, gender studies and more. Upon successful completion of this course, your next English class will be English IV, AP English Language & Composition, or AP English Literature & Composition.

### English IV

This course focuses on the study of British literature, incorporating literary theory and reading comprehension, research, writing, listening and speaking skills. Course study will include a variety of genres within British literature, often presented in a thematic pattern. Composition in all genres is a major component of this course, as well as development of analytical and critical thinking skills. Grammar, mechanics and usage will be covered mostly within the context of the literature and writing. Upon successful completion of this course, the next course in the content area is college level first-year (or Freshman) English.

### AP Literature & Composition

This advanced literature course will engage students in careful reading and analysis of a challenging set of literary works from a range of genres including the novel, short story, poetry and drama. The focus of the course will be on intensive reading and discussion of the literature, as well introduce secondary critical essays for discussion and evaluation. Emphasis will be placed on thoughtful and cogent analysis of the readings using a variety of theoretical frameworks and devices. The course is intended to provide students with an academic experience parallel to that of a college level literature course. This course will also include a writing component that focuses on expository, analytical and argumentative writing about the literature through both discussion and essay format. Students are expected to be active readers as

they analyze and interpret textual detail, establish connections among their observations, and draw logical inferences leading toward an interpretive conclusion.

### **AP English Language & Composition**

While preparing students to take the Advanced Placement Test in English Language and Composition, this course provides training in literary analysis as well as analytical and persuasive writing. In addition to practicing essay test-taking techniques, organization and time management, students study the interactions among subject, authorial purpose, audience needs, generic conventions, and the resources of the English language. Assignments include a directed narrative, analyses of test questions, analyses of rhetorical strategies, and persuasive essays. Students will also practice taking multiple choice tests which mirror those found in the exam. Upon successful completion of this course, students should be able to take the AP Exam and attain a score of 3, 4, or 5. Juniors taking the course would be eligible to take AP English Literature in their senior year. For students who acquire a score of 4 or 5, they often place out of college-level Freshmen English. For students who have placed-out, the next course in the content area would be a beginning to mid-level college English class of their choice.

## **HISTORY**

### **Regional World Studies**

This humanities survey course will explore the peoples, places and events from both the historical and modern world. Students will examine the foundations of early societies and the establishment of human civilizations from around the globe, and understand how that impacts the world today. Among the themes to be explored will be the social, political, cultural and economic intuitions of societies, as well as the interaction between humans and the environment. Topics may include, but are not limited to, physical and political geography, religion, political structures, economics and trade, religion and belief systems, war, arts, cultural norms and behaviors, and contemporary global issues. Through a variety of instructional methodologies and the use of primary and secondary sources, students will develop critical reading, thinking, collaboration, writing and research skills pertinent to the social sciences.

Upon successful completion of Regional World Studies, students will take either AP United States Government and Politics, or United States History the following year.

### **ESL Regional World Studies**

Students in ESL World Studies will work to develop the vocabulary and study skills necessary to complete the study of social sciences in English in an American academic setting. They gain experience in notetaking, collaborative work, discussion, presenting, writing, research, and taking the common forms of tests used in American schools. Students complete an overview of major topics from world history and study current events.

### **United States History**

This humanities survey course will cover historical information beginning with Native American societies of North America prior to European colonization, to topics set in the modern day U.S. While historical context and content will be the foundational medium, building historical, analytical and critical thinking skills will be the focus. We learn about U.S. history because we care not just about the past, or just the United State, but about the global present. The study of the history of this nation permits us to acquire a sense of who we are as a national people, where we came from, and how we got to where we are today. American history is as much about who we are in the present as it is about who our relatives were yesterday. This survey class will encourage you to examine the U.S. like a historian would; accordingly, various aspects of American society, including religion, politics, literature, geography, art and architecture, science and technology, commerce and culture will be our focus. Who we are today has

been affected by the history that preceded us; the events we encounter in our lives today have been predicated by that history, just as the choices we make will come to shape the future – ours, this nation's, and that of the world. The decisions we make now and the lives that we lead today are all a part of history. History is alive and vibrant, and continues each moment of every day, and we are part of it. Understanding history helps us better navigate the world of today while preparing us for the world of tomorrow. Today is, after all, nothing but tomorrow's history. Upon successful completion of this course, students will be prepared for Government & Economics.

### **AP United States Government**

This advanced, college-level course will follow the College Board Advanced Placement syllabus. This course will examine the historical foundations of the American political system and its evolution through today. This course will provide an analytical perspective on American government and its essential philosophy, structure and history. Content will also comprise of in-depth examinations of case studies and policies and their historical context and impact; external intuitions and organizations associated with the process of government, and civic participation in the democratic process. Exceptional reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed in this class. Emphasis is placed on building critical and analytical thinking skills, argumentative writing, and on interpretation and analysis of primary and secondary sources. Upon successful completion of AP United States Government, students will be ready for the College Board Advanced Placement exam in May, and should next enroll in either United States History or AP United States History the following year.

### **AP United States History**

Advanced Placement United States History is a college-level survey course of U.S. history from the pre-Columbian period to the present. Exceptional reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed in this class. Emphasis is placed on building critical and analytical thinking skills, argumentative writing, and on the interpretation and analysis of primary and secondary sources. Upon successful completion of this course, students will be prepared for t

### **History and Geography of the Southwest**

A general examination of the region including the states dominated geographically by the Great Basin, the Southern Rockies and the Sonoran Desert, from the earliest European contacts to the present, this course will utilize various media to foment student excitement and learning of how these regions developed geographically and culturally. Profound products of the course will be vocabulary enhancement, increased writing skills and improved reading comprehension. Student assessment will come from project work, daily writing prompts, weekly essays, class discussions and occasional quizzes. Students will participate in periodic field trips on weekends as well.

### **AP Art History**

The central questions in this course will include the following: What is art and how is it made? Why and how does art change? How do we describe our thinking about art? Through these essential questions, students explore the big ideas of AP Art History, effectively and precisely articulating an artwork's meaning and function, its maker's methodology, and the ways it reflects and affects its historical and cultural context. With these core questions as the foundation, this course is organized into ten cultural/chronological units, emphasizing the daily practice of questioning techniques, methods of discussion, analytical paradigms, guided discovery, and independent learning. These enable our students to develop critical thinking and visual literacy skills with which they can mine meaning from any artwork they encounter throughout their lives.

## **U.S. and Global Citizenship**

U.S. and Global Citizenship surveys a wide variety of modern issues, and sources its material from recent newspaper and magazine articles. From the prison industrial complex to NAFTA, from “Fake News” to the minimum wage debate, this course aims to connect disparate subjects and provide a more holistic view of the world. Another central aim of this course is consensus building. Students will be encouraged to understand viewpoints which differ from their own and to always respect their classmates. As part of this course, students will be required to take part in lively debates, write Op-Ed articles and give regular presentations to their classmates.

# **STEAM**

## **MATHEMATICS**

### **Pre-Algebra**

The purpose of Pre-Algebra is to help students make the transition from basic arithmetic operations and number sense to symbolic manipulative and abstract mathematical thinking. Pre-Algebra will build the basic rules of algebra defining what a variable is and how order of operations are used, building skills in factoring, ratios, fractions, and percents, and an introduction the linear function and graphing. As time permits, additional topics of important may be touched on to help prepare students to be successful in Algebra 1 and future math classes.

### **Algebra I**

Algebra I will address the overarching concepts of equivalence and equations, important patterns and functions, arithmetic properties, and mathematical representations such as graphs. The primary goal for this course is to provide students with a sturdy framework of algebra in preparation for further study in high school and college. Algebra I explores properties of operations, ordered numbers and the real number line, equalities, and inequalities. Graphs, systems of linear equations, quadratics, and the basic concepts of Euclidean Geometry will round out the course.

### **Geometry**

In Geometry, students will develop the skills to apply their knowledge to understanding of logical thinking and generating proofs. We will learn to see relationships between concepts beginning with geometric figures such as points, lines, and planes to segments and angles to triangles and other polygons while applying all these topics to perimeters, areas, surface areas and volumes. We will discuss new definitions to help supply the vocabulary to discuss these topics. Students will use their Algebra skills with most of these concepts and topics.

### **Algebra II**

Students will learn to work with equations and inequalities, systems of equations and inequalities, powers and roots, matrices and determinants, functions, logarithms, sequences and series, probability and statistics, the conic sections, and trigonometric ratios, graphs, and identities. These are the types of equations and functions we will cover: linear, quadratic and rational exponent, trigonometric, logarithmic, exponential and radical.



## **Math and Money Matters**

Math and Money Matters is designed to teach students the skills necessary to handle financial matters for the rest of their lives. We will cover subjects like buying a car or house, renting an apartment, credit cards, credit ratings, insurance, starting a business, retirement, taxes, budgeting, investing, living expenses, writing checks and other subjects the class finds interesting. We will learn the math necessary to handle these topics. Upon successful completion of this course, the next course in the content area is either independent study or college.

## **Pre-Calculus**

Students will learn to work with functions graphically, numerically and algebraically, and understand the connection between the three. Students will learn about polynomial functions and their applications, then expanding to exponential, logistic and logarithmic functions and applications. Students will then study trigonometric functions and move on from there to study analytic trigonometry, once again with applications. Students will also learn how to use matrices. If time permits at the end of the year, we will begin to dabble in the strange worlds of limits and the calculus. Upon successful completion of this course, the next course in the content area is AP Calculus, Statistics, or college.

## **Pre-Calculus Honors**

Students will learn to work with functions graphically, numerically and algebraically, and understand the connection between the three. Students will learn about polynomial functions and their applications, then expanding to exponential, logistic and logarithmic functions and applications. Students will then study trigonometric functions and move on from there to study analytic trigonometry, once again with applications. Students will also learn how to use matrices. If time permits at the end of the year, we will begin to dabble in the strange worlds of limits and the calculus. Upon successful completion of this course, the next course in the content area is AP Calculus, Statistics, or college.

## **Introduction to Computer Science in JavaScript**

The CodeHS introduction to computer science curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Once students complete the CodeHS Introduction to Computer Science in JavaScript course, they will have learned material equivalent to a semester long college introductory course in Computer Science, and be able to program in JavaScript.

## **Introduction to Cybersecurity**

As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that companies and individuals take precautions to protect themselves from the growing threat of cyber attacks. This course prepares students with crucial skills to be responsible citizens in a digital future. Students will learn foundational cybersecurity topics including digital citizenship and cyber hygiene, the basics of cryptography, software security, networking fundamentals and basic system administration, all through the CodeHS web-based platform. Students will complete projects at the end of each module and a culminating course project where they will complete a simulated hack walkthrough. Students will learn basic SQL, and will utilize basic HTML and JavaScript within specific contexts, and will be provided supports within those contexts.

## **Probability and Statistics**

Your first unofficial 'really cool' math class! This class will feel different from the math classes you have had in the past. Your homework will be in sentence and paragraph form so much that you will think you are in an English class. This class will boost your quantitative literacy and provide you with some very practical life skills. You will not need sophisticated algebra skills for this class, but be prepared to read thoughtfully and reason logically. You will learn to produce convincing oral and written statistical arguments, using appropriate terminology in a variety of applied settings. You will learn how to use

technology to aid you in finding the story of data. You will learn enough about probabilities that you will have a better chance of being successful in Las Vegas. You will study how to produce data through surveys, observation studies, simulations and experiments. Then you will analyze that data graphically and numerically, drawing conclusions and making inferences. You will learn how to model data. You will learn how people lie with statistics. Then you will become critical consumers of published statistical results, something that will be useful the rest of your life! Upon successful completion of this course, the next course in the content area is either independent study or college

### **AP Statistics**

This course is designed to prepare students for the AP Statistics Exam in May. It will cover an introduction to statistics, probability and distributions, correlation and regression, statistical inference (chi-square, t-distribution, hypothesis testing, etc.) and experimental design. It is basically what's covered in a one-semester college introductory statistics course. Successful passing of the AP Statistics Exam will give students college credit in statistics at most colleges and universities. It is quite a bit more difficult than the regular Orme statistics class.

### **AP Calculus AB**

We will explore the connection between functions and the graphs of their curves using algebra, tools derived from limits and our intuitions. We will use limits to find instantaneous rates of change, the area under curves, and to see that division by zero or infinity does not necessarily lead to a trivial result.

### **AP Calculus BC**

We will explore the connection between functions and the graphs of their curves using algebra, tools derived from limits and our intuitions. We will use limits to find instantaneous rates of change, the area under curves, and to see that division by zero or infinity does not necessarily lead to a trivial result. We will also use infinite series to model equations, and to analyze the behavior of limits.

## **SCIENCE**

### **Sustainability Studies**

Sustainability Studies will explore theories, processes and conditions through which individuals and communities learn to support a sustainable future. This course will utilize a co-created curriculum approach based on systems thinking to explore the social, ecological and economic roots of sustainability. Drawing from experiential and connected learning models, this course will examine various concepts such as relationship patterns, emergence, permaculture, natural capitalism and ecosystem services. Topics will also include calculating ecological footprints, regenerative practices, investing in an eco-economy, ecological design, ecojustice, biocultural diversity, transitioning to a post-carbon economy, sustainable harvesting and respecting indigenous ecological knowledge. Utilizing The Orme School as an extended classroom, students will apply sustainability concepts through student-initiated group projects. The Sustainability Studies class is designed to support lifelong learning, recognize and celebrate diversity, encourage cooperation and collaboration, promote personal reflection and responsibility, and develop learning communities with a commitment to a sustainable future. Upon completion of the course, students can demonstrate systems thinking approaches to solving complex, interconnected problems.

### **Conceptual Physics**

In Conceptual Physics, students will explore the physical world by experiment. Student will be developing the necessary skills to become modern day scientists. They will learn to observe, design experiments, collect relevant data, analyze data, develop working models to represent real physical

systems, and apply their models to new situations all from a scientific perspective. Students will also learn to articulate and represent their models in multiple ways as they work in a highly collaborative environment. Major topics that will be explored include kinematics, dynamics, forces, momentum and energy. As time permits, additional topics can and will be added. Upon successful completion of this course, the next course in the content area is Chemistry.

## **Chemistry**

The purpose of Chemistry is to understand basic chemical and physical concepts and how they relate to everyday experiences. Students will develop problem solving and critical thinking skills, and come to understand and experience how scientists use the "scientific method". Students will work effectively with others in groups, and be able to access information for life-long learning. (This includes use of the textbooks and other sources.) Upon successful completion of this course, the next course in the content area is AP Chemistry. However, students are encouraged to take a Physics and Biology course while at Orme.

## **Biology**

In biology students will study the web of interactions between the living and the non-living world. Through the processes of observation and experimentation students will seek to understand the living world and their place in it. The following themes help to unify the topics studied: 1) Science as inquiry; 2) Interaction of life and the environment; 3) Evolution; 4) Genetic continuity; 5) Relationship of structure and function; 6) Regulation and homeostasis; 7) Interdependence in nature; and 8) Science, technology and society. Upon successful completion of this course, the next course in the content area is Environmental Science.

## **Environmental Science**

Environmental science combines a detailed course on ecology with a thorough evaluation of the most critical issues of environmental health and stability facing society. This is an upper level class requiring consistent participation in class discussion, current environmental research, and environmental ethics evaluation. Sustainability is a focus of the course, including sustainable practices regarding energy, population, agriculture, climate change, and water use. Throughout the course, students identify milestones of human history, environmental research, legislative action, and cultural change. Students interpret the significance of events such as the Agricultural, Industrial and Technology Revolutions, and use existing models and research to identify future challenges and opportunities in various environmental fields of study. Environmental Science makes use of the unique resources on the Orme School Campus to supplement classroom investigations. Upon successful completion of this course, there are several science options. Students need three Science credits for graduation.

## **Integrated Science**

Integrated Science is a year-long introduction to the sciences and processes necessary to be successful in science at Orme. Throughout the entire course, students will develop skills to be successful in any scientific discipline. These skills include: 1) critical thinking skills; 2) the application of the scientific process and math skills to problem solving situations; 3) the proper utilization of laboratory equipment; 4) learning to read technical information for understanding; and 5) writing scientific reports with clarity and purpose. We will start with understanding our unique 'place' here at Orme as we explore the geologic history of the Colorado Plateau, and then we will focus down on the small particles that surround everyone and influence all the interactions on the planet. Through active inquiry and the process of 'doing' science, students will develop an understanding of how the atomic level of our universe describes everything from the water we swim in to the genes that help define who we are. Topics in buoyancy and the chemical reactions necessary for life will be covered along with patterns of inheritance. The second half of the year will be devoted to looking at the relationships between matter, space and light. We begin with topics in optics that affect us every day here on Earth and then we move

outwards, exploring our Solar System and beyond. All areas we study, physics, chemistry and biology, will be drawn from when appropriate for students to gain a 360-degree view and understanding of how science works!

## **Physics**

In Physics, students will explore the physical world by experiment. Major topics that will be explored include kinematics, dynamics, forces, momentum and energy. As time permits, additional topics including waves, circuits, electricity and magnetism may be covered. Above all other goals in this course is that of learning by doing – students are to design and construct projects, collaboratively, which tie-in with material we have been learning. Past projects have included locks, DC motors, trebuchets and catapults, electric guitars and wind turbines.

## **AP Physics C**

In AP Physics C, students will cover two broad sets of topics, each designed to take one semester – Mechanics, and Electricity and Magnetism. Each section receives its own AP Exam at the end of the year. To support our exploration of these topics, 20% of our class time will be devoted to laboratory experiments. This class is Calculus-based, meaning that students must have either passed a Calculus course, or be taking one concurrently.

## **Engineering**

This elective is meant to introduce students to the world of functional design. Our class time will be split evenly between research and planning, and construction and testing. Students will work in groups of two for an introductory project, and then individually on a major project. Techniques in carpentry, metalwork, general handiness and safety will be promulgated in the shop.

## **AP Chemistry**

The purpose of AP Chemistry is to understand and demonstrate advanced chemical concepts and how they relate to everyday experiences. Students will be involved in developing design, problem solving and critical thinking skills, and will come to understand and experience how scientists use the "scientific method." Students will work effectively with others in teams in both class and in labs. Students will be able to access information for life-long learning. (This includes the use of textbooks, libraries, and the Internet.) Upon successful completion of this course, students will be proficient in Chemistry and have the skills needed to complete a College Level Chemistry sequence.

## **AP Biology**

The purpose of AP Biology is to understand and demonstrate advanced biological concepts and how they relate to every day experiences. Students will be involved in development, design, problem solving and critical thinking skills, and will come to understand and experience how scientists use the "scientific method." Students will work effectively with others in teams, both in class and in the lab. They will be able to access information for life-long learning. (This includes the use of textbooks, libraries and the Internet.) Upon successful completion of this course, students will be proficient in Biology and will have the skills needed to complete a college level Biology sequence.

## LANGUAGE STUDIES

### Spanish I

Spanish I students will complete the study of basic verb tenses and basic grammar. They will write complete sentences using specific vocabulary and verbs. They will listen to authentic materials and/or native speakers and be able to understand the main ideas. They will respond to questions with short answers. All class activities will be conducted mainly in Spanish. All high school students without previous language instruction will be placed in the Spanish I level. New students will be assessed on an individual basis, based on recommendations and test scores.

### Spanish II

The emphasis of the class will be to practice using, in real and meaningful communication, both spoken and written, the basic grammar, verb tenses and vocabulary presented in Spanish I and II. Some new grammar and vocabulary will be introduced as needed for communication exercises. Students will also study Hispanic cultures and their impact on our global society.

### Spanish III

Spanish III has a dual aim: to furnish a rapid review of the fundamental grammar and to learn the most complex grammatical concepts of the Spanish language, and to present a general introduction to Hispanic culture and history. Oral and written compositions are of a creative nature at this level. Readings from Hispanic literature are utilized to create awareness of the literary heritage of the Spanish-speaking world.

### AP Spanish Literature & Culture

The course aims to develop students' critical reading and analytical writing skills in Spanish to perform successfully on the Advanced Placement exam in Spanish Literature, as well as develop students' ability to make interdisciplinary connections and explore linguistic and cultural comparisons. This class will be conducted entirely in Spanish and students will be expected to communicate in Spanish appropriate to this level. The course covers the entire official AP Spanish Literature and Culture required reading list. Students will be required to write essays to continue improving analytical writing, as well as participate in active discussions to analyze the different works of poetry, prose and drama. Literary texts are grouped by themes. Students will discuss literary texts and their varied historical, socio-cultural and political contexts in a variety of oral and written activities and assignments, all in Spanish. Finally, students will analyze themes and works of varied artistic representations, as well as audiovisual and audio resources, in relation to the course content.

### AP Spanish Language & Culture

The AP Spanish Language and Culture course is comparable to a high intermediate or advanced low level college or university Spanish language course. Emphasizing the use of Spanish for active communication in real life tasks, it focuses on developing the students' abilities in the three modes of communication (Interpretive, Interpersonal and Presentational) and strengthening students' cultural competencies through theme-based instruction based on a variety of authentic resources, such as: newspapers, magazines, podcasts, blogs, advertisements, television programs, films, music, video clips and literature, Grammar and vocabulary are developed through contextualized study. (by AP Central)

### **Basic ESL Grammar**

Much of the course content is based on the students' immediate needs for basic communication in their daily lives at Orme. In addition, students practice the basic structures of English grammar, using them in speaking and writing, and begin to build a base of academic vocabulary.

### **Basic ESL Reading**

Students read a selection of fiction and non-fiction passages especially written for beginning level ESL students. Students learn how to focus on the key elements of a story and how to find the main points of non-fiction passages. Each week, students learn a list of approximately 40 vocabulary words taken from the readings. Students learn the basics of formal academic writing, including paragraph construction and editing. Class time is devoted to developing the students' speaking skills, using the reading assignments as topics of conversation. Daily homework focuses on vocabulary acquisition, reading assignments and written work to summarize reading passages.

### **Basic ESL Writing**

Students learn the basics of formal academic writing, including paragraph construction, formatting, and editing. Students practice the basic structures of English grammar, using them in speaking and writing, and begin to build a base of academic vocabulary. Much of the course content is based on the students' immediate needs for basic communication in their daily lives at Orme. In class, they speak about daily activities and special events and collect the vocabulary they need to describe them. Daily homework focuses on vocabulary acquisition and writing about their experiences.

### **Intermediate ESL Grammar**

Students practice using the present, past and future verb tenses, modals, and the passive voice in simple, compound and complex sentences. Students learn the basics of formal academic writing, including formatting, collecting ideas, paragraph construction and editing. They also keep a journal as a way of reflecting on what they are learning and providing the opportunity to develop and record ideas for later use in formal writing assignments. Each week, students learn a list of approximately 50 vocabulary words taken from the textbooks or supplementary readings. In class, an emphasis is placed on using the vocabulary and grammatical structures in oral and written situations. Daily homework focuses on vocabulary acquisition and written exercises. Students are introduced to the iBT, and each quarter they focus on one of the four language skills tested in the iBT.

### **Advanced ESL Reading**

ESL students are given a structured opportunity to improve their reading skills so that they will be able to read both fiction and non-fiction texts fluently at a level close to their grade level in school. Daily reading assignments and vocabulary study, along with weekly writing assignments, are the foundation of the course. Students read non-fiction passages and practice test-taking skills for the reading section of the iBT. They read young adult novels and write short answers, paragraphs, and five paragraph essays about the novels in preparation for taking mainstream literature classes. Students are introduced to basic research methods and complete a short research paper.

### **TOEFL Prep**

This course prepares students for the iBT by focusing on writing, formal grammar structures, vocabulary building and speaking/listening skills. During the first semester, students complete a variety of writing exercises to review sentence and paragraph structures. They practice the process of writing essays, focusing on the 30-minute timed persuasive essay required for the iBT. They complete an intensive review of all English verb tenses, and practice for the independent speaking and listening tasks on the iBT. During the second semester, students complete exercises for the integrated speaking and writing

tasks of the iBT; they review modals, the passive voice, conditional sentences and complex sentence structures. Throughout the year, the students study word elements from Greek and Latin as a way of expanding their vocabulary.

## **ELECTIVES**

### **Introduction to Horsemanship**

Students will acquire a working knowledge of equine anatomy, first aid and emergency protocol. Students will begin their horsemanship journey by learning the basics about horses and the riding disciplines. This class combines both classroom material and hands-on experience with horses. Three days a week are spent in the classroom, and two days a week are spent at our horse facilities. In class, they will learn horsemanship terms, anatomy, and colors. Outside of class, they learn how to interact with horses safely, the proper way to groom and tack up, and the beginning stages of riding. Students will leave this class with all information to insure a student's safety and confidence around horses.

### **Beginner Riding**

In this semester course, students will begin their riding journey starting with the basics. Classes will begin by reviewing proper grooming and saddling techniques. Students will learn proper control and steering while walking and progress to trotting. Three days a week will focus on riding, and two days a week will be spent learning additional horsemanship theory and knowledge. This class will be held Up Top in our riding facilities, and will focus on the Western discipline. This is a Pass/Fail class. Prerequisite: Introduction to Horsemanship.

### **Intermediate Riding**

In this year-long course, students will continue their riding experience by moving on to more advanced techniques while riding. This is a walk, trot and canter class. Students will be taught proper form and cues. This class will be held Up Top at our riding facilities. It will consist of both Western and English disciplines. Students may take the first semester, or be approved for only second semester. This is a Pass/Fail class. Prerequisites: Introduction to Horsemanship and Beginner Riding. Students may test into this class, approved by the Horsemanship Director only.

### **Horse Training**

This is our most advanced class that we offer. Class consists of learning how to effectively train a young horse or wild mustang. This class is primarily a seminar class with occasional hands-on opportunities, all taking place Up Top at our riding facilities. This is a year-long class, but it may be possible for student to take it as a semester class, either first semester or second semester, if approved by the Horsemanship Director. This is a pass/fail class. Prerequisites: Introduction to Horsemanship, Beginner Riding and Intermediate Riding. Students may test into this class, approved by Horsemanship Director only.

### **After School Horsemanship Activity**

This will be reserved for experienced riders and those who have completed Introduction to Horsemanship. Students in Horsemanship Activity will be divided into groups based on their riding level: Varsity, Junior Varsity and Greenhorns. Varsity is the competition squad. Their focus is to prepare for competitions, or horsemanship showcases. Our primary competition event is Team Sorting. We try to do at least one Team Sorting competition each season. During the fall season, Varsity also performs flag routines for football games, and helps lead the 'Race on the Ranch' cross country event hosted at Orme. During the winter season, Varsity will compete against Verde Valley School in an English competition. During the spring season, Varsity will again compete against Verde Valley School in a Gymkhana.

Members of Junior Varsity will be learning and practicing the necessary skills to advance to Varsity. Greenhorns will be receiving lessons to grow as horsemen and riders. All levels will be spending time during the week assisting with grooming horses, tacking up, oiling tack and mucking stalls.

### **Studio Music**

Studio Music is a two-semester course designed for students who have expressed an interest in composing music and learning the techniques necessary to record their own songs. We will cover signal flow, recording hardware and software, equipment and microphones. Students will be able to use Logic Pro X by the end of the year. They will be required to write music and record it in groups or individually. This course will have homework and tests.

### **Digital Music Composition**

In Digital Music Composition, we will explore all types of digitally affected music. Students will learn the tools and techniques of digital composition and recording, which will later be applied to their own compositions. Students are encouraged to discover new techniques and sonic realms. We will discuss the history of digital composition, MIDI, signal chain, audio editing tools, healthy recording habits and various compositional techniques. The primary goal of this course is to discover new soundscapes and build sonic structures from those discoveries.

### **2D Art**

In this 2D class, students will learn many different techniques in Drawing, Painting, Design, Printmaking, Mosaics and Watercolor. Integrated elements and principles of design needed will make the student a well-rounded artist.

### **3D Art**

In this amazing 3D class, students will learn many different techniques in Jewelry, Metal Smithing and Ceramics. Integrated into lessons will be the elements and principles of design needed to make the student into a well-rounded artist.

### **Cultivating Cooks, Cooking & Baking 101**

Cooking and baking are the kinds of activities most people assume are second nature. After all, we're humans, and our most basic need is to supply ourselves with nutritious food. Logically, we should just be able to go into a kitchen and make something to eat by actually cooking. In today's world, sadly, this is seldom the case. This course is designed to give a life skill base to prepare/cook food that is nutritionally dense and pleasing to the palate. Students will be introduced to the basic principles of food preparation, including food and kitchen safety & sanitary practices, basics of a nutritional and healthy menu creation, proper use of kitchen tools and equipment, food cost and budgeting, basic cooking and baking processes, basic culinary terminology and techniques, elements of food preservation, food quality check points during production, food politics, government regulations affecting food & the consumer, how to set a table, and table etiquette.

### **Piano**

Piano Class is an introductory-level course that will utilize a combination of lessons, music theory and technique study. Along with learning core piano concepts and practices, students will play and analyze written piano music in class to not only learn, but also to refine and reinforce their understanding of various musical ideas. Such ideas include note-reading and notation, rhythm, dynamics and articulations, and sight-reading. The primary goal for the course is to gain the knowledge and skills to play piano at least an early-intermediate level by the completion of this year-long class. The majority of practices will take place in-class in an interactive, instructor-monitored fashion, with extra practice outside of class being used to prepare for quizzes and exams as needed.



## **Guitar**

Guitar Class is an introductory-level course that will utilize a combination of lessons, music theory and technique study. Along with learning core guitar concepts and practices, students will play and analyze written guitar music in class to not only learn, but also to refine and reinforce their understanding of various musical ideas. Such ideas include note-reading and notation, rhythm, dynamics and articulations, and sight-reading. The primary goal for the course is to gain the knowledge and skills necessary to play guitar at the least in the early-intermediate level by the completion of this year-long class. The majority of practice will take place in-class in an interactive, instructor-monitored fashion, with extra practice outside of class being used to prepare for quizzes and exams as needed.

## **AP Studio Art**

The AP Studio Art Program consists of three portfolio exams: 2-D Design, 3-D Design and Drawing, which correspond to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation and breadth of work. This course is for students interested in a rigorous and focused study in art. Students will develop a quality portfolio that demonstrates a mastery of concept, composition and execution in 2-D design. This portfolio will be submitted to the College Board for college credit. The course will meet for two years. As in any college level course, students will be expected to spend a considerable amount of time outside of class in order to complete assignments, do homework and sketchbook assignments.

## **Theatre Production I**

Theatre is an art that occurs in real time and in three-dimensional space in which the actor's body and voice are the primary tools for expression. Theatre is a performance-based art, and all class members will participate in at least one class performance. In Theatre Production I, students will focus on developing basic acting skills through improvisation, theatre games and text work in an environment that is fun and positive. They will explore the creative process involved in mounting a production, which may include set, costume and lighting concepts, script analysis and basic directing concepts. In class, students will learn to use the vocabulary of the theatre and incorporate the history of drama into daily classes. Theatre Production I is an active experiential class.