

# Classical Preparatory School



## Upper School Academic Handbook (Grades 6-12)

(updated Spring 2021)

## A Letter from the Board of Directors

Dear Classical Prep Families,

Upper School students at Classical Prep will carefully examine the seven liberal arts and engage with the Great Books that have historically defined the Western Tradition in the pursuit of that which is good, true, and beautiful, ultimately leading students to cultivate good habits, intellectual prowess, wisdom, and virtue. Such a pursuit consistently requires time, attention, and fortitude. This is no small feat--for your children or for our teachers.

At Classical Preparatory School, your upper school child has the unique opportunity of learning through the classical educational model. Classical education is predicated upon the belief that true learning takes place when we act in accordance with our human nature and pursue knowledge and truth not for the sake of some secondary, utilitarian end, but for the sake of themselves\_ because they are inherently good, and because they free us such that we can rise to self-government and live good and happy lives. Whereas contemporary educational models promote the arbitrary memorization of decontextualized content in pursuit of test scores, higher education admittance, and career paths, classical education maintains that these aims can be achieved as a natural matter of course through the pursuit of that which does not change: namely, the timeless and immutable truths which characterize our traditions, our heritage, and human existence itself.

Accordingly, classical education examines not so much *what* one ought to think, but *how* one ought to think: a skill which is of universal, human gain because it will benefit the learner no matter what job or profession he or she may choose. It aims to cultivate both the intellect and the entire soul through character formation, the installation of the moral and intellectual virtues, and the pursuit of wisdom. As such, it devotes a particular attention to human nature and human being, and to the nature of being itself.

To this end, in addition to surveying the necessary and digging into the best in their core courses, our students take classes that are designed to help them examine *how* one ought to think. Students in grades 7-9 study formal and informal logic. In grade 10, students complete their classical, linguistic studies with a course on Classical Rhetoric. Students in grade 11 synthesize the knowledge acquired in these disciplines through a study of Moral Philosophy, and students in Grade 12 demonstrate their mastery of the classical arts and sciences through the writing, presentation, and oral defense of a comprehensive Senior Thesis addressing the following question: "*Which of the following transcendent values or ideas is most conducive to living and leading the Good Life: truth, goodness, beauty or justice?*"

In addition to the unique academic experience offered at CPS, your child will have the opportunity to participate in a student life experience that is equally rich and unique. From a full athletic program offering a variety of sports in which to participate, to clubs, activities, small class sizes, and community service opportunities, your child's time at CPS will be a wonderful one, with the ultimate goal of them being able to rise to self-government and live good and happy lives.

Please use this handbook as a resource for all that is to come and expected of your child in order to successfully graduate from Classical Preparatory School, an honor in itself. Should you have any questions regarding the academic programming provided at Classical Prep's Upper School, please reach out to the Upper School Principal, Ms. Jasmine Brightman, at [jbrightman@classicalprep.org](mailto:jbrightman@classicalprep.org).

Sincerely,

Classical Prep's Board of Directors

# *The Classical Philosophy*

We believe truth exists and is objective, ordered, and knowable. We pursue knowledge in an effort to find truth, acknowledging, as Socrates did, the difficulties of this as well as the limits of our intellect, yet agreeing with him that “the unexamined life is not worth living.”

We are dedicated to providing a liberal education, seeking to encourage students to better understand themselves and the world in order to challenge unexamined opinion, to allow them to contemplate the nature of things and the results of human endeavors, and to enable them to make reasoned choices in public and private life.

We seek to develop in our students knowledge of the human condition, a desire to seek truth throughout their lives, and an ability to analyze complex issues. Through the development of these mental capacities, our ultimate desire is that our students will learn to seek truth, beauty, and goodness, thus enriching both their own lives and the lives of those around them.

## *Vision, Mission, and Core Values*

### **Vision Statement**

*Classical Preparatory School exists to provide students with the tools to excel in higher education and to be moral and intellectual leaders in a self-governing society.*

### **Mission Statement**

*The mission of Classical Preparatory School is to pursue academic excellence and character enrichment through rigorous, content-rich curriculum, imparting to our students the ability to excel and a desire to continuously pursue learning throughout their lives.*

### **Core Values**

**Dignity:** *We respect the inherent value and worth of each person.*

**Justice:** *A just society demands all students receive an education characterized by excellence in leadership, excellence in teaching, and excellence in curriculum.*

**Responsibility:** *What matters is measured.*

### **State Accreditation**

Classical Preparatory School is fully accredited by AdvancEd.

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# GRADING SCALE

## Florida High Schools

<b>Letter Grade</b>	<b>Number Grade</b>	<b>GPA</b>	<b>Honors GPA (weighted)</b>	<b>AP GPA (weighted)</b>	
A	90-100	4.0	4.5	5.0	Excellent
B	80-89	3.0	3.5	4.0	Very Good
C	70-79	2.0	2.5	3.0	Average
D	60-69	1.0	1.5	2.0	Below Average
F	0-59	0	0	0	Failing

## University Averages

<b>Letter Grade</b>	<b>Number Grade</b>	<b>GPA</b>
A	94-100	4.6
A-	90-93	3.67
B+	87-89	3.33
B	84-86	3.00
B-	80-83	2.67
C+	77-79	2.33
C	74-76	2.00
C-	70-73	1.67
D+	67-69	1.33
D	64-66	1.00
D-	60-63	0.67
F	0-59	0

**(See individual course syllabi for grading categories and expectations.)**

# GRADUATION REQUIREMENTS

Classical Preparatory School requires that students successfully complete a rigorous load of 28 credits (minimum), including core and elective courses, to graduate. No student may participate in graduation activities/ceremonies without meeting all graduation requirements. Each student must meet the following criteria to be classified.

**The following credits must be earned for graduation in the State of Florida:**

Online Class	1 credit
English	4 credits
Fine Arts	2 credits
History	4 credits
Humanities	4 credits
Mathematics	4 credits
Physical Education (H.O.P.E.)	1 credit
Science	3 credits
World Language	2 credits

\*For those students transitioning to Classical Preparatory School, we will make every effort to adapt their current credits to our subject studies and credit requirements.

## GRADUATION CORDS

ACADEMIC CORDS are worn at graduation to signify academic success:

GOLD—3.8 GPA or higher  
SILVER—3.5-3.79 GPA  
RED—3.0-3.49 GPA

SERVICE CORDS are worn at graduation to represent concentrated effort to serve the community:

BLUE—100 hours

ADDITIONAL CORDS are worn at graduation to signify participation in the following areas:

GREEN/NAVY - AP Capstone  
BLUE/GOLD - National Honor Society (NHS)  
RED/NAVY - Student Government Association (SGA)

## SCHOLAR DIPLOMA REQUIREMENTS

We encourage students to strive for the Florida Scholars Diploma from Classical Preparatory School. In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC\*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC\*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

\*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

Students with excellent grades and rigor may also earn an AP Diploma, combining the above with Capstone Seminar & Capstone Research, plus any other 4 AP exams.

## ADVANCED PLACEMENT (AP) COURSES

Students with exceptional ability, achievement, and diligence may be admitted to the AP Program. Completion of the course does not guarantee college credit. An exam in the subject area will be administered by the College Board at the end of the semester. A score of 3 or higher is required to be considered by colleges as having earned the credit. Each college and university sets the criteria for Advanced Placement credit. We plan to continue adding more AP courses over the next few years to grow our AP program. In preparation for the senior thesis requirement, Classical Prep requires all students to take AP Capstone Seminar by the end of their junior year.

### Why does Classical Prep choose to offer so many AP Courses?

1. Transferability: Because AP is a College Board nationally recognized program, students who take an AP class earn credit that is transferable to universities and colleges across the country.
2. Equity: Anyone can take an AP class. Students are not required to hold a particular GPA in order to participate in the program.
3. Consistency: The AP program mandates that particular content be covered within a class with an eye toward preparing students for college. There is no question as to what has been taught in an AP class.
4. Rigor: AP content is more comprehensive and rigorous, aligned with our course progression plan and our vision/mission.
5. Accountability: AP classes will be taught on our campus by an AP-certified teacher who is available for observation and who abides by the professional standards of our school.

### AP CAPSTONE PROGRAM

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis.

Students who earn scores of 3 or higher in AP Seminar, AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate.

The AP Capstone Diploma™ is increasingly recognized in admissions by higher education institutions around the world. Many colleges and universities offer credit and/or placement for a qualifying score in AP Seminar, AP Research, or both. Use the credit policy search tool on our AP Students site to find them:

<https://apcentral.collegeboard.org/courses/ap-capstone/higher-education-endorsement>



## AP SCHOLAR AWARDS REQUIREMENTS

***AP Scholar.*** Awarded to students who score 3 or more on at least three AP exams.

***AP Scholar with Honor.*** Awarded to students who have averaged a minimum of 3.25 on the AP exams they take and score 3 or more on at least four of those exams.

***AP Scholar with Distinction.*** Awarded to students who average a minimum of 3.5 on all their AP exams and score 3 or more on at least five of these exams.

***State AP Scholar.*** Awarded to one male and female student in each state. The student must have a score of 3 or more on the highest number of AP exams, as well as the highest average score on all the exams they take.

***AP Seminar and Research Certificate*** <sup>™</sup>. Awarded to students who score 3 or more in both AP Research and AP Seminar.

***AP Capstone Diploma*** <sup>™</sup>. Awarded to students who get a score of 3 or more in AP Research and AP Seminar and any four additional AP exams of their choice.

## VALEDICTORIAN AND SALUTATORIAN

The Valedictorian ranks first in weighted GPA; the Salutatorian ranks second in GPA.

In addition to the standard criteria for Valedictorian and Salutatorian, Classical Preparatory recognizes the Valedictorian Respondeo and Salutatorian Respondeo. The criteria for the Respondeo designation are based primarily on cumulative GPA, but also the number of successfully completed advanced courses and scores on SAT/ACT tests are considered at mid-3<sup>rd</sup> quarter of the senior year. Thus, more than one student may qualify for the Valedictorian and Salutatorian distinctions. Candidates must attend courses at Classical Preparatory School during their junior and senior years.

**Please note:** Beginning with the Class of 2024, the criteria for the Valedictorian/Salutatorian Respondeo will be the criteria for the Valedictorian/Salutatorian at Classical Preparatory School (board approved 9/25/19).

### **The following point system is used to determine Valedictorian/Salutatorian Respondeo:**

1. Cumulative GPA shall be determined at the end of the 1<sup>st</sup> semester of the senior year. The top five seniors shall be ranked by GPA and given the following point values.  
1<sup>st</sup>: 30 points; 2<sup>nd</sup>: 27 points; 3<sup>rd</sup>: 24 points; 4<sup>th</sup>: 21 points; 5<sup>th</sup>: 18 points. (60%)
2. The number of advanced courses taken by the top five GPA seniors shall be determined at mid-3<sup>rd</sup> quarter of the senior year. If an AP course has been taken and a score awarded, the test taker must have scored a 3 or above to have the course be included in this category for consideration for valedictorian/salutatorian. The following point values will be awarded:  
1<sup>st</sup>: 10 points; 2<sup>nd</sup>: 9 points; 3<sup>rd</sup>: 8 points; 4<sup>th</sup>: 7 points; 5<sup>th</sup>: 6 points. (20%)
3. The top score on the SAT or ACT tests earned by the top five GPA seniors shall be determined at the 3<sup>rd</sup> quarter of senior year. To compare SAT and ACT scores for ranking, the following score conversion chart should be used: <https://blog.prepscholar.com/act-to-sat-conversion>. The last SAT or ACT score to be considered for this honor is a December score. The following point values will be awarded:  
1<sup>st</sup>: 10 points; 2<sup>nd</sup>: 9 points; 3<sup>rd</sup>: 8 points; 4<sup>th</sup>: 7 points; 5<sup>th</sup>: 6 points. (20%)
4. The point totals from the above three categories will be used to determine Valedictorian and Salutatorian. The Head of School or Upper School Dean of Students will inform them of their honor and to begin preparing for graduation.
5. Any student who has a category 2M or higher violation based on the Discipline Matrix of the Pasco County School Code of Conduct is automatically disqualified from consideration. Any student who has a violation between 2A and 2L must be reviewed and approved by the board to be considered for inclusion in the valedictorian/salutatorian process.

# TESTING

## *Florida Standards Assessments (FSA) and End-of- Course (EOC) Assessments:*

### All students are required to sit for state testing.

The state of Florida requires that all public school students <b>pass</b> the following statewide assessments:	Students must take the following EOC assessments, and the score will be calculated as 30 percent of the final course grade:
<ul style="list-style-type: none"><li>● Grade 10 ELA Writing FSA</li><li>● Grade 10 ELA Reading FSA</li><li>● Algebra 1 (EOC)</li></ul>	<ul style="list-style-type: none"><li>● Civics (8<sup>th</sup> grade)</li><li>● Algebra 1</li><li>● Biology I</li><li>● Geometry</li><li>● U.S. History (11<sup>th</sup> grade)</li></ul>

### ***PSAT/ACT/SAT***

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is given to all sophomores and juniors. Students who score high nationally may qualify for scholarships given by various corporations. Eligible students will be notified by the Dean’s office.

The college ACT or SAT is not given at our school. A junior or senior should contact the academic advising office ([advising@classicalprep.org](mailto:advising@classicalprep.org)) during the first week of school to receive the materials necessary for registering for the college ACT or SAT.

ACT: [www.actstudent.org](http://www.actstudent.org) (American College Test)  
SAT: [www.collegeboard.com/student](http://www.collegeboard.com/student) (Scholastic Aptitude Test)

### ***NLE (National Latin Exam)***

The National Latin Exam (NLE), sponsored by the American Classical League and the National Junior Classical League, is a 40-question, multiple-choice test offered to students on seven levels. There are questions on grammar, comprehension, mythology, derivatives, literature, Roman life, history, geography, oral Latin, and Latin in use in the modern world. The philosophy of the National Latin Exam is predicated on providing every Latin student the opportunity to experience a sense of personal accomplishment and success in his or her study of the Latin language and culture. This opportunity exists for all students since, in the National Latin Exam, they are not competing with their fellow students on a comparative basis, but are evaluated solely on their own performance on the exam. The basic purposes of the NLE are to promote the study of Latin and to encourage the individual student.

### ***CLEP (College-Level Examination Program)***

The College Board’s College-Level Examination Program (CLEP) has been the most widely trusted credit-by-examination program for over 50 years, accepted by 2,900 colleges and universities and administered in more than 2,000 test centers. This rigorous program allows students from a wide range of ages and backgrounds to demonstrate their mastery of introductory college-level material and earn college credit. Students can earn credit for what they already know by getting qualifying scores on any of the 34 examinations.

While CLEP is sponsored by the College Board, only colleges may grant credit toward a degree. Not all colleges have the same CLEP policies—some colleges accept credit for a few exams, while others accept

credit for all of them. A college often grants the same amount of credit to a student who earns satisfactory scores on a CLEP exam as it does for a student who successfully completes the related course.

Please visit <https://clep.collegeboard.org> to learn more.

# FLORIDA BRIGHT FUTURES SCHOLARSHIPS

The Florida Bright Futures Scholarship Program establishes lottery-funded scholarships to reward Florida high school graduates for high academic achievement. Eligible students may receive up to 100% tuition coverage at eligible state colleges and universities.

Florida high school students who wish to qualify for the Florida Academic Scholars (FAS) award or the Florida Medallion Scholars (FMS) award must meet the following initial eligibility requirements:

- Graduate high school from a Florida public high school with a standard Florida high school diploma (high school graduation requirements), graduate from a registered Florida Department of Education private high school, earn a GED, complete a home education program, or graduate from a non-Florida high school (OOS);
- Complete the required high school coursework;
- Achieve the required minimum high school grade point average (GPA);
- Achieve the required minimum score on either the ACT® or SAT® college entrance exam; and
- Complete the required number of service hours.

**Florida Academic Scholars (FAS) recipients are eligible for 100% tuition coverage at eligible state colleges and universities.**

**Florida Medallion Scholars (FMS) recipients are eligible for 75% tuition coverage at eligible state colleges and universities.**

Bright Futures Criteria Snapshot:

Type	16 High School Course Credits <sup>1</sup>	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT®/SAT®)	Service Hours
FAS	4 - English <i>(three must include substantial writing)</i> 4 - Mathematics <i>(at or above the Algebra I level)</i> 3 - Natural Science <i>(two must have substantial laboratory)</i>	3.50	2020-21 Graduates: 29/1330 2021-22 Graduates: 29/1330	100 hours
FMS	3 - Social Science 2 - World Language <i>(sequential, in same language)</i>	3.00	2020-21 Graduates: 25/1210 2021-22 Graduates: 25/1210	75 hours

<sup>1</sup> The required coursework aligns with the State University System admission requirements found in Florida Board of Governor's Regulation 6.002. Additional information regarding high school coursework can be found within the [Florida Counseling for Future Education Handbook](#).

Please visit our [link](#) to the Bright Futures Program for the most up-to-date information and next steps.

# LOGIC SCHOOL PROMOTION REQUIREMENTS AND COURSE DESCRIPTIONS

## Logic Promotion Requirements

<b>6th Grade</b>	4 core credits + PE
<b>7th Grade</b>	4 core credits + PE and Health
<b>8th Grade</b>	4 core credits + PE

Students who have not met standards in Reading and/or Math will be required to take an Intensive course in lieu of an elective course.

Under Florida Statute 1003.4156. The general requirement for middle grades promotion is as follows:

*Middle school students must successfully complete **language arts, mathematics, science, and social studies each year (6th - 8th) in order to be promoted to high school.** Successful completion of these courses requires the earning of a grade of "D" or higher.*

In order for a student to be promoted to high school, he/she will need to complete a promotion recovery option to demonstrate a basic understanding of the skills reflected in the curriculum for the course(s) that was not completed successfully. We will require that students who have failed core courses complete those courses during the summer via FLVS prior to being promoted to the next grade level.

## LOGIC SCHOOL (GRADES 6-8) PROGRESSION PLAN 2021-2022

**Please note:** Every student in the state of Florida must pass the following courses to be promoted to high school, unless otherwise noted.

Grade Level	Plan of Study	# of High School Courses
6	<ul style="list-style-type: none"> <li>• Advanced English 6</li> <li>• Accelerated Math 6</li> <li>• Advanced History 6 (World History)</li> <li>• Advanced Comprehensive Science 6</li> <li>• Latin (Beginning)***</li> <li>• Beginning Band, Beginning Orchestra, or Beginning Chorus***</li> <li>• PE (or Intensive Studies)</li> <li>• 2-D Studio Art I (semester)***/Personal, Career, and School Development Skills (semester)</li> </ul>	0
7	<ul style="list-style-type: none"> <li>• Advanced English 7</li> <li>• Accelerated Math 7 (or Pre-Algebra or Algebra 1 Honors**)</li> <li>• Advanced History 7 (U.S. History)</li> <li>• Advanced Comprehensive Science 7</li> <li>• Latin (Beginning or Intermediate)***</li> <li>• Logic I***</li> <li>• Health</li> <li>• Intermediate Band, Intermediate Orchestra, Intermediate Chorus, or 2-D Studio Art II*** (or Intensive Studies)</li> </ul>	High School 1
8	<ul style="list-style-type: none"> <li>• Advanced English 8</li> <li>• Pre-Algebra (or Algebra 1 Honors** or Geometry Honors**)</li> <li>• Advanced History 8 (Civics)</li> <li>• Advanced Comprehensive Science 8</li> <li>• Latin (Beginning, Intermediate, or Advanced)***</li> <li>• Logic I*** or Logic II***</li> <li>• PE (or Intensive Studies)</li> <li>• Advanced Band, Advanced Chorus, or 2-D Studio Art III***</li> </ul>	High School 2

\*\*Graduation Requirement (High School)

\*\*\*Classical Prep Requirement

All Logic School students MUST complete 12 credit hours of core course, M/J Health, and PE for promotion to high school. The Classical Prep requirements are in addition to these state requirements.

## 6TH GRADE COURSES

*Please note: Courses with three asterisks (\*\*\*) are Classical Prep Requirements.  
All students who attend CPS are required to take these courses.*

### **ADVANCED ENGLISH 6**

Advanced English 6 provides grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. The content includes but is not limited to active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

### **ACCELERATED MATH 6**

In this Grade 6 Advanced Mathematics course, instructional time should focus on six critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions and linear equations.

### **ADVANCED HISTORY 6 (WORLD HISTORY)**

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

### **ADVANCED COMPREHENSIVE SCIENCE 1**

In this course, learners will explore a broad spectrum of scientific themes including the nature of science, astronomy, geology, the structure and function of organisms, ecology, chemistry and physics. Concepts learned in the classroom will be reinforced with laboratory experimentation and demonstration. This course is designed to not only increase scientific literacy but to cultivate a sense of wonder when examining the natural world.

### **BEGINNING LATIN\*\*\***

Beginning Latin is an introductory course for new Latin students and it is structured around the Oxford Latin Course: Part I textbook. In this course, students will learn the fundamentals of English grammar as it relates to Latin. In terms of the Latin language itself, students will memorize basic, Latin vocabulary, and they will master fundamental elements of Latin grammar. Accordingly, students will be able to properly decline nouns from the 1st through the 3rd Declensions, and they will be able to conjugate Latin verbs in the past, present, and future tenses. By the end of Beginning Latin, students will translate roughly 15-20 lines of level-based Latin during any given class period. Students in Beginning Latin will also learn how to use their knowledge of Latin vocabulary to find English derivatives that are borrowed from Latin. Lastly, yet of critical importance, students will receive a comprehensive cultural and historical treatment of nearly 3000 years of classical history. This instruction begins with the Trojan War and proceeds through the centuries covering such topics and figures as Homer, the Iliad, the Odyssey, the Classical Period, Socrates, Plato, Aristotle, Alexander the Great, the Punic Wars, Julius and Augustus Caesar, the Aeneid, the High Middle Ages, and the Renaissance. This cultural and historical survey ends with the Early Modern, or



“Enlightenment,” Period. By the time students finish with Beginning Latin, they will have a working knowledge of the basic mechanics of the Latin language and a rich understanding of the Classical Tradition, including the role that Latin plays in the Tradition’s unfolding.

### **BAND 1 (BEGINNING)**

Students with little or no instrumental experience on wind instruments or percussion instruments develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **ORCHESTRA 1 (BEGINNING)**

Students who have little or no experience on violin, viola, cello, or double bass explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **CHORUS 1 (BEGINNING)**

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **PHYSICAL EDUCATION**

This fitness course is designed for 6th grade students. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

### **VISUAL ART I (SEMESTER)**

Visual Art I introduces students to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities and employ the use of the elements of art throughout the production process.

### **PERSONAL, CAREER, AND SCHOOL DEVELOPMENT SKILLS (SEMESTER)**

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

## **INTENSIVE MATH**

Intensive Math courses have been designed so that the teacher will select the appropriate standards when developing curricula tailored to meet the needs of individual students, taking into account their grade and instructional level. This course should not be used in place of a core mathematics course but is intended to provide intervention for students who require extra mathematics instruction.

## **INTENSIVE READING**

Intensive Reading provides instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text-dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

***\*\*\*Classical Prep Requirement***

## **7TH GRADE COURSES**

*Please note: Courses with three asterisks (\*\*\*) are Classical Prep Requirements.  
All students who attend CPS are required to take these courses.*

### **ADVANCED ENGLISH 7**

Advanced English 7 provides grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. The content includes but is not limited to active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

### **ACCELERATED MATH 7**

Grade 7 Advanced Mathematics course will focus on five critical areas: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### **PRE-ALGEBRA**

Pre-Algebra will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### **ADVANCED HISTORY 7 (U.S. HISTORY)**

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

### **ADVANCED COMPREHENSIVE SCIENCE 2**

In this course, learners will explore a broad spectrum of scientific themes including the nature of science, cellular biology, genetics, chemistry, geology, meteorology, and astronomy. Concepts taught in the classroom will be reinforced with laboratory experimentation and demonstration. This course is designed to not only increase scientific literacy but to cultivate a sense of wonder when examining the natural world.

### **INTERMEDIATE LATIN\*\*\***

Intermediate Latin is a mid-level Latin course in which students engage increasingly complex Latin and English grammatical concepts. It is structured around the Oxford Latin Course: Part II textbook. In Intermediate Latin, students build upon their training from Beginning Latin while learning additional, new vocabulary to assist them in translating. Among the Latin grammatical concepts that students are introduced

to in this course are the uses of verbs in all forms of the Perfect Active System; the declining of nouns into the 4th and 5th Declensions; uses of comparative and superlative adjectives; uses of participles; relative clauses and relative pronouns; and finally, the uses and conjugation of the Passive Voice in both Latin and English. This course instills the stamina required to complete long translations as well as the “sense” that must be developed to put Latin translations into smooth English. The cultural lessons offered throughout the course concern Roman politics; Roman military and gladiatorial events; a day in the life of the average Roman; Greek philosophy (Stoic and Epicurean); and various Late Republican figures such as Caesar, Cicero, Antony, and Octavian. By the end of Intermediate Latin, students will translate long passages with ease and with a developing sense of fluency.

### **LOGIC I\*\*\***

The purpose of Logic I is to familiarize students with thinking itself, or to get them “thinking about thinking;” this course is therefore a primer on thinking, and an introduction to the nature of knowledge and human intellect: concepts which are addressed through careful study of the Three Acts of the Intellect as formulated in the interpretation of Aristotle’s Organon provided by St. Thomas Aquinas. Students will begin by learning to define objects of experience and of reason as essential and accidental, and through the predicables of Genus, Species, and Difference (as seen in Aristotle’s Categories.) Students will study the relationships between the four categorical statements, and investigate laws of reason, such as the law of non-contradiction (De Interpretatione). Logic I will impress upon students the necessity of solid reasoning and argumentation by teaching them the concepts of truth and validity through deductive reasoning and the Categorical Syllogism (Prior and Posterior Analytics). Finally, students will learn the fallacies, as laid out in the Sophistical Refutations. Throughout the year, students will also begin to write short, persuasive essays, practicing the rhetorical Canons of Invention (to help them generate ideas), Arrangement (to help them make their ideas cohesive), and Elocution (to help them polish their ideas). Students will investigate their relationship with language itself; they will see the way it not only reveals but also shapes the world, and so too their own experience of reality. Students will recognize through this course that their relationship with language determines the quality and value of their very existence.

### **HEALTH**

The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others. The content should include, but is not limited to, the following:

- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (cultures, daily routines and rules)
- Personal health (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, media, abuse and violence)

## **INTERMEDIATE BAND**

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## **INTERMEDIATE ORCHESTRA**

Students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## **INTERMEDIATE CHORUS**

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## **VISUAL ART II**

Visual Art II allows students to investigate contemporary and historical art themes using 2D and 3D media, skills and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work. Students interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

## **INTENSIVE MATH**

Intensive Math courses have been designed so that the teacher will select the appropriate standards when developing curricula tailored to meet the needs of individual students, taking into account their grade and instructional level. This course should not be used in place of a core mathematics course but is intended to provide intervention for students who require extra mathematics instruction.

## **INTENSIVE READING**

Intensive Reading provides instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text-dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in

reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

### **CRITICAL THINKING, PROBLEM SOLVING, AND LEARNING STRATEGIES**

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors. The content should include, but not be limited to, strategies for acquiring, storing, and retrieving information; strategies for oral and written communication; critical-thinking operations, processes, and enabling skills; problem-solving skills and strategies; and strategies for linking new information with prior knowledge. Students will use platforms including IXL to assist in developing and improving their skills.

***\*\*\*Classical Prep Requirement***

## 8TH GRADE COURSES

*Please note: Courses with three asterisks (\*\*\*) are Classical Prep Requirements.  
All students who attend CPS are required to take these courses.*

### **ADVANCED ENGLISH 8**

Advanced English 8 provides grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. The content includes but is not limited to active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

### **PRE-ALGEBRA**

Pre-Algebra will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### **ALGEBRA I HONORS\*\***

**(1 High School credit)**

Algebra 1 formalizes and extends the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. At the conclusion of this course, students will be prepared to successfully take the Algebra 1 end of course (EOC) exam that will count as 30% of their course grade.

### **ALGEBRA 2 HONORS\*\***

**(1 High School credit)**

Algebra 2 builds on previous work with linear, quadratic, and exponential functions. Students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

### **ADVANCED HISTORY 8 (CIVICS)**

Civics includes content that pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction. At the conclusion of this course, students will be prepared to successfully take the Civics end of course (EOC) exam that will count as 30% of their course grade.

### **ADVANCED SCIENCE 8**

In this course, learners will explore a broad spectrum of scientific themes including the nature of science, physics, chemistry, astronomy, geology, ecology, and genetics. Concepts taught in the classroom will be reinforced with laboratory experimentation and demonstration. This course is designed to not only increase scientific literacy but to cultivate a sense of wonder when examining the natural world.

### **ADVANCED LATIN\*\*\***

Advanced Latin is the highest level of Logic School Latin; it is structured around the Oxford Latin Part III textbook, and it marks the crowning achievement in the study of Latin for a Logic School student. In this course, students foster their ability to translate with relative ease; they engage such primary source authors as Caesar, Cicero, Horace, and Virgil. Students in Advanced Latin complete their proverbial “first tour” through the basic body of Latin grammar. The most significant grammatical construction covered in the Advanced Latin is the uses of the Subjunctive Mood, including all of its active system forms, passive system forms, and perfect system forms. Other key grammatical concepts addressed in this course include the ablative of absolute, various clauses and their use of the subjunctive, additional irregular verb forms, gerunds, and gerundives. The cultural readings in Advanced Latin inspect more closely the Augustan Age of Rome; discussions address such topics as the Roman Army, Latin literature and poetry, Octavian’s rise to power, and the birth of the Roman Empire.

### **LOGIC II\*\*\***

Logic II will sharpen the dialectical skills of reading, thinking, and reflecting (both vocally and in writing) which were developed in Logic I, while expanding students’ knowledge of reason itself, both inductive and deductive, poetic and rhetorical. Students will round-out their knowledge of Aristotle’s Categories by learning the five Ante-Predicaments, ten Categories of Being, and post-Predicaments; most notably among these is the distinction between substance and its nine attributes, which will improve students’ ability to define and understand the world around them with regard to its physical and non-physical Being. Like Logic I, this course will be divided in accordance with the Three Acts of the Intellect as defined by St. Thomas Aquinas; unlike in Logic I, students will be expected to engage primary source texts on their own and offer reflections on their reading. Additionally, students will begin the explicit study of the classical, liberal art of Rhetoric through persuasive writing using the Canons of Invention, Arrangement, and Elocution (or “Style”), all while practicing dialectic through engagement with selected, philosophical texts of Aristotle, Plato, St. Thomas Aquinas, and with related secondary sources.

### **PHYSICAL EDUCATION (Individual and Dual Sports)**

The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences through individual and team sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### **ADVANCED BAND**

Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **ADVANCED ORCHESTRA**

Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.



### **ADVANCED CHORUS**

Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **VISUAL ART III**

Visual Art III allows students to manipulate 2D and 3D media, skills and techniques toward a desired project outcome within a studio art environment through the exploration of either contemporary or historical art viewpoints. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students explain the significance of their personal artwork, investigate multiple artistic project solutions, and create expressive and technically rigorous artwork requiring sequentially ordered procedures and specified media to achieve intended results. Students actively employ thoughtful use of the elements and principles of art throughout the art production process with the intention of creating unified pieces of artwork.

### **INTENSIVE MATH**

Intensive Math courses have been designed so that the teacher will select the appropriate standards when developing curricula tailored to meet the needs of individual students, taking into account their grade and instructional level. This course should not be used in place of a core mathematics course but is intended to provide intervention for students who require extra mathematics instruction.

### **INTENSIVE READING**

Intensive Reading provides instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text-dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

### **CRITICAL THINKING, PROBLEM SOLVING, AND LEARNING STRATEGIES**

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors. The content should include, but not be limited to, strategies for acquiring, storing, and retrieving information; strategies for oral and written communication; critical-thinking operations, processes, and enabling skills; problem-solving skills and strategies; and strategies for linking new information with prior knowledge. Students will use platforms including IXL to assist in developing and improving their skills.

***\*\*\*Classical Prep Requirement***

# RHETORIC SCHOOL PROMOTION REQUIREMENTS AND COURSE DESCRIPTIONS

## Rhetoric School Promotion\*

<b>Freshman</b>	<b>Successful completion of all middle school requirements</b>
<b>Sophomore</b>	<b>6 core credits</b>
<b>Junior</b>	<b>12 core credits</b>
<b>Senior</b>	<b>18 core credits</b>
<b>Graduate</b>	<b>28 total credits</b>

\*While the state requires all students to pass each class with a 60% or higher to be promoted to the next grade level, to graduate, all students must have an overall GPA of 2.0 or higher.

**Students are required to complete one (1) online course for graduation.** (Commonly completed courses are H.O.P.E. and Driver's Education.) Taking H.O.P.E. online will allow students more flexibility to take band, art, or other AP courses.

Some courses listed on the following pages are offered on rotation based on student interest and registration.

Under Florida Statute 1003.4282 -

*Students who score at Level 1 on FSA English Language Arts Assessment should be enrolled in and complete an intensive reading course.*

Therefore, students who have not met standards in Reading will be required to take an Intensive course in lieu of an elective course. We will also require that students who have failed core courses complete those courses during the summer via FLVS prior to being promoted to the next grade level.

## Rhetoric School (Grades 9-12) Progression Plan 2021-2022

**Please note:** Every student in the state of Florida must pass the following courses to graduate, unless otherwise noted. Classical Prep requires the passing of additional courses (noted).

Grade Level	Plan of Study	# of AP Courses
9	<ul style="list-style-type: none"> <li>• English Honors 1</li> <li>• Algebra 1 Honors or Algebra 2 Honors</li> <li>• World History Honors (Ancient World - 1200 &amp; Geography)</li> <li>• Physics Honors</li> <li>• Latin 1***</li> <li>• Logic and Semantics/Writing***</li> <li>• 1 Elective (Must take HOPE through FLVS to take a different elective.):               <ul style="list-style-type: none"> <li>o Health/PE (HOPE)</li> <li>o Rhetoric Band</li> <li>o 2-D Studio Art I</li> <li>o Intensive Reading (assigned based on FSA score)</li> </ul> </li> </ul>	AP 0
10	<ul style="list-style-type: none"> <li>• English Honors 2</li> <li>• Algebra 1 Honors or Algebra 2 Honors</li> <li>• Eastern and Western Heritage or AP European History</li> <li>• Physics Honors (Biology Honors beginning 2022-23)</li> <li>• Latin 1*** or Latin 2***</li> <li>• Philosophy Honors 2 (Classical Rhetoric)***</li> <li>• 1 Elective (Year Long):               <ul style="list-style-type: none"> <li>o Rhetoric Band</li> <li>o 2-D Studio Art II</li> </ul> </li> </ul>	AP 1

**\*\*\*Classical Prep Requirement**

## Rhetoric School (Grades 9-12) Progression Plan 2021-2022

**Please note:** Every student in the state of Florida must pass the following courses to graduate, unless otherwise noted. Classical Prep requires the passing of additional courses (noted).

Grade Level	Plan of Study	# of AP Courses
11	<ul style="list-style-type: none"> <li>• English Honors 3 (American Literature) or AP Language and Composition (American Literature)</li> <li>• Algebra 2 Honors or Pre-Calculus Honors or Math for College Readiness</li> <li>• U.S. History or AP U.S. History</li> <li>• Physics (Chemistry beginning 2022-23)</li> <li>• Latin 2*** or Elective</li> <li>• Philosophy Honors: Ethics (Moral Philosophy)***</li> <li>• 1 Elective (Year Long):               <ul style="list-style-type: none"> <li>o AP Capstone Seminar***</li> <li>o Rhetoric Band</li> <li>o Digital Photography/Yearbook</li> </ul> </li> </ul>	AP 3
12	<ul style="list-style-type: none"> <li>• English Honors 4 (British Literature) or AP Literature and Composition (British Literature)</li> <li>• Algebra 2 Honors or Pre-Calculus Honors or Math for College Readiness</li> <li>• Government (semester)/Economics (semester) or AP Government (semester)/AP Economics (semester)</li> <li>• Humanities (Quadrivium)***</li> <li>• Senior Thesis***</li> <li>• 2 Electives:               <ul style="list-style-type: none"> <li>o Financial Literacy (semester)</li> <li>o Intro to Drama/Creative Writing</li> <li>o AP Capstone Research</li> <li>o Rhetoric Band</li> <li>o AP 2-D Studio Art</li> <li>o Physics Honors</li> </ul> </li> </ul>	AP 5

\*\*\**Classical Prep Requirement*

# RHETORIC CLASSICS DEPARTMENT COURSES

## LATIN

### **LATIN I\*\*\***

**(1 credit)**

Latin I provides students with a preliminary view of the Latin language, thereby encouraging students to make distinctions between the functionalities of Latin and English. In this course, students begin with the declining of nouns and adjectives, and with the conjugation of verbs. In developing an understanding of the parts of individual words, students foster the ability to translate simple sentences and passages. By the end of Latin I, students will conjugate verbs in all present tense forms and decline nouns in the 1st through 5th Declensions. They will also learn the basic uses of adjectives and pronouns in Latin. Latin I is a fast-paced survey course designed for those with little-to-no prior Latin experience. Students begin with the fundamentals of Latin, but the course demands consistent progress to cover a wide array of topics in a condensed period of time. The cultural offerings in Latin I range from Greek and Roman mythology to Roman day-to-day life, including historical and geographical elements.

### **LATIN II\*\*\***

**(1 credit)**

Latin II further develops students' conjugating and declining skills through the treatment of additional verb tenses, as well as noun and pronoun declensions. In this course, students look beyond individual word parts so as to understand how entire words function in sentences. Students in this level of Latin master both the active and passive forms of Latin verbs in both the present and perfect systems. They explore the comparative and superlative forms of adjectives and, ultimately, the various subjunctive forms of Latin verbs, as well as the clauses in which they are used. Cultural studies in Latin II include: daily considerations of the Roman World, such as education and fashion; the End of the Republic; origins of the Empire; and passages on figures such as Cicero, Caesar, and Octavian.

### **LATIN III**

**(1 credit)**

Latin III further develops students' Latin skills by focusing on the passive voice, the subjunctive mood, and indirect speech, among other grammatical and syntactical elements. Here, students will identify and translate Latin clauses rather than focusing on individual Latin words. Upon completion of this course, students will readily translate primary sources (e.g. Caesar, Cicero, Virgil, etc.), and they will master the various forms and uses of the Subjunctive Mood. Cultural readings in Latin III range from the twilight of the Roman Republic to the first century of the Roman Empire.

### **LATIN IV**

**(1 credit)**

Latin IV fortifies students' operational knowledge of Latin grammar and syntax, thereby enabling them to undertake a more robust and fluent study of primary source authors and texts, including the works of Virgil, Julius Caesar, and Cicero, among others.

### **AP LATIN**

**(1 credit)**

AP Latin, which is equivalent to an upper-intermediate level college course, affords students the opportunity to embark on an in-depth study of two of the greatest works of Latin literature: Virgil's Aeneid and Caesar's Gallic War. Students enrich their knowledge of classic works through the preparation and translation of readings, the consideration of ancient literary techniques and themes, and the exploration of such cultural concepts as Roman traditions and values, war and empire, the Roman political regime, and the relationship between man and the gods. This course requires students to take the AP Latin Exam in May.

**\*\*\*Classical Prep Requirement**

# RHETORIC CLASSICS DEPARTMENT COURSES

## PHILOSOPHY AND HUMANITIES

### **LOGIC AND RHETORIC (SEMANTICS AND LOGIC/WRITING) (.5 credit each; 1 credit total)**

Logic and Rhetoric synthesizes the comprehensive knowledge of Formal Logic developed in Logic I and II, thereby enabling students to regularly practice the art of Dialectic in their study of two seminal works from classical antiquity: Plato's Republic and Aristotle's Physics. Logic & Rhetoric is largely a skills-focused course; it is predicated on the assumption that students have already spent two years mastering Logic, and that their knowledge of grammar, argumentation, and definition is now unified and seamless. In conjunction with their cultivation of dialectical skills, students will practice both Logic and Rhetoric by writing persuasively and informatively about course readings, all in accordance with their study of the Canons of Invention, Arrangement, and Elocution as taught through the Lost Tools of Writing. Through their reading of the Republic, students will explore the nature of Justice and right action (a central concern of Moral Philosophy), and through their reading of the Physics, they will investigate the nature of Motion and Nature itself (the subject of Natural Philosophy) with the aim of developing an understanding of the natural world and how it fits together in the classical mind. This will directly equip students for their subsequent study of Classical Rhetoric and Moral Philosophy, and ultimately for the Senior Thesis.

### **CLASSICAL RHETORIC (PHILOSOPHY HONORS II) (1 credit)**

Classical Rhetoric utilizes and perfects the linguistic skills cultivated at the levels of grammar (that is, the ordinary use of language) and logic (that is, proper reasoning and argumentation in any language) in order to introduce the art of rhetoric, or the extraordinary use of language for the purposes of persuasion. Students will approach the art of rhetoric from a twofold vantage of theory and practice. They will satisfy the former, theoretical approach by examining the philosophical nature of rhetoric through careful study of the writings and ideas of those who first formulated it (Aristotle, Cicero, Quintilian, Socrates, and others). They will address the perennial question of whether rhetoric amounts to "mere manipulation" or an "art of the good man speaking well," all while coming to see the necessary connection between the practice of the art and the virtue of the practitioner. Students will satisfy the latter, practical vantage of the course through comprehensive study and practice of each of Cicero's Five Canons of Rhetoric (that is, the five, essential components of rhetoric): invention, arrangement, style, memory, and delivery. In doing so, students will encounter the situated nature of rhetoric as an art of "discovering all available means of persuasion in any given situation." The course will culminate in each student's writing and delivery of a personal oration, which will employ each of the requisite Five Canons enshrined within the classical approach.

### **MORAL PHILOSOPHY (PHILOSOPHY HONORS: ETHICS)\*\*\* (1 credit)**

#### **Pre-req: Classical Rhetoric**

Moral Philosophy synthesizes and refines the definitional, logical reasoning, critical thinking, and close reading skills cultivated at the levels of Logic and Rhetoric so as to pose the most fundamental and universal questions of being itself and human being: questions which have proven seminal to the Western Philosophical Tradition, and which mark the summit of classical learning. Students will explore the development of Western, philosophical thought from the twofold vantages of chronology and theme, focusing especially on the latter through close, textual analysis of such primary sources as Aristotle's *Nicomachean Ethics*, Cicero's *De Finibus*, and Thomas Aquinas' *Summa Theologica*. Students will hone their capacities for conversational, dialectical learning and instruction through frequent, collaborative analysis of texts and ideas; they will understand the nuanced similarities, differences, and interactions between various philosophers, schools, and traditions through treatment of such themes as being and essence, the transcendent ideas of truth, goodness, and beauty, the Good Life, moral and intellectual virtue, the relationship between philosophy and tradition, the relationship between philosophy and politics, the relationship between philosophy and the family, ethical theory, the nature of law, the concept of nature, and the constitution of the ideal regime. The course will culminate in students' demonstration of dialectical learning and instruction mastery through the conversational engagement of central, philosophical and ethical considerations.

## RHETORIC CLASSICS DEPARTMENT COURSES

### SENIOR THESIS (RESEARCH I and II)\*\*\*

(.5 credit each; 1 credit total)

The CPS Senior Thesis is a comprehensive, graduation-required “capstone” course and corresponding project in which graduating seniors synthesize the definitional, logical reasoning, critical thinking, dialectical, and close reading skills cultivated throughout the entire classics sequence, and in which they appropriate their acquired, philosophical knowledge for further philosophical study, and so that they might address the perennial question of human being: the question of what constitutes the Good Life. In this course, students will continue their exploration of the Western Philosophical Tradition through the investigation of both being itself and human being; in particular, they will consider such transcendental ideas as truth, goodness, and beauty in their relation to the Good Life. Graduating seniors will continue their close reading and textual analysis of primary sources from classical antiquity, and they will consider the reciprocal influences, interactions, and critiques of these examined works, thinkers, and schools of thought. This course culminates in each senior’s independent research, writing, presentation, and defense of a comprehensive, interdisciplinary Senior Thesis, which addresses the following question: “Which of the following is most necessary for living and leading the Good Life: Truth, Goodness, Beauty, or Justice?” This thesis will be completed under the guidance of a faculty advisory panel comprised of three faculty members chosen by the senior, and it will ultimately be presented and defended against panel questioning and before an audience of family, friends, and peers in a recorded, live session. The objective of this course is thus not only to meaningfully synthesize and conclude the academic career of the CPS scholar, but also to philosophically treat the central themes of classical education in a graduation-required undertaking that is collegiate in nature. Additional class time is allotted in this course for both extra instruction and independent work on the Senior Thesis. While the Senior Thesis’ academic coursework is philosophical by nature, its specific course content is adaptable and subject to change.

### CLASSICAL QUADRIVIUM (HUMANITIES I and II)\*\*\*

(.5 credit each; 1 credit total)

The Classical Quadrivium course adaptation for the CPS Senior Thesis explores the philosophical nature of quantity and number, as well as the relation of these numerical concepts to beauty, order, being, and essence. In so doing, the course respectively examines the four liberal arts of number: arithmetic (the art of pure number, or the principle of number), geometry (the art of number in space), astronomy (the art of number in space and time), and harmony, or music (the art of number in time.) Using Book VII of Plato’s *Republic* as their architectonic work and “guide,” students will proceed through the respective Quadrivial Arts by way of various companion works. Students will “divine” the hidden, esoteric meanings of arithmetic numbers one through ten according to the Pythagoreans by way of Nicomachus’ *Introduction to Arithmetic* and Iamblichus’ *Theology of Arithmetic*, they will learn to teach through demonstration and observe the “marriage” of art and science using Euclid’s *Elements*, they will examine the ancient and medieval conception of number as a “path to the divine” through careful study of the cosmological models of Ptolemy, Copernicus, Kepler, and Galileo, and they will come to see all of education as a “harmonic attuning” of the soul using Nicomachus’ *Manual of Harmonics* and Boethius’ *De Musica*. Ultimately, students will grasp both the position and the value of the study of number within a classical education, and they will understand quantity and number as the fundamental, underlying principles of order and beauty.

## **RHETORIC ENGLISH DEPARTMENT COURSES**

### **ENGLISH HONORS 1: ANCIENT LITERATURE**

**(1 credit)**

English I examines the selected works of literature from the ancient world in a historical context. Works will also be studied for ethical and moral content and will serve as patterns and types in varied writing assignments and projects. In addition to the study of literature, students will also improve their skills with grammar, writing, vocabulary, memorization, and oral communication. Students should develop and apply expansive knowledge of words and word meanings to communicate, comprehend, respond to, interpret, and evaluate a variety of texts of increasing length, difficulty, and complexity; produce, analyze, and evaluate effective communication; and use Standard English grammar, mechanics, and sentence structure to communicate. At the conclusion of this course, students will be prepared to successfully take the FSA Writing Assessment and the FSA Reading Assessment.

### **ENGLISH HONORS 2: MODERN LITERATURE**

**(1 credit)**

English II examines the selected works of literature from Ancient Rome to modernity in a historical context. Works will also be studied for ethical and moral content and will serve as patterns and types in varied writing assignments and projects. In addition to the study of literature, students will also improve their skills with grammar, writing, vocabulary, memorization, and oral communication. Students should develop and apply expansive knowledge of words and word meanings to communicate, comprehend, respond to, interpret, and evaluate a variety of texts of increasing length, difficulty, and complexity; produce, analyze, and evaluate effective communication; and use Standard English grammar, mechanics, and sentence structure to communicate. The course will usually include critiquing the performance of selected works in video format and possibly field trips to live performances. At the conclusion of this course, students will be prepared to successfully take the FSA Writing Assessment and the FSA Reading Assessment, which must be passed for graduation.

### **ENGLISH HONORS 3: AMERICAN LITERATURE**

**(1 credit)**

English III examines the literature of the American people in chronological order so that students can learn about the literature within the social, cultural, and historical contexts. Works will also be studied for ethical and moral content and will serve as patterns and types in varied writing assignments and projects. In addition to the study of literature, students will also improve their skills with grammar, writing, vocabulary, memorization, and oral communication. Students should develop and apply expansive knowledge of words and word meanings to communicate, comprehend, respond to, interpret, and evaluate a variety of texts of increasing length, difficulty, and complexity; produce, analyze, and evaluate effective communication; and use Standard English grammar, mechanics, and sentence structure to communicate. The course will usually include critiquing the performance of selected works in video format and possibly field trips to live performances.



## **RHETORIC ENGLISH DEPARTMENT COURSES**

### **AP LANGUAGE AND COMPOSITION**

**(1 credit)**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. In addition to this description from the College Board, this course examines the literature of the American people in chronological order so that students can learn about the literature within the social, cultural, and historical contexts. Works will also be studied for ethical and moral content and will serve as patterns and types in varied writing assignments and projects. This course requires students to take the AP Exam in May.

### **ENGLISH HONORS 4: BRITISH LITERATURE**

**(1 credit)**

English IV examines selected works of literature beginning with the ancient British Empire through modernity in chronological order so that students can learn about the literature within the social, cultural, and historical contexts. Works will also be studied for ethical and moral content and will serve as patterns and types in varied writing assignments and projects. In addition to the study of literature, students will also improve their skills with grammar, writing, vocabulary, memorization, and oral communication. Students should develop and apply expansive knowledge of words and word meanings to communicate; comprehend, respond to, interpret, and evaluate a variety of texts of increasing length, difficulty, and complexity; produce, analyze, and evaluate effective communication; and use Standard English grammar, mechanics, and sentence structure to communicate. The course will usually include critiquing the performance of selected works in video format and possibly field trips to live performances.

### **AP LITERATURE AND COMPOSITION**

**(1 credit)**

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. In addition to this description from the College Board, this course examines selected works of literature beginning with the ancient British Empire through modernity in chronological order so that students can learn about the literature within the social, cultural, and historical contexts. This course requires students to take the AP Exam in May.

### **AP CAPSTONE SEMINAR\*\*\***

**(1 credit)**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

## RHETORIC ENGLISH DEPARTMENT COURSES

### **AP CAPSTONE RESEARCH\*\*\***

**(1 credit)**

AP Capstone Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

### **CREATIVE WRITING II**

**(.5 credit)**

Creative Writing II is designed to enable students to develop and use grade 11-12 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing. This course will include an examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine; writing for varied purposes and in varied genres; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers, especially regarding peer reviews of multiple drafts. **(0.5 credit)**

**\*\*\**Classical Prep Requirement***

# RHETORIC FINE ARTS DEPARTMENT COURSES

## ART

### **2-D STUDIO ART I**

**(1 credit)**

Two-Dimensional Studio Art I allows students to experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### **2-D STUDIO ART II**

**(1 credit)**

Two-Dimensional Studio Art II allows students to develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### **DIGITAL PHOTOGRAPHY/YEARBOOK**

**(1 credit)**

Digital Photography/Yearbook is designed specifically for the purpose of producing the Lion's Roar yearbook. There are no textbooks used, other than the publications and materials provided by the yearbook publisher. Layout work is done digitally. An emphasis is placed on graphic design via computers and the artistic designing concepts. Yearbook class is a year-long commitment. Digital photography serves as an extension of this course where students will learn the functions of a digital slr camera. Students will also be taught how to manually use a digital camera focusing on shutter speed, aperture, and ISO.

### **AP 2-D ART AND DESIGN**

**(1 credit)**

AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. AP Art and Design courses are for all students who are interested in inquiry-based thinking and making. Although there is no prerequisite for AP Art and Design courses, prior experiences learning about and making art and design support student success in AP Art and Design. Students who have not had opportunities to take art or design courses prior to AP will likely need assistance in developing a foundational understanding of art and design materials, processes, and ideas to prepare them for success.

# **RHETORIC FINE ARTS DEPARTMENT COURSES**

## **MUSIC**

### **RHETORIC BAND**

**(1 credit)**

This year-long course is designed for students who demonstrate proficiency in woodwind, brass, and/or percussion techniques. Students will continue to develop music literacy, critical listening and aural skills, and ensemble performance skills. This course promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **RHETORIC CHORUS**

**(1 credit)**

Rhetoric Chorus emphasizes the practical application of musical concepts learned in Grammar school (solfège, rhythms, harmony, etc.) and the performance concepts learned in Logic school. This enables students to become more well-rounded musicians, and will aid those who want to pursue music as a career. Students in this class learn to sing in an ensemble and are expected to perform in multiple concerts throughout the year.

### **AP MUSIC THEORY**

**(1 credit)**

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized. This course requires students to take the AP Exam in May.

## **DRAMA**

### **INTRODUCTION TO DRAMA**

**(.5 credit)**

Introduction to Drama allows students to explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

# RHETORIC HISTORY DEPARTMENT COURSES

## **WORLD HISTORY HONORS**

**(1 credit)**

The World History Honors course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

## **EASTERN AND WESTERN HERITAGE**

**(1 credit)**

The Eastern and Western Heritage course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Content will include, but is not limited to, the birth of civilizations throughout the world, including the origins of societies from Mesopotamia, Africa, China, India, and Mesoamerica from the perspective of cultural geography, growth, dissemination, and decline of four classic civilizations of India, China, Greece, and Rome, the role of isolation and interaction in the development of the Byzantine Empire, African and Mesoamerican civilizations, India, China, Japan, and Europe, and the emergence of social, political, economic, and religious institutions and ideas.

## **AP EUROPEAN HISTORY**

**(1 credit)**

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts such as interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation. This course requires students to take the AP Exam in May.

## **UNITED STATES HISTORY HONORS**

**(1 credit)**

The United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. At the conclusion of this course, students will be prepared to successfully take the U.S. History end of course (EOC) exam that will count as 30% of their course grade.

## **AP UNITED STATES HISTORY**

**(1 credit)**

AP United States History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement;

## **RHETORIC HISTORY DEPARTMENT COURSES**

politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. This course requires students to take the AP Exam in May.

### **ECONOMICS HONORS** **(.5 credit)**

Economics is the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy; the fundamental concepts relevant to the major economic systems; the global market and economy; major economic theories and economists; the role and influence of the government and fiscal policies; economic measurements, tools, and methodology; financial and investment markets; and the business cycle.

### **AP MICROECONOMICS** **(.5 credit)**

AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy. This course requires students to take the AP Exam in May.

### **UNITED STATES GOVERNMENT AND POLITICS HONORS** **(.5 credit)**

United States Government and Politics is the study of the democratic form of government, a history of government from the earliest documentation through man leading into the United States of America. The student will understand how the principles of moral self-governing relates to this form of government. Students will study the principles of government found in the Declaration of Independence, the Constitution, the Bill of Rights, and other founding documents of the USA.

### **AP UNITED STATES GOVERNMENT AND POLITICS** **(.5 credit)**

AP United States Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. This course requires students to take the AP Exam in May.

# RHETORIC MATHEMATICAL ARTS DEPARTMENT COURSES

## ALGEBRA 1 HONORS

(1 credit)

Algebra 1 formalizes and extends the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. At the conclusion of this course, students will be prepared to successfully take the Algebra 1 end of course (EOC) exam that will count as 30% of their course grade.

## ALGEBRA 2 HONORS

(1 credit)

Algebra 2 builds on previous work with linear, quadratic, and exponential functions. Students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

## GEOMETRY HONORS

(1 credit)

Geometry was developed by the ancient Greeks and finds its best exposition in the works of Euclid, who compiled most of the known proofs into a concise logical argument in a text referred to simply as *The Elements*. This text provides the students with the single best example of the use of logic to develop complicated ideas from simple ones. The biggest drawback to using *The Elements* as a textbook is Euclid's lack of the use of modern Arabic numbers to work out the implications of the ideas. This course will supplement Euclid's work, therefore, with computer generated problems sets so that the student will be exposed to everything to which students using modern geometry texts are exposed. The course provides the student with tools to gain an understanding of geometry: skills of drawing, measurement, visualization; knowledge of its properties and deductive nature; its many uses and further applications in higher mathematics. The course will be completed with an introduction to Trigonometry. At the conclusion of this course, students will be prepared to successfully take the Geometry end of course (EOC) exam that will count as 30% of their course grade

## MATH FOR COLLEGE READINESS

(1 credit)

Mathematics for College Readiness is targeted for students who are not yet "college ready" in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

## PRE-CALCULUS HONORS

(1 credit)

Pre-calculus prepares students for Calculus by reinforcing and introducing algebraic skills required for success in Calculus. The first part of the course will focus on simplifying algebraic expressions, solving equations and inequalities, functions, graphing, transformations, higher degree polynomial functions, rational functions, and inverse functions. The next part of the course will focus on the transcendental functions of the exponential and logarithmic, and on trigonometry. Students will learn and apply fundamental identities and the Unit Circle to a variety of problems, and apply transformations to graph trigonometric functions. Inverse trig functions, and applying the laws of cosines and sines, will also be covered. The course concludes with the introduction of the Calculus topics of differentiation and integration.

## **RHETORIC MATHEMATICAL ARTS DEPARTMENT COURSES**

### **CALCULUS HONORS**

**(1 credit)**

Calculus is devoted to topics in differential and integral calculus. The course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

### **AP CALCULUS (AB)**

**(1 credit)**

AP Calculus AB was developed in collaboration with college faculty. The curriculum is equivalent to that of a first-semester college calculus course. The course is challenging and demanding but intended to be taught over the course of one school year. The first semester will focus on the development of differential calculus, including limits, chain rule derivatives, implicit differentiation, derivatives of trigonometric and logarithmic functions. The second semester focuses on the inverse of differential calculus: integral calculus, including the definite integral, methods of substitution, area and volume. This course requires students to take the AP Exam in May.



## **RHETORIC PHYSICAL EDUCATION DEPARTMENT COURSES**

### **HEALTH OPTION PHYSICAL EDUCATION (H.O.P.E.)**

**(1 credit)**

H.O.P.E. intends to develop and enhance healthy behaviors that influence overall healthy lifestyle choices. This will be accomplished by understanding that the six components of health (emotional, environmental, mental, physical, social and spiritual) must be in balance to obtain optimal health. Overall, this course will help guide teenagers to make healthy, responsible decisions throughout their lives.

## **RHETORIC SCIENCE DEPARTMENT COURSES**

### **PHYSICS HONORS**

**(1 credit)**

In this course, students will learn the fundamentals of physics, including velocity, momentum, acceleration, energy, heat, temperature, atoms, light, sound, electricity, and magnetism. Scholars will be guided through an epistemological approach to learning, asking not only “What,” but “How do we know?” Students will perform scientific investigations which will emphasize proper laboratory procedures, report writing, scientific methodology, and applied content. This course is designed to not only increase scientific literacy but to cultivate a sense of wonder when examining the natural world.

### **CHEMISTRY HONORS**

**(1 credit)**

In this course, students will learn the fundamentals of chemistry, including the composition and behavior of atoms, history of atomic theory, chemical and physical properties of matter, chemical bonding, chemical reactions, stoichiometry, thermodynamics, and kinetic-molecular theory. Students will perform scientific investigations which will emphasize proper laboratory procedures, report writing, scientific methodology, and applied content. This course is designed to not only increase scientific literacy but to cultivate a sense of wonder when examining the natural world.

### **BIOLOGY HONORS**

**(1 credit)**

In this course, students will learn fundamental concepts of biology including the characteristics of living things, cell structure, animal and plant classification, plant and animal physiology, human physiology, genetics, microbiology, evolution, and ecology. Students will regularly perform scientific investigations which will emphasize proper laboratory procedures, report writing, scientific methodology, and applied content. At the conclusion of this course, students will be prepared to successfully take the Biology 1 end of course (EOC) exam that will count as 30% of their course grade. This course is designed to not only increase students’ scientific literacy but to cultivate within them a sense of wonder at the natural world.

### **AP PHYSICS 1: ALGEBRA-BASED**

**(1 credit)**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. This course requires students to take the AP Exam in May.

## **RHETORIC ONLINE COURSE REQUIREMENT**

All students in public high schools in the state of Florida are required to take one online course as a graduation requirement. Most CPS students will choose to take H.O.P.E. or Driver's Education as an online course, allowing them to continue their study of fine arts or other electives on-campus.

Students can meet their online course requirement by registering for and completing courses via Florida Virtual School (FLVS) or Pasco eSchool.

**FLVS - [www.flvs.net](http://www.flvs.net)**

**Pasco eSchool - <https://eschool.pasco.k12.fl.us/>**

## **ADDITIONAL RHETORIC COURSES**

### **INTENSIVE MATH**

**(1 credit)**

Intensive Math courses have been designed so that the teacher will select the appropriate standards when developing curricula tailored to meet the needs of individual students, taking into account their grade and instructional level. This course should not be used in place of a core mathematics course but is intended to provide intervention for students who require extra mathematics instruction.

### **INTENSIVE READING**

**(1 credit)**

Intensive Reading provides instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text-dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

### **INTENSIVE WRITING**

**(1 credit)**

Intensive Writing emphasizes the development and use of fundamental writing and language skills for original expression in a variety of academic, technical, and creative formats using a variety of grade appropriate texts encompassing a range of complexity. Students enrolled in the course will engage in research, write in response to reading, and cite evidence to answer text-dependent questions both orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional level.

### **PERSONAL FINANCIAL LITERACY**

**(.5 credit)**

Personal Financial Literacy consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, and Language Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data. The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

### **KEYBOARDING AND IXL**

**(1 credit)**

This course is intended to increase a student's finger dexterity, skill, and proficiencies necessary for quick and accurate information processing on any keyboard. This course provides the keyboarding basics necessary for future academic requirements. This course will also allocate significant time for students to progress in language arts and mathematics at their instructional level.

### **EXECUTIVE INTERNSHIP**

**(1 credit)**

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community and to build Peer-to-Peer community through teamwork and peer assistance. Content will include, but is not limited to the following:

- discussion of professional job requirements
- awareness and knowledge of career opportunities
- building vocabulary appropriate to the area of professional interest
- development of decision-making skills
- development of personal and educational job-related skills

### **CAREER RESEARCH AND DECISION MAKING**

**(1 credit)**

The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. Content will include, but is not limited to the following:

- goal-setting and decision-making processes
- self-assessment
- sources of career information
- occupational fields and educational requirements -postsecondary education and training opportunities -writing, listening, viewing, and speaking skills for applications and interviews
- financial planning and sources of educational financial assistance
- career planning