

# WINDERMERE PREPARATORY SCHOOL HIGH SCHOOL COURSE GUIDE 2017 - 2018

Windermere Preparatory School's course offerings are intended to prepare students for college. **Students who aspire to attend the most selective colleges should take the most rigorous courses offered.** The key below provides an explanation of course weighting and rigor.

(H) – Honors Level courses - .5 additional GPA weighting  
Extended Level Math course (grades 9 and 10) - .5 additional GPA weighting  
IB Standard Level courses (grades 11 and 12) - .5 additional GPA weighting  
IB Higher Level courses (grades 11 and 12) – 1.0 additional GPA weighting  
IB Ab Initio Foreign (Global) Language courses (grades 11 and 12) - .5 additional GPA weighting  
AP – Advanced Placement courses – 1.0 additional GPA weighting

All courses are college prep courses and will be assessed as such. Unless otherwise indicated, courses are one year (two semesters) in length. **Courses without sufficient enrollment will not be offered.** Placement tests may be required prior to placing students in leveled courses, such as mathematics and foreign language. External examinations are required for all AP and IB courses. If the IB or AP exam is not taken the additional weighting will not be conferred.

## ENGLISH – 4 years required

### English I

This course is designed to enhance students' critical thinking skills so that they are able to create independent ideas. Going beyond the surface of the literature and delving into the underlying meanings and relationships existing between characters and events in literature will be a driving force for this course. This course is also designed to build on previous writing knowledge in order to explore various types of writing, including expository, persuasive, research, literary analyses, and compare and contrast. The main focus will be literary analyses of the texts that we will be covering this year. The goal will be for the students to express their ideas and opinions clearly and effectively through their writing. Throughout the year, students will be building their vocabulary skills not only through the use of literature we study in class as well as other resources.

#### (H) English I

This course joins formal writing skills with the development of voice via a humanities-based program. After critical readings of various texts, students respond in writing as they make observations and connections. Students also complete writing assignments that require them to form "bridges" between diverse texts and authors while conducting analytical research and composition. Mastery of research skills is a critical focus as students use annotation; documentation, references, and works cited pages. These in-depth applications of reading and writing expose students to advanced vocabulary and allow them to refine a sense of personal voice in their writing. Fall semester includes reviews of vocabulary and test-taking strategies, in preparation for the PSAT in October.

### English II

This course is designed primarily to help students develop their critical reading skills and their skills in written and oral expression. It will also serve to enhance students' critical thinking skills so that they will progressively grow in their ability to generate independent ideas. Students will be encouraged to build on and hone the analysis skills they have developed in previous language arts courses. We will study pieces of literature from a variety of different genres and use these as a tool to help students discover the relationship between literature and "the real world." Students will be encouraged to go beyond the surface of the text, to uncover inferences and interpret nuances and subtleties present in the works studied. This course will assist students in building on previous writing knowledge and skills in order to generate various types of writing, including expository, persuasive, research, and literary analysis. The goal will be for the students to express their ideas and opinions clearly and effectively through their writing. Though writing is the emphasis, students will also have many opportunities to enhance other skills including technical writing, vocabulary and oral performance and presentation. In addition, they will have the opportunity to express their comprehension through other various creative projects that demonstrate learning.

#### (H) English II

Within the context of various fiction, nonfiction and visual texts, students discover the relationship between literature and "the real world." Both as a class and independently, they develop their ability to recognize themes and make connections across texts. Students also work progressively to hone their critical thinking and analysis skills as they prepare for the rigorous expectations of the IB program. Student writing focuses on critical thinking, literary analysis, persuasive, argument, and expository writing in response to texts and themes we encounter. Students write both personal and analytical papers of varying lengths, correlating historical and social principles and specific themes with the literature they read. Over the course of the year, students will develop and hone their writing skills to a sharp edge. They will also engage in discussion, presentation and performance in order to also help prepare them for rigor presented in the IB classroom the following year. English II Honors has more independent work requirements, a higher volume of critical reading and more challenging assignments.

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### **ESL English, II - III**

These are English language courses offered for students who are still learning to read and write in English. English as a second or other language (ESOL) courses are taught by an ESOL Coordinator.

### **English III**

In this class, students will improve their language and literacy skills through a range of texts focused on exploring various aspects of literature and rhetoric. The course will span from discussing goal-setting and success principles, to PSAT practice, to the analysis of texts covered throughout the course. Writing will be varied, covering topics to include (but not be limited to) literary criticism, nonfiction texts, college essays, and other real-world applications.

#### **(H) English III**

This course investigates the language and rhetoric of traditional and non-traditional texts at an honors level. Students are required to analyze the language of the text for the significance of context, purpose, and audience. Additionally, this expanded scope of textual analysis challenges students to analyze the nature and foundations of their own beliefs and mores. Students are then required to express these new understandings of self, texts, and the world in various writing and speaking tasks.

### **English IV**

Students in this course will explore a variety of literary texts, including various types of media texts and film. This course will present students with some of the critical theory lenses through which they can approach a text and help the students foster an appreciation for the impact that examining a text from different viewpoints can have on the understanding of and the interpretation of a text. Student writing focuses on critical thinking, literary analysis, reading response, and personal creative writing in response to the text and the critical lens we are studying. Students will also complete real-world activities aimed at applying the lens practically.

#### **(H) English IV**

This is a one-year course designed for students who have previously developed a solid foundation in English Language Arts. Students in this course will explore a variety of literary and rhetorical texts, including various types of media and film (these texts are more challenging than the texts for the standard level course). This course will guide students to approach texts through the lenses of several critical literary theories. Student writing focuses on critical thinking, literary analysis, reading response, and personal creative writing in response to the text and the critical lens being studied. Students write both personal and analytical papers of varying lengths, correlating historical and social context and specific connections with the literature they read, in addition to completing real-world activities aimed at applying the lens and making connections in a practical manner.

### **IB Language and Literature, (HL/SL)**

*is directed towards developing and  
language and the function of context in*

The course redefines the term "text" to aid students in exploring the rhetoric of the world around them. During the exploration of such non-traditional "texts", as well as challenging, college-level literature, students are required to analyze the language of the text for the significance of context, purpose, and audience. Additionally, this expanded scope of textual analysis challenges students to analyze the nature and foundations of their own beliefs and mores. Students are then required to express these new understandings of self, texts, and the world in various writing and speaking tasks. Year Two is literature-based and incorporates literary criticism, close critical analysis, and oral commentary into literary investigations.

Regardless of SL or HL, Year One focuses predominantly on the study of language & rhetoric in the world around us, and Year Two focuses predominantly on the analysis of language and intent in college-level literature.

#### **HL/SL Distinctions**

- While both use college-level texts, the texts chosen for HL are often at a higher degree of complexity than those for SL. Additionally, there are distinctions in the degree of intertextuality and nuances that students must find in order to receive high marks in HL compared to SL.
- HL- Paper One is a comparative textual analysis of unseen texts without any guiding questions
- SL- Paper One is a textual analysis of an unseen text with the help of guiding questions
- HL- Paper Two requires the use of 3 texts
- SL- Paper Two requires the use of 2 texts
- Both complete a 15-minute oral commentary on a selection of a text, as well as several additional oral activities
- HL- Has more reading requirements
- HL- Has an additional external assessment (Written Task Two)
- Both have a Written Task One, but HL has a more challenging rubric for it

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## MATHEMATICS 4 years

### **Mathematical Studies (ST), 9**

Math Studies 9 is intended for students who found their math course challenging during grade 8, need to rebuild their confidence in mathematics, and whose 8th grade teacher has recommended them for placement into this course. The students will cover the same topics as the MYP 9 SL mathematics course but with a greater focus on solidifying foundational mathematics skills to ensure success in future mathematics courses. Some of the topics included in this course are operations with integers, decimals and fractions, exploring linear and non-linear relationships, equations of lines, powers and roots, scientific notation, the Pythagorean Theorem, algebraic operations, polynomials, line of best fit, area, surface area, volume and properties of triangles.

### **Standard Level Mathematics (SL), 9**

Standard level mathematics aims to give students an appreciation of the usefulness, power and beauty of the subject. The students will study five branches of mathematics, number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics. It will give them a background in the types of mathematical reasoning and problem solving that will be important for their future mathematics coursework. Projects will be completed that will help them understand concepts through hands-on activities and labs. This course will allow them to develop their skills in reasoning and problem solving strategies, solve real-world problems, improve their abilities to communicate orally and in writing, and will help each student learn independently and as a team member. Some of the topics included are: Integers, decimals and fractions, linear and non-linear relationships, the equation of a straight line, powers and roots, scientific notation, Pythagorean Theorem, algebraic operations, polynomials, line of best fit, area, surface area, volume and properties of triangles.

### **(H) Extended Level Mathematics (EL), 9**

Extended mathematics is intended for students who have excelled in mathematics during grade 8 and whose teacher has recommended them for inclusion into this course. The students will cover more topics and in greater depth than the 9 SL mathematics course. Some of the topics included are: functions and relations, sequences and series, Pythagorean Theorem, line segments, polynomials, quadratic systems, trigonometry and probability. Students past grades, standardized test scores, and teacher recommendation will be evaluated prior to placement in this course.

### **Mathematical Studies (ST), 10**

This course is intended for students who found their grade 9 mathematics course challenging, need to rebuild their confidence in mathematics, and/or whose 9th grade teacher has recommended them for placement into this course. Math Studies 10 integrates the major high school topics of numeric operations, set theory, algebra, geometry, trigonometry, and elementary probability/statistics. This course will focus heavily on the application of mathematical ideas and problem solving via mathematics. Emphasis will be placed on the practical use of mathematics. Students will have the opportunity to grow in a subject where they have previously struggled. Additionally, students will have the opportunity to research and discuss historical figures and events in mathematics. Opportunities for extracurricular mathematical enrichment may also surface during the course. Students will leave this course with an appreciation of the beauty and power of mathematics. This course requires the use of a scientific calculator.

### **Standard Level Mathematics (SL), 10**

Admittance into this course is contingent upon successful completion of Grade 9 Math SL and recommendation from the Grade 9 course instructor. In rare circumstances it is possible to enroll in this course having successfully completed Grade 9 Math ST. This course will prepare students for the Presumed Knowledge required for the IB Diploma Courses Math SL or Math Studies. Students enrolled in this course are those who have a sturdy mathematical foundation and desire to continue exploring mathematics on a hands-on level. It is a course that integrates the major high school topics of Advanced Algebra 1, Algebra 2, geometry, trigonometry, and statistics. Students will play an active role in their learning by participating in individual and group explorations where they will make discoveries, see connections, and solidify understandings of key mathematical concepts. In this course, they will think deeply about mathematics, reflect upon their learning, and will move away from rote learning and memorization. This course will focus heavily on the process of application, investigation and problem solving via mathematics. Students will leave this course with an appreciation of the power and integrated beauty of mathematics. In addition, students will have the opportunity to research and discuss historical figures and events in mathematics. This course requires the use of a TI-83 graphing calculator or higher.

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## **(H) Mathematics Extended Level (EL), 10**

Admittance into this course is contingent upon successful completion of Grade 9 Math EL and recommendation from the Grade 9 course instructor. In rare circumstances it is possible to enroll in this course having successfully completed Grade 9 Math SL. This course will prepare students for the Presumed Knowledge required for the IB Diploma Courses Mathematics SL and Mathematics HL. It is a rigorous course that integrates the major high school topics of Advanced Algebra 1, Advanced Algebra 2 (including complex numbers), geometry, transformational geometry, trigonometry, statistics, probability, and pre-calculus. Students will play an active role in their learning by participating in individual and group explorations where they will make discoveries, see connections, and solidify understandings of key mathematical concepts. In this course, they will think deeply about mathematics, reflect upon their learning, and will move away from rote learning and memorization. Emphasis will be placed on the derivation of commonly used formulae and the proof of each mathematical theorem introduced. Students will leave this course with a holistic perspective of the body of knowledge that is mathematics. In addition, students will have the opportunity to research and discuss historical figures and events in mathematics. This course requires the use of a TI-83 graphing calculator or higher.

## **Integrated Mathematics 11**

Integrated mathematics is designed for students with varied backgrounds and abilities and will prepare students for postsecondary experiences, both academic and workforce related. Students will explore, investigate, and understand the importance of mathematics through real-world experiences. They will acquire the knowledge and skills to problem solve, think critically, reason, make connections, and represent and analyze data. The series is comprised of two courses. The first is intended for students entering their junior year. The course focuses on, but is not limited to, the topics of number sense, sets, logic, algebra, geometry, trigonometry, and probability. An emphasis is placed on the use of the graphing calculator as a tool to help make sense of data and solve complex problems that would not otherwise be easily solved.

## **Integrated Mathematics 12**

Intended for students entering their senior year. Completion of the Integrated Math 11 course is not necessarily a prerequisite for this course. The course focuses on but is not limited to the topics of statistics, financial math, and pre-calculus. An emphasis is placed on the use of the graphing calculator as a tool to make sense of data and solve complex problems that would not otherwise be easily solved. Integrated Math 12 students will also be required to complete an extensive mathematical research project.

## **IB Mathematical Studies 11/12**

This two-year course is designed to provide students; having varied background and abilities, with a realistic course, which will provide skills to cope with demands, which a technological society makes on the non-specialist. It is not intended to develop techniques to the same depth as other subsidiary level math courses. The curriculum includes compulsory use of the graphical calculator, number and algebra, sets, logic and probability, functions, geometry and trigonometry, statistics, differential calculus and financial mathematics. A substantial piece of work in the form of a project will be required in order to compensate for the reduction in technical skills required. Students who might require mathematics in the pursuit of further qualification or in future careers are advised to consider another math course.

## **IB Standard Level Mathematics 11/12**

This two-year course builds upon existing knowledge and skills and introduces new topics such as series and sequences, binomial theorem, exponential and logarithmic functions, polynomial functions, graphing, vectors, trigonometry, radian measurement, matrices, statistics and probability, differential and integral calculus. The curriculum includes compulsory use of the graphical calculator and an internal assessment requirement that consists of two pieces of work, one involving an investigation task and one involving a modeling task. It is intended to provide a sound mathematical basis for those students planning to pursue further studies in such fields as chemistry, economics and business administration. It is a demanding program since it contains a variety of topics and requires background knowledge. Students will also learn to apply mathematics to other areas of their studies.

## **IB Higher Level Mathematics 11/12**

This two-year course is designed for the most successful mathematics students who either have a genuine interest in mathematics and enjoy meeting its challenges and problems, or need such mathematics for further studies or related subjects such as physics, engineering, and technology at university level. Students will study a wide range of complex topics in depth including vectors, matrices, coordinate geometry, trigonometry, probability, statistics, differential and integral calculus, and abstract algebra. The curriculum includes compulsory use of the graphical calculator and an internal assessment requirement that consists of two pieces of work, one involving an investigative task and one involving a modeling task. Students must receive a teacher recommendation and possible additional testing prior to enrolling in this course.

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## SCIENCE

4 years required

\*Biology and Chemistry are required for WPS graduation.

### Biology, Grade 9

The goal of this course is to provide students with a general understanding of the biological concepts and living systems. The course will cover topics like the scientific method, chemistry of life, cells, inheritance, energetics, ecology, animal and plant taxonomy, evolution and the human body. Hands-on activities will be used throughout the course to reinforce the concepts being learned.

### (H) Biology, Grade 9

Biology Honors is an in-depth course in biological concepts that apply to all living systems. It covers all topics of standard biology with an additional emphasis on molecular biology and the development of high-order thinking and problem solving skills. Hands-on laboratory activities will be a major component of this course.

### Chemistry, Grade 10

Chemistry is the central science that studies matter and its changes. This course will provide students with a general understanding of the major chemical principles. Topics covered will include nature of science, matter, atomic theory, periodic table, bonding and chemical compounds, stoichiometry, gas laws, energetics, equilibrium, redox reactions, and acids and bases. Hands-on activities will be used throughout the course to reinforce the concepts being learned.

### (H) Chemistry, Grade 10

Chemistry Honors is an in-depth course on chemical principles, which support all biological systems and the physical environment in which we live. In addition to the standard chemistry topics, this course will have an emphasis on hands-on investigations that foster the development of critical thinking skills and the acquisition of practical and investigational skills. Recommendation: Minimum of B average in Biology and enrolled in SL or EL math.

### IB Biology, Standard or Higher Level, Grade 11/12

IB Biology is a two-year course, which encompasses major topics of biology in detail. The course is designed to enhance appreciation and understanding of concepts in biology, encourage independent study, develop an ability to analyze, evaluate and synthesize scientific information, enhance experimental and investigative scientific skills, and raise awareness of the ethical, social, economic, and environmental implications of using science and technology. Recommendation: minimum of a B average in biology and chemistry. Students wishing to take IB Biology HL must have a teacher recommendation.

### IB Computer Science Standard Level, Grade 11/12 ( )

IB Computer Science SL teaches students many technical details of computer systems, including PCs and networks and databases. They also learn techniques for constructing software systems for a variety of application areas. Computational thinking and problem solving skills are a central focus in this course. Both standard level (SL) and higher level (HL) students must study a common core (CC) of material and must demonstrate problem-solving skills and mastery of various aspects of computer science by completing a program dossier (PD). In addition, HL students must study additional higher level material (AHL) that fulfills two functions: it extends some topics in the CC to give greater depth, and, at the same time, introduces new topics to provide greater breadth.

### IB Chemistry, Standard or Higher Level, Grade 11/12

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical properties underpin both the physical environment in which we live and the biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment. The Diploma Programme chemistry course includes the essential principles of the subject, but also, through the selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study science in higher education and those who do not. Recommendation: minimum of a B average in biology and chemistry. Co-requisite: enrollment in an IB math class. Students wishing to take IB Chemistry HL must also have a teacher recommendation.

### IB Physics, Standard or Higher Level, Grade 11/12

IB physics follows the diploma curriculum and philosophy as set by the IBO, and investigates the following topics in both levels during the two year course: mechanics; fields and forces; oscillations and waves; electric currents; thermal physics; atomic and nuclear physics; energy, power and climate change. The curriculum is enhanced at the higher level with these additional topics: Motion in fields; wave phenomena; electromagnetic induction; quantum physics; digital technology. Additionally, there is an interdisciplinary science project completed at an opportune time

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during the two years. Prerequisite: minimum of a B average in biology, chemistry. Co-requisite: enrollment in IB SL or HL math. Students wishing to take IB Physics HL must also have a science teacher recommendation.

### **(H) Physics, Grade 12**

This physics class covers the topics of electricity, magnetism, and atomic and nuclear physics. It is a challenging that is intended to prepare students with the practical skills necessary to succeed in the second of the two semesters of college physics, which are often required for science majors. Prerequisite: B average on biology, chemistry and mathematics.

### **Human Anatomy and Physiology I, Grade 11 or 12 (semester)**

This semester course will provide students with an in-depth understanding of the structure and functioning of the integumentary, skeletal, muscular, nervous, and digestive systems. Students will study the relationship between the structure of the organs in the body and their specialized functions, as well as how they interact with other parts of the body. Hands-on experiences will be included throughout the course with an emphasis on comparative anatomy dissections. Prerequisite: completion of biology and chemistry.

### **Human Anatomy and Physiology II, Grade 11 or 12 (semester)**

This semester course will provide students with an in-depth understanding of the structure and functioning of the cardiovascular, respiratory, reproductive and urinary systems. Students will study the relationship between the structure of the organs in the body and their specialized functions, as well as how they interact with other parts of the body. Hands-on experiences will be included throughout the course with an emphasis on comparative anatomy dissections. Prerequisite: completion of biology and chemistry.

### **Marine Science with Environmental Science I, Grade 11 or 12 (semester)**

Marine science with environmental science (I) is a semester-long course that extends the concepts learned in biology and chemistry and applying them to the marine world. Students will learn about the physical structure and chemistry of the ocean, the diversity of ocean life, and marine ecology. Laboratory and hands-on activities, in addition to fieldwork, will be used throughout the course to reinforce the concepts being learned. Recommendations: completion of biology and chemistry.

### **Marine Science with Environmental Science II, Grade 11 or 12 (semester)**

Marine science with environmental science (II) is a semester-long course that extends the concepts learned in biology and chemistry to explain the environment. Students will learn about the scope and impact of human interactions with the oceans and other ecosystems. Laboratory and hands-on activities, in addition to fieldwork, will be used throughout the course to reinforce the concepts being learned. Recommendations: completion of biology and chemistry.

## **SOCIAL SCIENCE 4 years required**

### **United States History (Required for graduation) – Grade 9 Requirement**

This course will cover topics of United States History from the Post-Civil War Era to the present day. These topics will guide the class in improving reading and writing skills that are necessary to be a higher-level thinker. The course will expose students to the analysis of primary documents that are important in understanding the history of the United States. Topics include Reconstruction, the Industrial Revolution, the Great Depression, WWI, WWII, the Civil Rights Movement, and the Cold War. The class will also help students improve research skills and create an understanding pertaining to the historical influence of the United States of America on the world.

### **(H) United States History – Grade 9 Requirement**

This course will cover topics of United States History from the Post-Civil War Era to the present day. These topics will guide the class in improving reading and writing skills and promote critical thinking. The course will expose students to the analysis of primary documents that are important in understanding the history of the United States. Topics include Reconstruction, the Industrial Revolution, the Great Depression, World Wars, the Civil Rights Movement, and the Cold War. The class will also help students improve research skills and create an understanding pertaining to the historical influence of the United States of America on the world.

### **AP US History**

(From College Board) The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking

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skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

## **Modern World History, Grade 10**

This history course will focus on world topics from the 1700's to the modern era. The purpose of this course will be to develop higher level thinking skills and improve basic writing skills. Topics include the Renaissance, Enlightenment, Revolutions, World Wars; helping students connect different regions of the world to historical events. Students will learn to interpret and analyze primary documents for the purpose of understanding historical time periods and movements.

## **(H) Modern World History, Grade, 10**

This course will explore world history from the 1700's through modern day. The purpose of this course is to develop greater understanding of the evolution of global relationships and interactions between the world's major societies. The course highlights comparisons among major societies, including culture, history, gender relations, world religions, philosophy, and the arts. Each unit focuses around essential questions to assist students in making comparisons between cultures and in tracing global trends. The course content is presented from multiple perspectives in identifying global relationships. Many strategies such as simulations, Webquests, role-plays, debates, arts activities, and projects are incorporated. The ultimate goal is for students to think historically, construct historical arguments, and create multiple viewpoints in history. ☐

## **AP European History, Grade 10**

The Advanced Placement European History course is a college level class. The course will include analyzing primary documents, daily comprehensive reading activities, discussions, and debates. The course will require excellent writing skills and higher-level analysis of content material. The chronological parameters of the course deal with the Middle Ages to the modern era. The curriculum addresses the political, social, economic, and cultural dimensions of European history and the numerous connections to major global events. This course will require a summer reading assignment and a writing sample.

## **American Government, Grade 11/12( )**

The American Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

## **Honors American Government, Grade 11/12( )**

The American Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. Students perform at higher levels in the honors classroom as they engage in analyzing historical documents and supplementary readings, work in the context of thematically categorized information, become proficient in note-taking, participate in Socratic seminars/discussions, emphasize free-response and document-based writing, contrast opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

## **IB History – 20<sup>th</sup> Century History, Standard or Higher Level, Grade 11/12**

This is a two-year course of study culminating with your IB exam in May of your senior year. Some of the topics covered are World War I, the Great Depression, World War II, the Cold War, and many other 20<sup>th</sup> century conflicts. We will also cover history in the United States, Latin America, South America, and Canada. One of the main areas of focus in this course is to introduce the students to historical thinking; how to formulate significant questions about the past; how to resolve conflicting interpretations; and how to draw tentative conclusions from a wide variety of sources. This course demands a number of written assignments and in-class essays.

## **IB Psychology, Standard or Higher Level, Grade 11/12**

This course will explore the scientific study of human behavior through three essential components, the biological, cognitive, and socio-cultural levels of analysis. Content includes the detailed study of psychologists and their theories through the lens of these core levels. Each student will demonstrate the acquisition of knowledge and skills required

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for experimental design, data collection, presentation, data analysis and interpretation. A primary emphasis will be placed on scrutinizing appropriate research to support specific learning objectives through short answer questions, essays, and class discussion.

### **(H) Psychology, Grade 11 or 12**

Psychology and Human Behavior is designed to provide students with an overview of theory and research in the major areas of psychology: biological, experimental, social, cognitive, personality, and clinical. This factual and conceptual foundation in psychology will help students understand behavior and apply psychological principles in a variety of settings and to their own lives.

### **IB Economics, Grade 11 and 12 Standard and Higher Level**

This course covers microeconomics, macroeconomics, international economics, and development economics. Students will learn to connect economic theory with real world situations. Students are expected to master economic terminology and to be able to use appropriate economic diagrams to help illustrate an argument. Students are required to use current examples from the world media in their responses. They will create critical analysis of newspaper articles from a wide variety of publications and respond to each dilemma as economists.

### **Economics, Grade 12 ( )**

This course is separated into units of microeconomics and macroeconomics. Students will learn the market system of supply and demand. An emphasis will be placed on connecting economic theory to real-world situations. Students are required to use current examples from the world media in their responses. They will create critical analysis of newspaper articles from a wide variety of publications and respond to each dilemma as economists.

### **(H) Economics, Grade 12 ( )**

At an advanced level, this course focuses on units of microeconomics and macroeconomics. Students will learn the market system of supply and demand. Students will develop economic terminology and learn how to construct economic diagrams. An emphasis will be placed on connecting economic theory to real-world situations. Students are required to use current examples from the world media in their responses. They will create critical analysis of newspaper articles from a wide variety of publications and respond to each dilemma as economists.

### **IB Theory of Knowledge, Grades 11-12 Required for IB**

The theory of knowledge (TOK) requirement for Full IB Diploma Program students is central to the educational philosophy of the IB. The central theme of the course is "How do we know?" It offers students the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge. Student will consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world. It prompts students to be aware of themselves as thinkers, encourages them to become more acquainted with the complexity of knowledge, and recognize the need to act responsibly in an increasingly interconnected but uncertain world. We will examine different ways of knowing and different kinds of knowledge. The TOK class will be a combination of debates, discussions, and online research.

## **WORLD LANGUAGE 3 years required**

### **Modern Languages**

#### **Level I, Grade 8 or 9 (Spanish, Mandarin – Grade 9 only)**

This is an introductory high school course. Students learn the fundamental skills of listening, speaking, reading and writing using the target language, and are introduced to the rich array of cultures. Emphasis is on vocabulary acquisition and using language in context to convey meaning, grammar fundamentals supporting effective communication, and cultural content focusing on understanding a global perspective. In the first year and beyond, learners will utilize varied authentic materials including software, videos, newspapers and magazines, and on-line resources. Students wishing to enter the International Baccalaureate Diploma Programme in grade 11 will need 3 prior years of global language study, or will need to select a new global language at that time.

#### **Level II, Grade 9 or 10 (Spanish, Mandarin)**

Students in level II increase their comprehension and language production through listening, reading, writing, and conversation activities with a particular emphasis on building the grammar and vocabulary necessary for meaningful communication. As in the previous year, material continues to be presented within a cultural setting so that students become always more familiar with the people and cultures of the Francophone/Hispanophone worlds. Students are

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taught almost exclusively in the target language to foster a greater understanding and ability to think in the language. Incoming grade nine students will be given a proficiency test upon entering this course to ensure proper placement.

## **(H) Level III, Grade 10 or 11 (Spanish)**

In the third year of language instruction, students will begin to move from communicating in prescribed situations to being able to use the language to freely express themselves in more complex ways. They will draw upon a strong grammatical base and continue to acquire new vocabulary while sharpening their critical thinking skills and ability to discern comprehensible input. All communication at this level uses solely the target language, and students will become increasingly aware of appropriate intonation and accurate pronunciation. Particular emphasis will be given to the International Baccalaureate criteria of language, message and cultural interaction.

### **IB Grade 11/12 (French, German, Spanish)**

This two-year course is designed for International Baccalaureate students with little or no previous experience in the target language. The main focus of the course is on the acquisition of language required for typical everyday social interaction, with an emphasis on the core skills of speaking, listening, reading and writing. Students will be introduced to the rich cultures of the Francophone/Hispanophone worlds, and develop an awareness of culturally appropriate use of language. The various topics of the course fall under the themes of the individual and society, leisure and work, and urban/rural development. The course includes a research component and culminates in the International Baccalaureate oral and written examinations.

### **IB Standard/Higer Levels B, Grade 11/12 (French, German, Spanish)**

This two-year course takes a multidisciplinary, thematic approach to the language. Students must complete three years of target language study as a pre-requisite to this course. Students will complete an intensive grammar review while being introduced to a wide variety of authentic, culturally driven topics of relevance to the Francophone/Hispanophone worlds. Themes include communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. Students will gain a new perspective on these topics by seeing them through different eyes, and will consider how language colors our perception of the world around us. In addition, at the higher level students will also analyze at least two complete works of literature, whether European/Franco-African (French), or Peninsular/Latin American (Spanish). At both levels, students will reach the International Baccalaureate goals of language acquisition in listening, speaking, reading and writing through expansion of receptive, productive and interactive skills with a strong emphasis on intercultural understanding. All IB students will maintain portfolios including written works and digital recordings. The course culminates in either the International Baccalaureate Standard Level or Higher Level Language B oral and written examinations.

### **IB Standard Level A, Grades 11/12 (Spanish, Mandarin, German)**

The two-year IB Language A Literature course, designed for native or high-performing heritage speakers, is offered in German, Mandarin, and Spanish. Through providing students an opportunity to study literature as they would if they were in their native/heritage countries, the course encourages a deeper understanding and enjoyment of the cultural practices and perspectives of their country of origin, strengthens students' ties to their roots, and solidifies oral and written communication skills in the native language. Through in-depth analysis and enjoyment of a wide variety of works representing diverse genres, time periods, and literary techniques, students develop critical thinking skills leading to independent literary critique and appreciation of different perspectives and forms of expression within the lens of the major literary works written in their own native language. These courses are conducted entirely in the native language and require students to be independent, highly motivated, and take initiative for their language goals. Upon successful completion of the IB Diploma program (with a minimum score of 3 in both English A and their choice of German/Mandarin/Spanish A), the student will earn a .

## **Classical Language - Latin**

### **Latin II**

This course focuses on the final part to the series, but with a heavy emphasis on reading and history. Students will also begin reading and translating authentic Roman documents concerning Roman mythology in preparation for IB Latin. The Latin authors are presented within historical context. The primary focus of the course is reading and comprehension.

### **Latin III Honors**

Students will build upon the grammatical skills acquired in the first two courses in the Latin sequence in preparation for IB Latin. They will read original Latin prose and poetry passages with an emphasis on Vergil's Aeneid and begin the study of meter and scansion in Latin poetry. The course will also continue the study of Roman culture, history, and mythology, including, but not limited to: cycles of saga, the fall of the Roman Republic, biographies of authors, Roman comedy, and the patronage system.

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## IB Latin, Standard Level, Grade 11/12

Students continue to translate original Latin authors, both prose writers and poets, and learn to master Latin meter, scansion, and poetic devices. Grammar is reviewed and tested within the literary contexts. Selections from Ovid/Cicero, Vergil, Catullus and Horace will be read and translated, with a continued focus on comprehension.

## FINE AND PERFORMING ARTS

1 year required for Class of 2021 and beyond

2 years required for Classes of 2018, 2019, 2020

### Acting (

This course exposes students to many approaches and styles of acting. Designed for the more serious student of acting who wants to understand and acquire specific skills to add to their technique. Students will learn how to create a character, make choices based on the given circumstances of the play, learn to listen and respond genuinely, and communicate the full range of human emotion and nuances of thought. Students will have specific warm-ups that open the actors vocal and physical instrument that enhance the ability to delve deeply into their own imaginations, intellects and emotional lives. These techniques create a more specific, skilled, and authentic actor with an organic, spontaneous, and disciplined instrument. Students will gain a diverse and rich perspective on the many ways an actor approaches his/her craft, primarily by doing. This course will be a semester course that will culminate with a performance of a play. Some after school rehearsals will be required the last week.

### Beginning Band (9<sup>th</sup>-12<sup>th</sup> grade) (

Beginning Band is a class designed to introduce students to band and the joys of learning to play a musical instrument. In this class students will have the opportunity to select a woodwind, brass or percussion instrument. Students will be taught how to read music and how to perform for an audience. An objective of Beginning Band is to prepare students for eventual placement and participation in Wind Ensemble.

### Building Art

This 3-dimensional level high school art class provides sound understanding of the fundamental principles, techniques, and materials of form. Study includes the 3-D principles of structure, shape, volume, surface, and scale and their application for artistic effect, from abstract to representations of nature. Grades are determined by self-assessment and class critiques. This is a prerequisite for specialized art classes and can be taken at all grade levels.

### Ceramics ( ), Grades 10-12

▫This class is designed for students who have an interest in working with clay, and gives students experiences in making functional as well as sculptural pieces, using a variety of techniques. Well thought out forms, designs and functional uses along with good craftsmanship are emphasized.▫ Students will:▫ \*Create works of art in clay utilizing the processes of hand building using coils and slabs as well as wheel throwing.▫ \*Learn to make a glaze using raw chemicals according to a recipe.▫ Glaze their projects, and learn about the method used to fire their works.

### Choreography/Performance 1

This course is an advanced level of dance. Students will focus on mastering techniques at the highest level with strong emphasis on technique in ballet, jazz, and modern (Limon and Graham). They will also continue to work on tap, hip-hop, and stretch to make them well rounded dancers. They will begin to create choreography with deeper meaning and purpose. They will work on improvisation using the outdoor environment as their inspiration to create on site projects. They will have a better understanding of the history of dance and how it affects our society today. Students will study the works of a variety of respected choreographers of the past and present in a variety of dance styles. Students will be given the opportunity to perform during the school year to help grow as dancers, performers, and individuals. All students are expected to dress in appropriate dance attire for class.

### Choreography/Performance 2

This course is an advanced level of dance continuing with the same principles learned in choreography/performance 1. Students will continue to focus on mastering techniques at the highest level with strong emphasis on technique in

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ballet, jazz, and modern (Limon and Graham). Students will begin to explore both traditional and commercial choreography and be given the opportunity to create pieces in both styles. The goal in this course is to truly understand and appreciate all dance styles and how they contribute to making a well-rounded dancer. Students will be given the opportunity to perform during the school year to help grow as dancers, performers, and individuals. All students are expected to dress in appropriate dance attire for class.

### **Chorus (Windermere Prep Concert Choir) (**

The mission of the Windermere Prep high school choral program is to promote the enjoyment and appreciation of music through performance of choral repertoire from both \_\_\_\_\_ and \_\_\_\_\_ (jazz, musical theater, pop, rock) sources. Rehearsals focus on the development of critical listening skills; foundational vocal technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in semester ending public performances. Students enrolled in the fall semester will perform a fall Halloween concert and a Holiday Concert focused on popular and traditional, well-known holiday music. Students enrolled in the spring semester will perform a "Serious" Winter including world music as well as a Spring Concert based around a specific theme. Basic movement and choreography will be included as a part of each concert. Students in Concert Choir will be required to rent a choir dress/tux ensemble for the semester.

### **Creative Writing ( )**

This multi-genre introduction to creative writing allows students to work independently on both the study and production of various pieces of fiction and nonfiction. They will learn the conventions of each genre and style and be given opportunities to grow in their own creative pursuits. Students will be challenged to step outside of their comfort zones in order to practice the processes of writing, sharing, and editing their works.

### **Dance Techniques 1 (Can be Arts or P.E. Credit; )**

Dance technique 1 is an entry-level course teaching the basic dance steps, positions, and patterns from various dance styles. The course is designed for those having no prior dance instruction. Students will focus on ballet, modern, jazz, tap, hip-hop, body alignment and stretch. They will be introduced to a simple vocabulary of movement while beginning to understand appropriate skeletal alignment, strength, flexibility, agility and coordination in these styles. They will be introduced to the pioneers of dance and how dance has evolved through the years. Students will be given the opportunity to perform during the school year to help grow as dancers, performers, and individuals. All students are expected to dress in appropriate dance attire for class.

### **Dance Techniques 2 (Can be Arts or P.E. Credit; )**

Dance technique 2 continues with the same principles learned in dance technique 1 working towards better development of appropriate skeletal alignment, strength, flexibility, agility and coordination in dance movement. This course is for students at a beginner level. Students will focus on developing the aesthetic quality of movement in ballet, modern, jazz, tap, hip-hop, composition, body alignment, stretch and improvisation. The student will understand how the discipline of dance contributes to personal growth and will create personal improvement goals in dance using problem solving techniques to achieve those goals. They will be introduced to the use of improvisation to explore and create movement ideas alone, with partners, and groups. Students will be given the opportunity to perform during the school year to help grow as dancers, performers, and individuals. All students are expected to dress in appropriate dance attire for class.

### **Dance Techniques 3 (Can be Arts or P.E. Credit; semester)**

Dance technique 3 is an intermediate level for students who have mastered the basic principles of dance. The students will perform more complex dance steps and movements from various dance forms expanding the students dance vocabulary. Students will focus on developing the aesthetic quality of movement in ballet, modern, jazz, tap, hip-hop, composition, body alignment, stretch and improvisation. They will continue to develop appropriate skeletal alignment, strength, flexibility, agility and coordination in these styles. Students will work on structured improvisation of dance movements in a variety of groupings, also working with others using partnering skills such as imitating, leading, and mirroring. They will also explore the use of choreographic principles. Students will be given the opportunity to perform during the school year to help grow as dancers, performers, and individuals. All students are expected to dress in appropriate dance attire for class.

### **Dance Techniques 4 (Can be Arts or P.E. Credit; )**

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Dance technique 4 is an intermediate/advance level of dance. The students will begin to perform more advanced sequences of complex movement styles and techniques. Students will begin to grasp the aesthetic quality of movement in ballet, modern, jazz, tap, hip-hop, composition, body alignment, stretch and improvisation. They will be introduced to Graham and Limon techniques in modern. The student will have grasped the discipline that contributes to personal growth and personal improvement goals in dance and be able to problem solve techniques to achieve their goals. They will explore the use of choreographic principles using imagery and the environment around them. Students will be given the opportunity to perform during the school year to help grow as dancers, performers, and individuals. All students are expected to dress in appropriate dance attire for class.

## **Digital Art I      Grades 10-12**

This course introduces and explores the world of computer-based design. Students will learn to use several graphic programs, included in the Adobe Creative Suite, through weekly assignments and projects. The exercises will combine the basic tools of photo and graphic image use to produce fine art projects with a graphic design emphasis. Students will also be exposed to basic concepts in photography. Projects include photo manipulation and editing, logos, magazine layout, and creating original computer graphics. Students will need a 2G (or more) flash drive.

## **Digital Art II**

Requires Digital Art I (year) class as a prerequisite. This course continues the exploration of computer-based design using Adobe Creative Suite. Students will be challenged to use the tools that they have previously learned to analyze, evaluate, and create various designs. This class focuses on generating high level content with projects like Brand Identity, Infographics, Magazine Layout. In addition, students will be exposed to the history of graphic design, design concepts and differing design styles. Students will need a 2G (or more) flash drive.

## **Digital Art III**

Requires Digital Art I (year) and Digital Art II (semester) classes as a prerequisite. This course continues the exploration of computer-based design using Adobe Creative Suite. In this course, students begin to develop a portfolio with the design work they create in this class and previous classes. They will also explore the work of other known designers as they try to emulate their work. This challenging class is recommended only for the serious designer interested in pursuing a career in the creative field. Students will need a 2G (or more) flash drive.

## **Digital Art IV**

Requires Digital Art I (year), Digital Art II (semester), and Digital Art III (semester) classes as a prerequisite. This course continues the exploration of computer-based design using Adobe Creative Suite. In this course, students focus on generating a portfolio(s) for college with the design work they create in this class and previous classes. This challenging class is recommended only for the serious designer interested in pursuing a career in the creative field. Students will need a 2G (or more) flash drive.

## **Drawing and Painting I/II**

This is a 2-dimensional studio class focusing on the basics of drawing and painting. The elements and principles of design are heavily emphasized and a variety of materials and techniques will be used in creating amazing compositions of art. Grades are determined by self-assessment and class critiques. Each student must have a sketchbook. This is a prerequisite for specialized art classes and can be taken at all grade levels.

## **Drawing and Painting III/IV**

Students working in this 2-dimensional studio class will focus more intently on personal style and developing portfolio artwork. Each student must have a sketchbook that will include research, experimentation, and sketching. This class is highly recommended for students wishing to pursue the International Baccalaureate Visual Art Certificate. Prerequisite: Drawing and Painting I/II.

## **Intro to 3D Programming ( )**

Alice is an innovative 3D programming environment that makes it easy to create an animation for creating interactive games or stories. Alice is a tool designed to be a student's first exposure to object-oriented programming. It allows students to learn fundamental programming concepts in the context of creating animated movies and simple video games. In Alice, 3-D objects (e.g., people, animals, and vehicles) populate a virtual world and students create a program to animate the objects.5010

## **Photography , Grade 9 has priority**

In this course, students will be introduced to the concepts and mechanics of photography. They will learn how to control their camera and take pictures within the "Exposure Triangle". They will also learn how to take better pictures by considering the three elements that typically make up a good photograph: Lighting, Interesting Subject Matter, and Composition (rule of 1/3rds, leading line, etc). For this course, students will need consistent access to a camera that:

- can shoot in "raw" file format

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- has interchangeable lenses
  - is digital (proper memory card also required)
  - has the ability to shoot in manual settings (aperture / shutter speed priority modes)
- Recommend camera options (DSLR or "mirrorless" interchangeable lens cameras).  
Talk to instructor for more details.

### **Piano ( )**

The purpose of this course is to become competent, independent performers on the piano. It will increase musical understanding just beyond reading notes and rhythms to a vocabulary of chords, keys, arpeggios, scales, and much more! Students will move at their own pace, but must meet certain benchmarks based on their level of ability. No prior experience is required to take class piano! This is an excellent course for students considering taking IB Music, however, it is not required.

### **Studio Art ( )**

(Prerequisite: Drawing and Painting and Building Arts. Recommendation from art teacher in area of concentration required.)

This advanced course will serve to build and expand the students' previous knowledge and art experiences while exploring and discovering deeper meaning, techniques and other artistic possibilities through their work. This course will also allow the student to concentrate on his/her area(s) of interest while compiling a body of work to be used in their personal portfolio.

### **Technical Theatre ( )**

This high school credit course is an introduction to theatre through design and technical theatre. In this semester class, student will explore the role of the designer for a variety of mediums for the stage (set, properties, costumes, lighting and sound). Through practical and theoretical exercises, students will have the opportunity to develop and practice the skills necessary to design, build and run the technical aspects of a production. Students in this course will be required to be part of the crew for WPS theatre productions.

### **Wind Ensemble (8<sup>th</sup>-12<sup>th</sup> grade by audition) ( )**

Wind Ensemble is a performance-oriented class geared towards students that demonstrate a strong mastery of the fundamentals of tone quality, technique, rhythm and listening skills. Students are assigned to this class by audition only, and as members of the premier ensemble, are expected to maintain a personal practice regimen on their individual instrument. There are additional responsibilities and commitment to weekly after school rehearsals and performances. **Wind Ensemble students are also members of the Marching Band and Pep Band during the fall semester.** Literature explored and performed in this class will be challenging, but also highly rewarding.

### **Yearbook ( )**

Students are instructed in art and photojournalism topics while they design and create the school yearbook. Students learn graphic design, color theories, advertising techniques, photography composition, lighting, and editing. The students become photojournalists, recording the many school events. Students also refine their writing skills as they are introduced to copyediting and a journalistic style of writing. Students benefit from a hands-on approach in a teamed teaching atmosphere.

## **IB Fine and Performing Arts Courses**

### **IB Dance, Standard or Higher Level, Grade 11/12**

The course of International Baccalaureate Dance involves creating and composing dances, as well as, analyzing the process through written work. Students will document the evolution of their choreography and be prepared to discuss how connections are made across the components of study. In addition, students will use practical and theoretical investigation to compare and contrast dances from different cultures. Students will also learn basic principles of dance pedagogy including communicating movement ideas, and skills analysis, learning styles, teacher responsiveness and effective evaluation. The IB Dance Program will provide students with important tools and knowledge that will enhance their appreciation and understanding of dance. Students will be given the opportunity to perform during the school year to help grow as dancers, performers, and individuals. All students are expected to dress in appropriate dance attire for class.

### **IB Visual Art, Standard or Higher Level, Grade 11/12**

Visual Arts is structured to encourage individual exploration of one's artwork and personal impressions. Students will create two separate journals, one visual and one written. The written journal will reflect the student's personal choice

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of concentration in both a period of art history or artist and in an artistic medium in which they choose to work. Prior visual arts courses and teacher recommendation are required for enrollment.

## **IB Music, Standard or Higher, Grade 11/12**

International Baccalaureate Music is designed for students with a strong interest and background in music. This course is designed to promote greater awareness and understanding of both the power and variety of musical experiences. Topics include a study of music in western society, international music, composition, and music theory. Both worldwide and historical perspectives are required of students, as well as a commitment to creating and performing music. Students are expected to be involved in some aspect of ensemble performance in addition to private musical study. Students will take the IB Music exam at the end of the second year of the course. Students who wish to take Music at the Standard Level should have one year of experience in Wind Ensemble, Vocal Ensemble, Class Piano or equivalent course.

## **PHYSICAL EDUCATION 1 credit required**

### **Personal Fitness ( ) - Grade 9 Required**

The focus will be towards personal fitness and wellness with students gaining lifelong fitness concepts. They will develop knowledge and skills through discussion of topics related to nutrition, wellness, and overall fitness. Classes are designed to have students engage in the classroom and on the playing field.

### **Team Sports**

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. Fitness concepts in terms of nutrition, safety, and proper stretching will be integrated in this course as well.

### **Varsity Sports**

Through participation in FHSAA- approved Varsity sports, students may earn a **one-time** semester of credit.

### **Weight Training ( )**

Students will learn proper form and technique of weight lifting through this course. They will learn how to design personal programs that would lead to helping individuals reach their own fitness and nutritional goals. This course requires students to dress out everyday and will include discussions as well as demonstrations to address learning targets.

## **ADDITIONAL ELECTIVES**

### **(H) Computer Science ( )**

Computer Science Honors introduces a student to computer science through the study of Ruby, Python and Java languages. This course emphasizes object-oriented programming methodology with a focus on problem solving and algorithm development. Some of the topics covered are: data types, control structures, classes, methods, encapsulation, inheritance, boolean logic, array data structures and program organization. Students develop text, math and computer graphic applications and learn about computer number systems. Additionally students will have the opportunity to work with the (AP) GridWorld case study. The successful student will be well prepared for the rigors of AP Computer Science A.

### **Entrepreneurial Studies I**

The course is a fast moving curriculum where students are always 'learning by doing' as they work as teams using constant collaboration. The class will demand students to learn through failure where failure is presented not as a negative outcome but rather as a positive movement towards real learning that advances a student's skill in innovation and problem solving. The goal of the course is to move students away from the more traditional aspects of classroom learning and into to the real world of experiential learning so that students learn about themselves on a deeper level and begin identifying the traits they possess and ultimately realize the Entrepreneur within.

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### **Entrepreneurial Studies II (**

Students apply the skills and processes learned in level 1 to real companies in the community. As young Entrepreneurs, they will be charged with assisting local CEO's solve real problems within their organizations. By doing so, students will get first hand knowledge of what it means to own, operate and manage businesses while applying their entrepreneurial skills to solving real business problems.

### **Sports Medicine I and II, Grades 11-12 ( )**

This course is designed to give students a basic background in the body systems and how to treat athletes for injuries as well as injury prevention. Students will learn how to explain various prevention techniques/practices to maintain a healthy athlete and evaluate the etiology and mechanisms of injury, pathology, and recognition of clinical signs and symptoms of athletic injuries. Additionally, students will explain acute and chronic treatment/rehabilitation for athletic injuries.

### **Florida Virtual School**

Enrolled WPS students in good academic standing who wish to take courses not offered at WPS may register at Florida Virtual School. Registration is free and requires guidance counselor and parent approval. **Students may not take courses that are offered at Winter Mere Preparatory School.** Florida Virtual School courses have Dept. of Florida Certified teachers providing and grading assignments but the course is an independent study and self-paced. Upon completion of an FLVS course, and approval of the WPS Registrar, the course and grade will be entered as a transfer course on the student's WPS transcript.