



ACADEMY AT SOAR
2017-2018
MIDDLE & HIGH SCHOOL
COURSE CATALOG

COURSE OFFERINGS

Science

Science 7
Science 8
Physical science
Environmental science
Biology
Chemistry

Math

Middle school Math 2-3
Pre-algebra
Algebra 1A
Algebra 1B
Algebra 1
Geometry
Algebra 2
Algebra 2 w/ Trig
Pre-Calculus

Social Studies

History 7
History 8
World history
American history 1 & 2
Government

English

English 7
English 8
English 9
English 10
English 11
English 12

Non-Core Courses

Physical education & health (All Grade Levels)
Outdoor leadership (All Grade Levels)
Life Skills/Independent living (7-10th grades)
College and career preparation (11th & 12th Grade)

Summer Only

Spanish Immersion in Peru (Level 1-2)

COURSE DESCRIPTIONS

Science

All science courses include hands-on labs, project-based learning, place-based learning, experiential education, class demonstrations, and shorter lessons to explain more complex topics. The project-based learning model requires that the students work on a solution to a real-world project. It is motivated by self-guided research and planning as the students determine what they need to know to solve the problem. This learning style engages the students more effectively because they have more control over the direction of their project and they determine what they need to research to have a successful project. The teacher's role is to provide guidance and ensure the science learning standards are being met. Place-based and experiential learning occur while the students are on expedition. Lesson plans are developed to take advantage of the unique landscapes and organisms that the students observe and experience.

The scientific method and experimental design are stressed in all science subjects. On expeditions, the students complete nature journal entries designed to develop their observation skills and attention to detail. On campus, the students complete short research projects to practice internet research of credible resources, study identification terms, and practice public speaking in a low-risk environment as they present their projects to the class. Students engage in individualized learning through science articles to determine reading comprehension, interactive computer labs and games, and hands-on labs and activities.

Science 7

7th grade science is a standards-based course that covers a broad range of physical, earth, and life sciences. Major topics include forces and motion, energy, Earth's cycles, structure and function of living organisms, and relationships between organisms.

Science 8

8th grade science is a standards-based course that covers a more in-depth range of physical, earth, and life sciences. Major topics include properties of matter, renewable energy, the hydrosphere, the geological history of Earth, the biological history of living organisms, and ecological relationships.

Physical Sciences

Physical Sciences is a standards-based broad spectrum of high school level chemistry and physics. This course covers forces and motion, properties of matter, bonds, radiation and radioactivity, and energy and waves.

Biology

Biology is a standards-based course that focuses on the basic principles in biology such as cell structures and functions, organisms and their environment, structure and function of DNA, theory of evolution, system classification, and organism survival.

Environmental Sciences

Environmental Science is a standards-based course that focuses on the study of the natural environment as well as the impact of humans on the environment. The student will work to understand and create solutions to environmental problems with an emphasis placed on critical analysis of data to draw their own conclusions. This course will draw together concepts from multiple disciplines, including ecology, earth

science, botany, zoology, paleontology, climate science, and the social sciences.

Chemistry

Chemistry is a standards-based course that focuses on the basic principles in chemistry such as the structure of atoms and ions, bonds, the Periodic Table, gas-temperature-pressure relationships, chemical reactions, and acids and bases.

Social Studies

History is designed to be a survey course much like each history course is described in the North Carolina Standard Course of Study. Each lesson is designed in such a way as to have an objective and an essential question from at least two, and occasionally all of the social studies disciplines. Taught from a contemporary perspective, students look at commonalities among the three disciplines, and how history continues to repeat itself, cyclically and thematically, over time. More specifically, in history, students examine the historical roots of significant events, ideas, movements, and explore recurring themes of human experience common to all civilizations. Students investigate how people shape their world, and how their world shapes them. The ways societies have dealt with continuity and change, exemplified by issues such as war and peace, law, and commerce, instability and strife, and the development of civil institutions. Students look at history and current events from a social, political and economic perspective, and debate how issues in history affect their lives as consumers and citizens in an interdependent world. The expedition component of the program allows students, along with their Field Instructors, to “take the road less travelled, and entertain unique teachable moments as they encounter them among the paths of their travels, and as their Teachers have planned for them. A strong central tenet of all History courses in the Academy is the development of essential (and occasionally un-regarded) academic skills.

History 7

The student will examine the human diaspora from the earliest stages to the Renaissance. Through the lenses of five historical disciplines, History, Cultural Anthropology, Economics, Political Science, and Geography the student will learn to think chronologically, seek insight into other cultures, understand the basics of economics, examine the political process, and understand the world in all its dimensions.

History 8

This course is built around the following concepts: diversity, tolerance, globalization, and sustainability. The basic ideas of each concept are introduced and then different countries perspectives are woven into the learning experience. Specific information is taken from individual countries and taught as a part of the overall concept. Students are also introduced to major topics in geography and how they influence the lifestyles, decisions, and policy making of different peoples of the world.

World History

This is a chronological study of the development of world civilization. Students will develop an understanding of the recurring themes of civilizations from ancient to modern times.

Students will examine, compare, and contrast the historic origins of significant events, ideas and reactions of world leaders. Social, religious, economic and political perspectives in Europe, Asia, Africa and the Americas will be explored, with an emphasis placed on western civilizations. Students will develop chronological and thematic insights based on their understanding of these historical perspectives and the changes they created throughout human history.

American History 1

The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

Mathematics

Math students struggle in math for a variety of reasons. Often this can be a result of gaps in previous learning or a pace that does not match ability. All mathematics courses at the Academy use the ALEKS software as a structure for instruction. This unique program consistently assesses what students know and what they need to know to be successful. For example, a student will initially take a pre-assessment to determine areas of weakness. Then he or she is given a series of questions on a single topic. The student at any time can see sample problems with instructions to better understand the mathematical procedure. If the student is

American History 2

The Founding Principles will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. Students will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

Government & Economics

Students learn the structure of federal, state, and local governments and how they influence our lives on a daily basis. Students will explore how the national economy works and how they, as consumers, have an impact on a free enterprise system. Students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will gain a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens.

not able to understand the concept on his own, then the teacher gives a mini lesson with explicit instruction. In this way, instruction has independent and individualized components. After a student has successfully completed three to four problems in succession, he or she is then allowed to move on the next topic which builds on the first. The ALEKS software allows students who struggle to receive individual instruction and fill gaps in their learning before they can move forward. Interestingly, strong math students excel with ALEKS because they are allowed to move at their own pace. It is not uncommon to see students move through as many as ten topics in a single class period. These students are typically bored in traditional classrooms as they wait for other students to understand concepts that come easy to them. All students are given frequent retention assessments on all concepts mastered to ensure that the material can be recalled for multiple step operations in the future.

Middle School Math 2

This course covers Whole Numbers and Integers, Fractions, Decimals, Ratios, Proportions, and Measurement, Percents, Equations and Inequalities, Graphing, Functions, and Sequences, Angles, Lines, and Polygons, Perimeters, Areas, and Volumes, Data Analysis and Probability.

Middle School Math 3

This course provides more in-depth coverage all topics covered in Middle School Math 2 with the addition of Transformations.

Pre-Algebra

Pre-Algebra provides coverage of all of Grade 8 Math, including a robust introduction to the basic concepts of algebra and its prerequisites.

Algebra 1A

Algebra 1A focuses on the algebra concepts and prerequisites typically covered in the first half of an Algebra 1 course. This course can be used as the first part of a two-semester sequence or by itself as a year-long course. It provides robust and comprehensive topic coverage and enables students to master all the math skills they need to succeed in higher level algebra. This is a prerequisite for Algebra 1B.

Algebra 1B

Algebra 1B focuses on the algebra concepts and prerequisites typically covered in the second half of an Algebra 1 course. This course can be used as the second part of a two-semester sequence or by itself as a year-long course. It provides robust and comprehensive topic coverage and increases student success in higher level algebra.

Algebra 1

Algebra 1 is a prerequisite for High School Geometry, and it serves as a foundation for all other mathematical concepts, practical, abstract, and experiential, that are examined throughout the length and breadth of the mathematics curriculum.

Geometry

Geometry is a prerequisite for Algebra 2, and for many of our students at the Academy at SOAR it is one of the most engaging of the mathematical subjects. Real-world applications are very important to our students, and in Geometry, they can often show a creative side as they apply the concepts they learn to real-world problems.

Algebra 2

Algebra 2 provides standards-based coverage of Algebra 2, with no coverage of Trigonometry. Students will receive a thorough treatment of advanced algebraic concepts through the study of functions, equations, inequalities, polynomials, rational and radical equations, complex numbers, etc. Emphasis will be placed on practical applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results will be infused throughout the course.

Algebra 2 with Trigonometry

Algebra 2 with Trigonometry provides robust and standards-based coverage of Algebra 2, including broad coverage of Trigonometry. This is a course that will enhance the higher-level thinking skills developed in Algebra 1 through a more in-depth study of the concepts studied in Algebra 1 and exploration of some Pre-Calculus skill.

Pre-Calculus

Pre-Calculus provides a broad coverage Algebra 2 and select topics of Trigonometry, logarithmic functions, linear equations, and a review of geometry. Successful passing of Initial Assessment is a prerequisite for this course

English

English at the Academy at SOAR provides differentiated instruction for students with learning differences in the core knowledge of literature, writing, and grammar. The curriculum seeks to provide students with the skills necessary to become independent readers, writers, and thinkers. While students attending the Academy at SOAR come to our program with different grade level and course requirements, they also come to us with unique strengths and challenges in the areas of reading and written expression. Instruction is highly differentiated to work both toward a student's strengths as well as to address a student's specific academic needs. Both the expedition and campus phases of the Academy at SOAR allow students to assimilate English activities into their daily routine. From keeping personal journals about their learning and growth to participating in in-depth discussions in Literature while relating what they read to their own lives, students realize that literacy can be much more than just a school assignment. More often than not, students develop a love for the medium that they previously had not known existed.

English 7

English 7 is a literature and standards-based course that introduces the elements of several genres, short fiction, informational text, argument and persuasion. A strong emphasis is placed on regular and habitual personal writing. Journaling is required on a regular basis, such that the student will be expected to have finished between 65 and 70 Journal entries in any given semester.

Emphasis is placed on the correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. An online writing program utilized at the Academy called Criterion provides feedback to students as they produce persuasive, expository, narrative and descriptive essays. Criterion allows for specific norming to every grade level, and that it gives the students specific and

targeted feedback regarding composition mechanics almost immediately.

The student will plan, draft, revise, and edit writing with a focus on exposition and persuasion. Reading and writing skills, as well as responding critically to contemporary reading material are emphasized. Upfront magazine is utilized in our contemporary affairs reading with an emphasis on critical-thinking. The students will interpret persuasive strategies used in print and the mass media and will develop an appreciation for literature by studying a wide variety of selections. Emphasis will also be placed on describing themes or inferred main ideas, interpreting cause-effect relationships, and drawing conclusions. Both oral and written communication skills are used in this introductory English course, especially during the “Culminating Project.”

English 8

English 8 is a literature and standards-based course that introduces the elements of several genres, short fiction, informational text, argument and persuasion. A strong emphasis is placed on regular and habitual personal writing. Journaling is required on a regular basis, such that the student will be expected to have finished between 65 and 70 Journal entries in any given semester. Emphasis is placed on the correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. An online writing program utilized at the Academy called Criterion provides feedback to students as they produce persuasive, expository, narrative and descriptive essays. Criterion allows for specific norming to every grade level, and that it gives the students specific and targeted feedback regarding composition mechanics almost immediately. It will become a powerful tool in improving their

composition. The student will plan, draft, revise, and edit writing with a focus on exposition and persuasion. Reading and writing skills, as well as responding critically to contemporary reading material are emphasized. Upfront magazine is utilized in our contemporary affairs reading with an emphasis on critical-thinking. The students will interpret persuasive strategies used in print and in the mass media and will develop an appreciation for literature by studying a wide variety of selections. Emphasis will also be placed on describing themes or inferred main ideas, interpreting cause-effect relationships, and drawing conclusions. Both oral and written communication skills are used in this introductory English course, especially during the “Culminating Project.”

English 9

English 9 is a literature-based course that analyzes the genres of the short story, the novel, fiction and nonfiction. A strong emphasis is placed on regular and habitual personal writing. Journaling is required on a regular basis, such that the student will be expected to have finished between 65 and 70 Journal entries in any given semester. Knowledge of literary forms and terms will be applied in the student's own writing in the analysis of literature. Writing will encompass narrative, literary, expository, and informational work to inform, explain, analyze, or entertain. An online writing program utilized at the Academy called Criterion provides feedback to students as they produce persuasive, expository, narrative and descriptive essays. Criterion allows for specific norming to every grade level, and that it gives the students specific and targeted feedback regarding composition mechanics almost immediately.

It will become a powerful tool in improving their composition. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and a standard MLA style to cite reference sources. Students will also edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Emphasis is placed on using higher-order thinking skills as they relate to reading, writing, and oral presentation. Upfront magazine is utilized in our contemporary affairs reading with an emphasis on critical-thinking. Students will compose several topic papers exploring different composition styles. Research and computer skills will be used to write research papers. The multidisciplinary “Culminating Project” will be comprised of a complete and rigorous research paper, a multimedia presentation to be given before the gathered community of the school’s parents, and a build. This project exemplifies the project-based curricular design which we prioritize here.

English 10

English 10 includes a genre-based approach to literature that includes short stories, novels, and contemporary media. At the 10th grade level, students will become skilled communicators in small-group learning activities and will assume and evaluate individual roles in presenting oral reports. A strong emphasis is placed on regular and habitual personal writing. Journaling is required on a regular basis, such that the student will be expected to have finished between 65 and 70 Journal entries in any given semester. Students will apply critical reading skills across the content areas including history and social science, science, and mathematics. A

multidisciplinary “Culminating Project” will be comprised of a complete and rigorous research paper, a multimedia presentation to be given before the gathered community of the school’s parents, and a build. This project exemplifies the project-based curricular design which we prioritize here. Attention will also be given to the analysis of consumer information, such as business-style proposals. In an effort to support this, Upfront magazine is utilized with an emphasis on critical-thinking. Emphasis will be placed upon developing expository writing skills by analyzing and critiquing peer and professional writing as well as editing for correct use of language, sentence formation, punctuation, capitalization, and spelling as part of the writing process. An online writing program utilized at the Academy called Criterion provides feedback to students as they produce persuasive, expository, narrative and descriptive essays. Criterion allows for specific norming to every grade level, and that it gives the students specific and targeted feedback regarding composition mechanics almost immediately. It will become a powerful tool in improving their composition.

English 11

English 11 offers a contemporary communicative approach to literature via a variety of genres and literary styles including short stories, novels, and drama. A strong emphasis is placed on regular and habitual personal writing. Journaling is required on a regular basis, such that the student will be expected to have finished between 65 and 70 Journal entries in any given semester. Students will continue to develop reading comprehension skills and will apply those skills in other content areas including history and social science, science, and

mathematics. The multidisciplinary “Culminating Project” will be comprised of a complete and rigorous research paper, a multimedia presentation to be given before the gathered community of the school’s parents, and a build. This project exemplifies the project-based curricular design which we prioritize here. At the 11th grade level, students will use a variety of oral communication skills and provide accurate evidence to give informative and persuasive presentations. They will also critique and assess the effectiveness and persuasiveness of presentations by others. Upfront magazine is utilized in our contemporary affairs reading with an emphasis on critical-thinking. Students will write in a variety of forms, with an emphasis on persuasive essay and professional correspondence. Knowledge of genre, format and audience will be used to produce clear and effective products that will that reflect the use of all stages of the writing process. Students will compose several topic papers exploring different composition styles. An online writing program utilized at the Academy called Criterion provides feedback to students as they produce persuasive, expository, narrative and descriptive essays. Criterion allows for specific norming to every grade level, and that it gives the students specific and targeted feedback regarding composition mechanics almost immediately. It will become a powerful tool in improving their composition.

English 12

English 12 offers a contemporary communicative approach to literature via a variety of genres and literary styles including, short stories, and news media. A

strong emphasis is placed on regular and habitual personal writing. Journaling is required on a regular basis, such that the student will be expected to have finished between 65 and 70 Journal entries in any given semester. Students will use organizational skills, audience awareness, and verbal and nonverbal presentation skills to plan, deliver, and critique effective oral presentations. Students will develop skills in analyzing, evaluating, and applying the format and content of a variety of informational texts. They will learn to use critical analysis to judge the merit of a journalistic selection. Upfront magazine is utilized in our contemporary affairs reading with an emphasis on critical-thinking. Writing will include the production of informational and expository papers, which are organized logically and contain clear and accurate ideas. An online writing program utilized at the Academy called Criterion provides feedback to students as they produce persuasive, expository, narrative and descriptive essays. Criterion allows for specific norming to every grade level, and that it gives the students specific and targeted feedback regarding composition mechanics almost immediately. It will become a powerful tool in improving their composition. Also, students will be expected to produce a well-documented research paper applying MLA-style documentation. The multidisciplinary “Culminating Project” will be comprised of a complete and rigorous research paper, a multimedia presentation to be given before the gathered community of the school’s parents, and a build. This project exemplifies the project-based curricular design which we prioritize here.

Non-Core Courses (Fall & Spring Semesters)

Academy at SOAR's Non-Core (elective) courses are deeply intertwined with the schools' programmatic features. Each non-core course has an assign class time on campus; however, course work predominately takes place outside the traditional classroom setting.

Lifestyle Fitness & Health 7 & 8 (Middle School)

This course teaches students the skills and knowledge necessary for living a healthy lifestyle. Areas of focus include routine physical activity, nutrition, self-care/hygiene and involvement in adventure based activities. Emphasis is placed on students applying the skills learned in class.

Physical Education and Health 1-4 (High School)

Through structured class time, "teachable moments", group discussions, field trips, experiential activities, and adventure activities, this course provides tools and knowledge that enable our students to develop healthy lifestyles. This course helps students develop a routine of physical activity, nutrition, a passion for adventure based activity, and awareness of their body. Emphasis is placed on students applying these skills during periods of time outside the traditional school day. Students also have the possibility of gaining Red Cross certifications in CPR/AED and first aid.

Adventure Studies 7 & 8 (Middle School)

Many of our students come to us with little or no expeditionary experience. The Adventure Studies students will find themselves being introduced to the systems we use here at the Academy at SOAR such as the Proposal system, Level system, or the Full Value Contract. Questions that an Adventure Studies student should be able to answer are "How do we use a map and compass to navigate here at the Academy?"

"How do we pack and fit our backpacks, and why do we do it this way?" and "How do we build tents and shelters here, using the seven principles of Leave No Trace?" Understanding the basics is what can often make the difference between a successful expedition and a challenging one. Those basics are the foundation of the education of an Adventure Studies student.

Outdoor Leadership 1-4 (High School)

While the Outdoor Leadership Student in the Upper School will ideally have had the experience of Adventure Studies 7 & 8, most may well have had some experience outside of the Academy's experiential model. That having been noted, The Outdoor Leadership student will in large measure be responsible for taking their education to the next level. Students will be required to create a personal leadership philosophy, and will be required to practically test the strengths and weakness of different styles, testing the success or failure of them while on expedition. This will include elements like: mentoring the junior students, evaluating the efficiency with which they participate in their roles and thinking about what skills they apply in the field to support their team. They will be expected to think consciously about the example they provide their peers and juniors, and to work to improve their hard skills, whether it is canoeing, hiking or climbing, to name a few. The questions they will be responsible for answering will be "How do I lead a small group of people using the map & compass skills I have

learned?" or "How do I know that my team has everything they need while ensuring that their backpacks are as light and well-fitting as possible?" and ""How do I plan for tent and shelter sites for my team ensuring that we take Leave No Trace into account?"

Teen Life Skills Grade 7 & 8 (Middle School)

This course examines life skills in the areas of self-awareness, family-style living, wellness, nutrition and foods, and financial management. Emphasis is placed on students applying these skills. Through periods of time outside the traditional school day, they learn to fulfill their responsibilities associated with the working in a group/community setting.

Independent Living 1-4 (High School)

Through structured class time, impromptu lessons, class discussions, field trips and experiential activities, Independent Living provides the tools, structure, and knowledge that enable our students to be successful in the real world. This course helps students gain skills related to daily living, responsibility, communication, financial management, healthy relationships, community service, self-

awareness, and goal setting. Through periods of time outside the traditional school day, they learn to fulfill their responsibilities associated with the working in a group/community setting.

College & Career Preparation: *Grade 11 & Grade 12 Only*

The fact is that for our students the future looks like many different things. It can include a Trade School, Culinary Arts, Community Colleges, and 2- or 4-year Universities, private or public. The future is as unique as the character of our students. One thing is certain: they need to be ready for it. To that end, we have the College & Career Preparation course, designed to meet the needs of the students as they prepare for the next step. It includes, but is not limited to, Letters of Recommendation (as earned,) ACT and SAT preparation and testing, the assembly of portfolios for different artistic and design academies, student resume preparation, help with university applications, and much more. The particulars will be discussed in detail during the in-brief process, to determine the specific needs and goals of each student.

Non-Core Courses (Summer Only)

The design of the Perú program follows the general design of most subjects that form the structure of the traditional Academy curriculum during our Autumn and Spring semesters. There are, however, several important distinctions. This a completely immersive and interactive program which, while duplicating much of the Academy culture of the regular year, will be an intensive two-month course involving academic instruction in Spanish, working in an exclusively Spanish-speaking environment, and engaging in Expeditions across the length and breadth of the country. We will be interacting with the extremely diverse local population. The student will have the opportunity to earn credit for Spanish 1 or Spanish 2, having been essentially a full-time foreign language student every hour of the day. Staying on a small surfing resort on the pacific coast of the country, the students will have the opportunity to engage in activities such as ice-climbing, whitewater rafting and of course surfing. They will also engage in Expeditions to regions as diverse as Macchu Picchu, Baños, in Ecuador and

Huaráz, etc. There may well be opportunities to participate in an ongoing archeological dig, as well. That will be determined upon our arrival.

Spanish 1

Our course begins in a fairly common-sense manner covering topics which one is often most likely to engage in when communicating with others. Spanish 1 is a course which serves as an introduction to the language and its use in daily life: "Greetings," "My Friends and I," "What do you like to do?", "A day at School," "A Family Birthday," "Going to a Restaurant," will all be topics, among others, which will be covered in this course. The introductory nature of the Spanish 1 course helps the students begin communicating in the most basic fashion as quickly as possible. This provides the student the opportunity to practice the basics with the local population as quickly as possible, laying a positive foundation of interaction upon which to build a sustainable language learning environment.

It is this communicative element which becomes important in the context of our Perú program. Because of the unique nature of our coordination with our contacts on the ground in Máncora, our students will also be assigned to work in a surf shop, a juice bar, or a restaurant. In this environment, they will be working, under our supervision, with native Peruvians who speak no English whatsoever and have nevertheless been instructed to refrain from doing so, requiring our

students to communicate within the target language. This necessity will also be extended to our three expeditions, whether at restaurants, ordering food, at hostels, seeking accommodations, or at travel centers, booking seats. This year, the Perú program will be culminating in our once-in-a-lifetime trip to Machu Picchu before returning to the United States.

Spanish 2

Spanish 2 builds on the Spanish 1 material and Spanish 2 students will be able to discuss familiar topics, seek/give information in written and spoken format, communicate in the present, past and future tense, compare various aspects of culture/language structure, and make use of appropriate reference to materials. Themes will include "What do you do at school?" What do You Do After School, How do you get ready?, What clothes did You Buy? What did You do Yesterday?, How do I get To...?

Spanish 2 also grows from Spanish 1 in that the students are introduced to more complex grammatical structures. These include, but are not limited to: different conjugations for the most often used regular and irregular verbs, the possessive and the present progressive and describing events in the preterit.

Graduation Worksheet

Parents/guardians and students should use this worksheet to plan their path to graduation. If your student is transferring from another school, this worksheet in combination with the course catalogue will be very helpful in making sure your student is meeting the graduation requirements. If you or your student has any questions, please contact the Academy at SOAR.

Graduation Requirements:

4 English, 4 Math (including Algebra 1 & Geometry), 3 Science, 3 Social Studies, 1 Physical Education & Health, 9 Electives, minimum test scores on standardized testing, & minimum GPA. Transcripts for all course work completed at Academy at SOAR will be available at the conclusion of the school year.

School:				
Grade:				
Courses Taken				
	<u>9th Earned toward graduation req:</u> English (4) - Math (4) - Science (3) - Soc.Stud. (3) - Health/PE (1) - <u>Electives (9) -</u> Total (24) -	<u>10th Earned toward graduation req:</u> English (4) - Math (4) - Science (3) - Soc.Stud. (3) - Health/PE (1) - <u>Electives (9) -</u> Total (24)-	<u>9¹¹h Earned toward graduation req:</u> English (4) - Math (4) - Science (3) - Soc.Stud. (3) - Health/PE (1) - <u>Electives (9) -</u> Total (24)-	<u>12th Earned toward graduation req:</u> English (4) - Math (4) - Science (3) - Soc.Stud. (3) - Health/PE (1) - <u>Electives (9) -</u> Total (24)-
<i>Notes:</i>				