

Sayre Upper School Program of Studies

2024 - 2025

SAYRE UPPER SCHOOL PROGRAM OF STUDY

2024-2025

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GRADUATION REQUIREMENTS AND DISTINCTIONS

Graduation Diploma Requirements

Sayre Diploma

For the Sayre Diploma, a student must earn a minimum of 24 credits¹ with the following courses and requirements:

- 4.0 credits in English
- 4.0 credits in History, which must include:
 - U.S. History
 - History 12
- 3.0 credits in Science, which must include:
 - Any biology course
 - Any chemistry course
- 3.0 credits in Mathematics, which must include:
 - Geometry
 - Algebra II
- 3.0 credits in World Language of the same language²
- 2.0 credits in Visual and Performing Arts (sequence must be in the same art)
- 0.5 credit in Physical Education
- 0.5 credit in Health
- 0.5 credit in Public Speaking
- 0.5 credit in a Writing Course Elective
- 3.0 Additional credits
- Successful completion of the Senior Internship
- Successful completion of the Don Jacobs Sr. Seminar
- Successful completion of a minimum of 15 hours of community service prior to the start of Senior Internship
- 2.00 GPA

¹ This does not include high school courses taken in the Middle School.

² Students wishing to fulfill this requirement by taking two years of one language and one year of another language requires approval from the World Language Department.

Sayre Diploma with Honors

The Sayre Diploma with Honors requires the completion of the following requirements:

- 4.0 credits in English
- 4.0 credits in History, which must include:
 - US History
 - History 12
- 3.0 credits of Year-long science courses, which include at least three of the four science disciplines: 1. Environmental Science, 2. Biology, 3. Chemistry and 4. Physics
- 4.0 Credits of mathematics in the Upper School, including one post-Algebra II class or an AP math class
- 3.0 credits in World Language of the same language
- 2.0 credits in Visual and Performing Arts (sequence must be in the same art)
- 0.5 credit in Physical Education
- 0.5 credit in Health
- 0.5 credit in Public Speaking
- 0.5 credit in a Writing Course Elective
- Completion of at least 3 AP courses and no semester grade lower than "B-" in 3 AP courses
- 2.0 additional credits
- Successful completion of the Senior Internship
- Successful completion of the Don Jacobs Sr. Seminar
- Successful completion of a minimum of 30 hours of community service during 11th and 12th grades, prior to the start of Senior Internship³
- 3.0 GPA, and no semester grade of D/F in 11th and 12th grade
- Sayre extracurricular participation

³ Beginning with the Class of 2025 the total will increase to a minimum of 45 hours (11th and 12th combined).

Sayre Diploma with High Honors

The Sayre Diploma with High Honors requires the completion of the following requirements:

- 4.0 credits in English
- 4.0 credits in History, which must include:
 - U.S. History
 - History 12
- 4.0 credits in science, with the following two options
 - Completion of a yearlong course in Biology, Chemistry, Environmental Science, and Physics
 - OR
 - Completion of one AP science class and three Year-long courses in three of the four science disciplines (i.e., Environmental Science, Biology, Chemistry, and Physics).⁴
- 4.0 credits of math, including at least one AP math class
- 4.0 credits the same World Language in the Upper School
- 2.0 credits in Visual and Performing Arts (sequence must be in the same art)
- 0.5 credit in Physical Education
- 0.5 credit in Health
- 0.5 credit in Public Speaking
- 0.5 credit in a Writing Course Elective
- Completion of at least 5 AP courses and no semester grade lower than "B-" in 5 AP courses
- Successful completion of the Senior Internship
- Successful completion of the Don Jacobs Sr. Seminar
- Successful completion of a minimum of 40 hours of community service during 11th and 12th grades, prior to the start of Senior Internship⁵
- 3.5 GPA, and no semester grade of D/F in 11th and 12th
- Sayre extracurricular participation

⁴ If a student takes Summer Chemistry, a year of Advanced Research Design can count as the 4th year of science.

⁵ Beginning with the Class of 2025, the total will move to a minimum of 60 hours (11th and 12th combined).

Diploma Comparison Chart

REQUIREMENT	SAYRE DIPLOMA	SAYRE HONORS DIPLOMA	SAYRE HIGH HONORS DIPLOMA
English	4	4	4
History	4	4	4
Math	3	4	4
Science	3	3	4
World Language	3	3	4
Physical Education	0.5	0.5	0.5
Visual & Performing Arts	2	2	2
Health	0.5	0.5	0.5
Public Speaking	0.5	0.5	0.5
Writing	0.5	0.5	0.5
Other credits	3	2	0
TOTAL Credits	24	24	24
Unweighted GPA	2.0	3.0	3.5
AP Courses	0	3 ⁶	5 ⁷
Service Hours	15	45	60
Senior Internship	✓	✓	✓
Extra-curricular Involvement		✓	✓
Don Jacobs	✓	✓	✓

⁶ Class of 2025 = 2

⁷ Class of 2025 = 3

Diploma Distinctions

Distinction in Creative Arts

Mission Statement

Sayre's Visual and Performing Arts initiative encourages students to pursue their interests in the arts – at Sayre and in our community. Students will develop artistic ability and challenge their understanding of the creative process from concept to product to presentation, and apply their interests and abilities to opportunities both in and out of the academic setting. Creative Arts Initiative students will complete classes, projects, and activities to achieve goals.

Visual and Performing Arts Initiative Requirements

Students may apply for this Distinction Sophomore year and select one of the following Arts concentrations.

Visual Art

- Complete six-semester sequence of all 2D or all 3D art classes at Sayre, AP Art is optional
- Apply/participate in art exhibits and/or contests outside Sayre each school year
- Attend exhibits, workshops and/or seminars pertaining to 2D/3D art outside Sayre each school year. Lists of available events from LexArts, "Artscope" publication, etc.
- Interview a working artist in the community using the provided questionnaire
- Assist in presenting or hanging an art exhibit at Sayre or in the community each school year
- Design and complete independent project during Senior year

Music Performance/Music Production

- Complete six semesters of Sayre Singers, Spartones, Sayre Players Band, Piano class, Honors Music Theory, and/or an Independent Study, *AP Music Theory is optional*
- Participate in the Sayre Recital as a performer or production assistant at least two times
- Assist in presenting and/or set-up of Sayre performances and/or other productions in the community each school year
- Attend one performance outside of Sayre per semester, with faculty discussion/review to follow
- Audition/apply/participate in performances, seminars, workshops, summer programs, competitions, etc., outside of Sayre, i.e., KMEA All State, CKYO, private lessons recital or Governor's School for the Arts (minimum of 2) each school year Interview a performing/production artist in the community using a provided questionnaire (see the teacher for this document). Students may include additional questions.

- Design and complete independent project during senior year, i.e. recital, composition, sound and stage design for school performance, etc.

Theatre

- Complete four semesters of theatre classes
 - Participate in at least two theatre productions at Sayre School
- OR**
- Complete two semesters of theatre classes and participate in at least four theatre productions at Sayre School
 - Participate/audition for at least two theatre productions outside of Sayre School
 - Participate in at least one summer theatre event (play, camp, workshop, etc.)
 - Read at least one play per semester, with faculty discussion and review to follow
 - See at least one play per semester, with faculty discussion and review to follow
 - Interview a working artist in the community using the provided questionnaire
 - Design and complete independent project during Senior year

Distinction in Global Studies

Mission Statement

Sayre's Global Studies Distinction encourages students to pursue their interest in world cultures and international relations by engaging in diverse academic, social and cultural opportunities. We challenge students to acquire a global perspective, while developing their intellectual curiosity, critical thinking skills, proficiency in world languages, and ability to grapple meaningfully with international issues – cultural, historical, political and ecological. Ultimately, we hope to inspire students to be responsive to the challenges and benefits of living in an interconnected world.

Global Studies Concentration Requirements

- World Language Requirement: 4 years or a designated proficiency level as recommended by the World Language Department. The addition of a second language is encouraged, including Mandarin or Arabic, which we currently do not offer but students could potentially take outside of school. (Taking an additional language might also fulfill "connecting with a culture" on approval of the program director.)
- Three semesters of Global Studies/ interdisciplinary electives will be taken, typically over three years. Options vary each year. (An AP level World Language Course can count as one of the three semesters.)
 - Participation in one "connecting with culture" experience. This will be a minimum of 40 contact hours of organized travel **OR** 20 hours of international service (or local service for global causes.) Students will do some kind of presentation on their return or keep a journal or blog while away. Options include but are not limited to:
 - Rustic Pathways
 - Mission trip
 - Seville summer experience
 - Summer travel organized by Sayre's World Language department

- Continued participation in global cultural events, with a minimum of three documented events such as concerts, exhibits, lectures, etc.
- Culminating event as determined by the Global Studies Director and the student. This could be an ongoing project that would lead to a culminating activity or presentation. It could also be a digital portfolio that students can update as they go along.

NOTE: A written proposal for the culminating event should be shared with the Global Studies Program Coordinator and tentatively approved prior to the beginning of a student's Senior year.

Distinction in Service Learning

Mission Statement

Sayre's Service Learning Distinction encourages students to pursue their interest in service to others by engaging in sustained service opportunities. A commitment to serving others develops problem-solving capabilities, awareness of social, cultural, and economic differences among individuals, and an ability to address the needs of others with compassion and respect. We challenge students to recognize concerns in the Sayre, local, national, and global communities, and ultimately inspire them to be responsive to the challenges and benefits of devoting time and talents to the service of others.

Service Learning Concentration Requirements

- Enrollment and successful completion of two semesters of Service to Society.
- Demonstrated commitment, leadership, and regular participation in class and advisory service projects, as well as projects offered by the school and its clubs and honor societies.
- Culminating service event in coordination with the Director of Service Learning. This would be an ongoing project with significant outcomes. This service effort will be designed to address an issue of importance within the Sayre, local, national, or global community. The project will allow the student to plan, execute, and evaluate the service done on behalf of others. The project may be planned in conjunction with a service agency when appropriate. The project and its outcomes will be presented by the student to interested students and faculty.

Distinction in Sustainability

Mission Statement

Sayre's Distinction in Sustainability provides a framework for students to gain an understanding of economic, social, and environmental responsibility on a regional, national, and global scale and demonstrate that knowledge through practical means by getting involved in school and community organizations or through academic research. Coursework and community involvement will integrate critical thinking and appropriate scientific techniques while providing opportunities to conduct research and implement projects that advance sustainability on campus and in the local community. Students involved in this program will demonstrate leadership in these principles in both our school and larger community.

Course Requirements

- AP Environmental Science
- AP Statistics
- Students must earn a minimum of a B- in these courses

Extracurricular Requirements

- Participation in at least one community service requirement per year (minimum of Junior and Senior years) that involves helping an environmental organization (local, regional, national, or international)
- Application to the Bluegrass Youth Sustainability Council (acceptance as a representative is the goal, but not required)
- Active participation in the Upper School Green Team (minimum of Junior and Senior years)

Independent Project

- Design and conduct an independent project that promotes sustainability on campus or in our local community
- Present the results of your project, including qualitative and quantitative impacts, as appropriate
- Or be actively involved in a local environmental organization and document that experience for presentation at school

Distinction in Engineering

Mission Statement

Sayre's Distinction in Engineering is a sequence of courses that will prepare Sayre Students for success in post-secondary education in fields that require sophisticated and higher-level skills in science, mathematics, and technology. Students who complete this track will be well prepared to pursue the study of engineering, science-related fields (physical or life), mathematics, and computer science. Coursework and internships will integrate critical thinking and appropriate scientific techniques while providing opportunities to conduct research and implement projects.

Course Requirements

Course Requirement	Course Options	Recommended Courses
2 years of Physics	Physics AP Physics 1 AP Physics 2	AP Physics 1 AP Physics 2
1 additional year of AP science, math or computer science	Any AP science, AP math or AP computer science	AP Chemistry, AP Physics C, AP Computer Science A, AP Calculus BC, AP Statistics
2 years of math, including Calculus	Precalculus Calculus AP Statistics AP Calculus AB AP Calculus BC	AP Calculus BC AP Stats
1 year of Computer Science	AP Computer Science Principles AP Computer Science A	AP Computer Science A

- Students must earn a minimum of a B- unweighted GPA in Science / Math classes to earn the distinction.

Independent Project / Engineering Internship

Students can choose between completing an Independent Project or an Engineering Internship.

Independent Project

- Design and conduct an approved independent project in engineering, working with Newton's Attic, University of Kentucky / Transylvania University, or with an approved outside group.
- Students will present the results of their project at the local science fair and/or at school.

These independent projects are long-term projects that typically take at least half a year. The science department will help facilitate the connection between the student and a partner for their independent project. It is the responsibility of the student to follow through with completing their project. Students will be expected to check in periodically to give updates on their progress.

Engineering Internship

- Students must complete a semester-long engineering internship.
- Students will document that experience throughout the semester, write a reflection about their internship, and give a presentation at school about their internship. Note: Senior internships will not fulfill this requirement.

ACADEMIC POLICIES

The following policies apply to student credits toward graduation and the course registration process. Procedures and guidelines to support these policies are approved by the Head of the Upper School and as otherwise delegated.

General Credit Policies

Students who apply for admission to Sayre in grades 9-12 will have their transcripts reviewed by the Admissions Office, the College Counseling Office, and the Head of the Upper School as needed. Upper School credit is only awarded for courses taken in the Upper School or previous educational institution. Middle School students who take advanced or high school courses will go into the next course in the sequence for that discipline but do not receive Upper School credit for that course.

No credit will be given unless the student completes the semester / year.

Students who receive failing semester grades in a required course will be required to repeat the course or comparable summer/external courses. Both courses and their respective grades will be included on the transcript with the replacement course counting towards their GPA.

Half credit may be awarded for one semester's successful work in a full year's course and is subject to the approval of the Department Chair and the Head of the Upper School.

External / Dual Credit

Credit may be awarded for courses taken at approved educational institutions (e.g., Brigham Young University Online HS, the University of Kentucky, or Transylvania University) with prior planning and approval. Students wishing to pursue this option must have prior administrative approval and should begin by first meeting with the College Counseling Office. Acceptance of credit to such courses is determined by the following guidelines:

- The course is not offered at Sayre (except in credit recovery cases or other extenuating circumstances.)
- The student must have an unweighted GPA of 3.0.
- The student must apply to and be accepted by the university / program offering the course.
- If taken during the Sayre school day, the student's academic schedule must accommodate the time slot during which the desired course is offered if taken during the school day.

The grade in a course taken at a university is not computed in a student's GPA but is applied toward the total credit requirement for graduation.

Repeating Courses

Permission to repeat a course for credit must be approved by the Head of the Upper School. Students who repeat a course they have passed to improve their level of mastery are advised that the original grade is not erased. Both grades will be recorded on the transcript; one credit

will be given. Schools and colleges favor evidence of non-required self-improvement. The grade in the repeated course will count towards the GPA.

Course Load

9th Grade	9th Graders carry seven classes and E Period Study Hall.
10th Grade	10th Graders typically carry seven classes and E Period Study Hall.
11th Grade	11th Graders typically carry six classes, E Period Study Hall, plus an additional Study Hall.
12th Grade	12th Graders typically carry six classes. Students have the option of having three study halls if they are taking three or more AP classes.

Dropping and Adding Courses

Adding or dropping a course may be requested by a parent, student, or faculty member.

Adding or dropping a course may be honored only during the first two weeks of each semester. All prerequisites or other requirements for an added course must be met. All other course changes after this date must be approved by the Head of the Upper School. Only rarely will students be able to drop a course if it leaves them with only five classes and also requires approval from the Head of the Upper School.

[Course Change Request Form](#)

AP Course Expectations

Sayre Upper School takes pride in providing students with many opportunities to pursue academic, athletic, service, leadership, and extracurricular interests. With the variety of opportunities available, there is the possibility that students may overextend themselves. The purpose of the table below is to provide students the expectations associated with each AP course so they can make healthy decisions regarding their academic schedule. As students develop their schedule and consider taking AP courses, they should use this guide to get a sense of the expectations for each course as well as the overall time commitment and workload. Students are encouraged to work with their advisor when making their schedule and to speak with individual instructors if they have questions regarding a specific course.

AP Course	Approximate Time for Homework per Week	Major Assessments	Other Expectations
AP Calculus AB	4-5 hours	Students will have a weekly turn-in as a project grade. Every unit will have a quiz and an exam. There is an AP exam with both multiple-choice and free-response questions in May.	This class can be fast-paced. Students are expected to stay on top of their work. This class involves sequential learning in which each unit builds upon the last and involves previously taught mathematical concepts.
AP Calculus BC	5 hours	Weekly turn-ins, Chapter Quizzes, Chapter Tests, First Semester Exam, Graded AP Practice Exam given in the Spring	Students should have a good understanding of trigonometry, solving polynomials and transcendental functions, and parent functions. Students should have a love for mathematics!
AP Statistics	About 25-30 minutes per night plus time spent working on larger long-range assignments	Students will have 1-2 big turn-in homework assignments per unit over the course of 1-2 weeks for completion. There will periodically be small projects, some of which have a writing component. Unit tests will have MC and FRQ parts, with some tests having a 3rd part. There will typically be a test every two units. Students are also expected to maintain a course glossary that should be kept up-to-date on a weekly basis.	For success on turn-in assignments, students need to be able to manage their time and not wait until the last day to try to complete an entire assignment. Most tests are taken outside of class time, during E period or Study Halls. There is a large component of the class on making connections between various parts of the course, communication and analysis skills, and learning a large vocabulary for the course.
AP Computer Science Principles	There is an effort to assign a minimal amount of work in this class. Most work can be	In addition to unit exams, students will spend 9 hours of class time creating a	Students may enter this class with no prior coding experience. We only code for

	<p>done during class time, and if it is not completed, then it becomes homework.</p> <p>1-2 hours depending on above information.</p>	<p>performance task(a program they created using Python coding and a video of their program), and finally a 3 hour AP exam in May consisting of multiple choice and free response questions involving the performance task.</p>	<p>1 semester, the other semester is spent learning about the internet, privacy, and data.</p>
AP Computer Science A	<p>2-3 hours</p>	<p>Weekly homeworks, Bi-weekly programming assignments, quarterly exams</p>	<p>No prior coding experience is required, we will move at an accelerated pace through material in order to be ready for the AP exam.</p>
AP U.S. Government & Politics	<p>4 hours.</p> <p>Homework includes textbook reading, primary source analyses, weekly news reflections, supplementary secondary source readings, and/or podcast listening.</p>	<p>This class includes weekly quizzes, 5 tests (1 per unit), and 2 final exams. Other tasks range from a civic engagement project to moderated debate through political simulation.</p> <p>Students will complete summer work prior to the class such as reading an assigned book, writing a paper, and maintaining a news journal.</p> <p>Some independent travel outside of school hours is required as students will visit important political and government sites/events throughout the year.</p>	<p>This AP courses develops both skills and content mastery. As such, students are encouraged to take AP U.S. History prior to AP U.S. Government to better understand the content.</p> <p>Talking is required. Students should expect to participate in daily discussions supported by their own working knowledge of current events as everyday politics informs our course. For this, students must stay in tune with the daily news.</p>
AP U.S. History	<p>Expect 30-60 minutes of reading in preparation for each class (4x a week), sometimes with guided reading questions and thematic discussion questions.</p>	<p>There are major assessments for each of the nine historical periods in the APUSH curriculum - which include stimulus-based multiple-choice questions, short-answer questions, document-based essays, and long-essay questions. Students are also expected to do individual and group research projects on particular historical issues and periods, presenting their findings to their classmates.</p>	<p>APUSH is a course that expects sharp critical-thinking and analytical skills as well as the ability to master historical content and make connections between events, ideas, and patterns over multiple time periods.</p>
AP Psychology	<p>Approximately 3 - 4 hours</p>	<p>This course includes weekly reading, quizzes, and writing as well as a semester and final exam.</p>	<p>Preparation for class is expected including:</p>

		The opportunity for an optional full AP exam will be given on a weekend prior to the May exams and is highly encouraged.	<ul style="list-style-type: none"> Assigned reading from a college-level textbooks College-level outside reading and research Active participation in class Outside studying for progress and achievement in the course
AP English Language & Composition	3 hours	A variety of drafted and revised writing assignments ranging from formal analytical essays to book reviews, personal narratives, and emails to people in power. AP exam in May contains multiple choice and free response (essay) questions.	Reading a variety of texts short and long, old and new, difficult and straightforward. Open-mindedness, curiosity, generosity, collaboration, eagerness to learn, willingness to change your position in light of new information. An interest in persuasion and openness to being persuaded.
AP Literature & Composition	4-5 hours of homework a week, roughly one hour per class period. Homework includes nightly reading, AP progress checks, Major Works Data Sheets, weekly poetry responses, and work on major essays and projects.	There will be an assessment over the summer reading. In the first quarter, students will write a college essay. There will be at least one out-of-class literary analysis essay or creative project with explanatory essay per quarter. Students will also write two to four timed free response questions in class per quarter.	This class, particularly the reading assignments, can be fast-paced; staying on top of homework, particularly nightly reading, is essential. Students will encounter complex texts written from the 17th century to the present day. Students will also learn to recognize a wide variety of literary devices and techniques and to analyze their effect on the larger meaning of the text.
AP French Language & Culture	1 hr of homework per class. Occasionally presentations will require up to 1.5 hours (approx. 5 times per quarter). Style of tasks vary and depending on personal strengths and weaknesses. Students may spend less or significantly more time on specific tasks.	Occasional multi-class creative projects. Daily AP-style tasks, 1-2 essays per quarter, complete 1 practice exam in class & 1 practice exam scheduled outside of class (to be done in one sitting)	It is assumed that students have a high level of mastery of grammatical concepts before entering the course. Course resources (listening and reading selections) are all sources intended for native speakers. Much class work is done in pairs, so missing class can result in making up work without the benefit of a partner.
AP Spanish Language and Culture	Minimal amount of assigned homework. Work and practice is done in class.	Group and individual class presentations In-class research projects	AP Spanish is a rigorous course, meaning higher level of proficiency is expected.

	If work is assigned (1-2 hours)	1-2 per month podcast listening assignments Occasional quizzes	Respectfulness, the use of Spanish, and active participation/ engagement are required
AP Music Theory	1 to 2 hours of written homework, 30 minutes of guided listening, and 10-15 minutes every day for sight singing, ear training, and dictations exercises	Weekly in-class activities, assignments, dictations, sight-singing, Chapter Quizzes, Chapter Tests, First Semester Exam, Graded AP Practice Exam given in the Spring.	This class covers a full year of college music theory and moves at a fast pace. Memorization of major/minor scales and key signatures, meter, vocabulary, intervals, and chord structures are vital to success. Time is given in class to work collaboratively and individually. If you enjoy solving puzzles and mysteries, this is the class for you.
AP Studio Art Drawing	5-10 hours of work at home. Work will continue on weekends and Holidays to meet the number of works needed for portfolio submission.	Students have a weekly turn in of a quality piece as a project grade. AP Portfolio is now currently submitted digitally in May with images of 15 Sustained Investigation Pieces and 5 Selected Works.	Class work is fast-paced and created individually in the art studio and at home. One quality piece is turned in each week. Students are responsible for original ideas, resources, and documenting their images, and for writing info on the AP Portfolio site. Instructor is to assist with process, documentation of completed work, and material.
AP Environmental Science	3-4 hours Homework includes textbook reading, math practice, a field notebook in the fall, and other assigned tasks to reinforce understanding of content, including practice tests on the AP College Board website.	An assessment is given over the summer reading and a review of basic math concepts. During the school year, tests or quizzes are given approximately every other week. The exam for the 1st semester is modeled after the College Board exam and is nearly 3 hours in length. Another practice exam is given in the spring outside of class.	Students are expected to attend 2 field trip days before the start of school as well as a 3-day trip to Tremont in the fall to complete AP labs. Some E periods (approximately once a month) will be used for labs or to take tests, particularly in the spring.
AP Physics I	1 hour of homework per class for a total of 5 hours of homework per week. The amount of homework might increase to 1.5 hours per class if the student is absent and making up work. Homework consists of	For each unit covered students will <ul style="list-style-type: none"> • analyze lab data/keep a lab book • complete several small practice problems sets • complete 1-2 quizzes • complete an AP practice test for the 	The class is fast-paced and involves students applying mathematical principles to their study of science. The class involves sequential learning where each unit builds upon the previous unit. Students with frequent

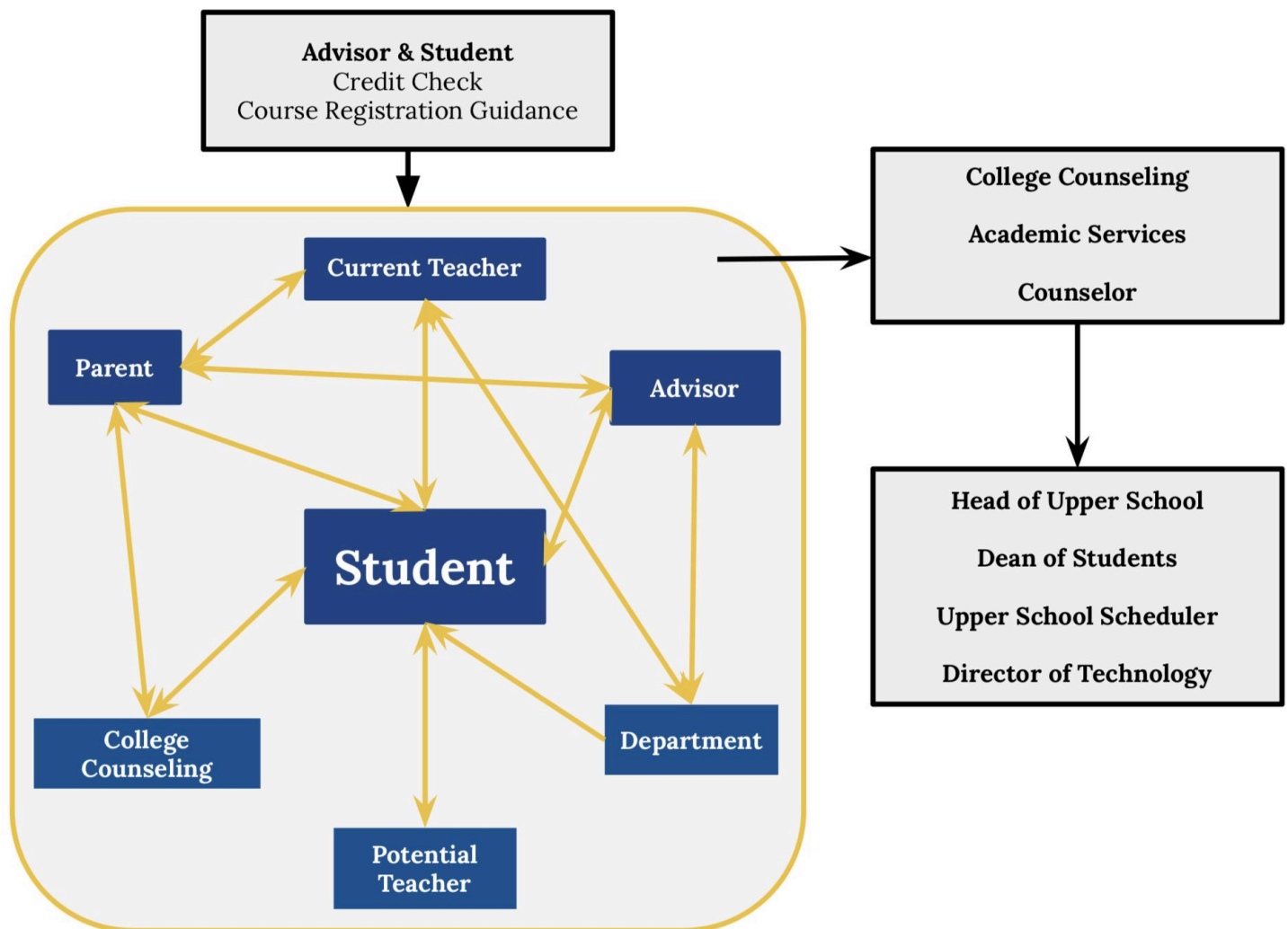
	<p>working problems, readings from the textbook, watching video lectures, analyzing lab data, and working on AP questions.</p>	<p>unit [Pledge Set]</p> <ul style="list-style-type: none"> • Complete a Unit test comprised of AP questions <p>There is a small summer assignment to be completed prior to the start of the school year.</p>	<p>absences find mastering the content difficult.</p> <p>Students who are proactive about seeing the instructor outside of class time for extra help are often the most successful.</p> <p>Quizzes & tests are taken during E period/ study hall.</p> <p>The class meets for two days in August before the start of school and once a month during E hour.</p>
AP Physics II	<p>1 hour of homework per class for a total of 5 hours of homework per week. The amount of homework might increase to 1.5 hours per class if the student is absent and making up work.</p> <p>Homework consists of working problems, readings from the textbook, watching video lectures, analyzing lab data, and working on AP questions.</p>	<p>For each unit covered students will</p> <ul style="list-style-type: none"> -analyze lab data/keep a lab book -complete several small practice problems sets -complete 1-2 quizzes -complete an AP practice test for the unit [Pledge Set] -Complete a Unit test comprised of AP questions <p>There is a small summer assignment to be completed prior to the start of the school year.</p>	<p>The class is fast-paced and involves students applying mathematical principles to their study of science.</p> <p>The class involves sequential learning where each unit builds upon the previous unit. Students with frequent absences find mastering the content difficult.</p> <p>Students who are proactive about seeing the instructor outside of class time for extra help are often the most successful.</p> <p>Quizzes & tests are taken during E period/ study hall.</p> <p>The class meets for two days in August before the start of the school and once a month during E hour.</p>
AP Physics C-Mechanics	<p>45-60 minutes of homework per class for a total of 4-5 hours of homework per week.</p> <p>Homework consists of readings from the textbook, creating notes from the readings, watching video lectures, working problems, and working on AP questions.</p>	<p>For each unit covered students will</p> <ul style="list-style-type: none"> -complete an inquiry-based review activity [Tutorial] -read the chapter in the textbook and create notes for the chapter -complete several small practice-problems sets -complete 1-2 quizzes -complete a larger AP practice problem set. 	<p>In this course students apply calculus [differential and integral] to their study of physics. Students in this course are given greater autonomy to manage their learning. Students who are proactive about completing work on time and seeking extra are the most successful in AP Physics C.</p>

		<p>-Complete a Unit test comprised of AP questions</p> <p>There is a small summer assignment due at the start of the school year.</p>	<p>The class involves sequential learning where each unit builds upon the previous unit. Students with frequent absences find mastering the content difficult.</p> <p>Having a solid foundation in both physics and calculus is important to student success.</p>
AP Chemistry	<p>45 minutes/class. More on the weekend.</p> <p>4-6 hours total depending on acquisition speed.</p> <p>Bulk of homework time is spent working practice problems.</p>	<p>Bi-weekly quizzes.</p> <p>Bi-weekly graded HMWK (FRQ style)</p> <p>2 tests/term</p>	<p>Fast-paced. Each unit builds on knowledge from the previous unit. Frequent absences make content acquisition difficult. Students are expected to see the instructor outside of class time for questions and help. Labs are completed during part of E period or lunch bi-weekly. Quizzes & tests are taken during E period or other study hall.</p>
AP Biology	<p>Students will be expected to complete the summer reading assignment and be ready to hand in the completed work on the first day of class. There will be an average of 3-4 hours of homework assigned per week. Homework consists of reading course content, practicing AP College Board questions, analyzing data and completing lab reports and working on the modules for the book.</p>	<p>The AP Biology Course is very fast-paced and will require students to be proactive regarding the workload and assignments.</p>	<p>Students are expected to attend the Biotechnology Day lab that will be on a weekend in early March.</p>

COURSE REGISTRATION

Registration Overview

With guidance from the School and from home, the student is the center of the course registration process. After being provided course information and registration documents the student spends time determining courses for the following year. The diagram below illustrates this dynamic process and while the student's individual exploration may vary, the procedure is standard for all students in support of developing a *challenging and appropriate* schedule. Please note that registering for courses does not guarantee placement in that course due to the logistics and confines of our master schedule. Students and parents will be contacted if scheduling conflicts occur.



Student Course Registration Tasks & Timeline

Timeframe	Timeframe
March 21	<p>Students attend grade-level presentations to review the Course Registration Process.</p> <p>8→9 Mrs. Wheeler's Lab during E Period</p> <p>9→10 Mrs. Wheeler's Lab Morning Meeting</p> <p>10→11 Mrs. O'Neill's Lab during Morning Meeting</p> <p>11→12: KUA during Morning Meeting</p>
March 22 - March 29	<p>9th grade students have one-to-one meetings with advisors to review:</p> <ul style="list-style-type: none"> ● Individual graduation credits ● Distinctions ● Diploma, Honors Diploma, and High Honors Diploma <p>Course registration form due March 29</p>
Week of March 25	AP English Writing Prompt
March 27	Department Course Updates during advisory
April 8 - April 12	9th grade students enter course requests into Blackbaud
Week of April 15	AP History Writing Prompts
April 24 - April 29	<p>10th & 11th grade students have one-to-one meetings with advisors to review:</p> <ul style="list-style-type: none"> ● Individual graduation credits ● Distinctions ● Diploma, Honors Diploma, and High Honors Diploma <p>Course registration form due May 3</p>
April - August	<p>Master Scheduling</p> <p>This process includes:</p> <ul style="list-style-type: none"> ● Scheduling all courses, students and teachers into our timetable. ● Contacting students and parents if there are conflicts without clear solutions. ● Managing potential course request changes to an individual schedule after the deadline.

Course Recommendation and Approval Process

English

Students wishing to enroll in AP English Language & Composition or AP English Literature & Composition require the approval of the English faculty. This approval will be based on demonstrated critical writing skills and demonstrated enjoyment of difficult reading in Sayre English courses, English grades for the first three quarters of the year, and performance on a 40-minute timed writing appropriate to the course in which the student seeks to enroll. In the Spring of the year prior to enrollment, students may sit for the appropriate timed writing at a scheduled time. Students will be evaluated on using evidence and commentary and writing clearly to complete the task of the timed essay. The writing sample will take place during the week of March 25.

History

- Teachers will survey students before course registration to discuss options, and teachers will make recommendations based on prerequisites, department guidelines, and appropriate fit for each student. Entry into history courses will be based on teacher / department approval.
- Students must meet prerequisites for desired courses as noted in the course catalog.
- Students who wish to enroll in the AP level in either 11th or 12th grade will be evaluated for admission to the appropriate AP History course based on the following criteria listed below. In determining final placement recommendations, the History Department faculty will evaluate interested students' skills in analytical thinking and writing as demonstrated through assignments in Sayre history courses and demonstrated affinity for social studies-related topics.

AP U.S. History Application Process

- Students will be notified of the application process and deadlines by their current history teacher. Students will then be invited to join a Google Classroom dedicated to the AP application process.
- Information about the process will be posted in the Google Classroom.
- Once students apply, the following criteria will be considered:

1. Writing Sample (10 points): Graded on a scale of 1-10 according to a pre-established rubric. The History Department will prepare a document-based writing assessment. Students who wish to complete the writing sample must write in person. Writing samples will be scored "blind" according to a pre-established rubric. (Generally, the teachers scoring the writing will not be current teachers at that grade level.) The writing sample will take place during the week of April 15.

2. Teacher input on students who have applied (10 points): Teacher recommendations will consider work ethic, content knowledge, reading comprehension, stamina, analytical ability, demonstrated interest in the topic, attendance, and ability to contribute to class effectively.

3. History grades from the current year (5 points) Term 1-3 grades plus semester exams will be considered.

- The History Department will determine a baseline score for students to be offered placement into AP courses once all criteria are tabulated.
- Students will be then notified about history course placement.

World Language

- Students will meet with their current World Language teacher individually before course registration to discuss options and teachers will make recommendations based on prerequisites, department guidelines, and appropriate fit for each student.
- Students must meet prerequisites for desired courses as noted in the course catalog.
- Students seeking Pre-1 Spanish, Spanish IV, Spanish IV Honors, Spanish V, AP Spanish, or AP French must meet with the instructor of those courses and get a signature before registering for these courses.

Visual and Performing Arts

All Arts Courses

- Students must meet prerequisites for desired courses as noted in the course catalog.
- Students will meet with their current visual or performing arts teacher individually before course registration to discuss options, and teachers will make recommendations based on prerequisites, department guidelines and appropriate fit for each student.
- Entry into honors and independent studies will be based on prerequisites and teacher / department approval.

AP Visual Art and Music Courses

In addition to the above process, AP courses require the following:

- Current visual or music teacher recommendation based upon a record of a strong work ethic, attendance, and consistent completion of homework and assignments.
- Student and parent signature of the AP course contract.

Math

- Students must meet math prerequisites for desired courses as noted in the course catalog.
- Students will meet with their current math teacher individually before course registration to discuss options and teachers will make recommendations based on prerequisites, department guidelines, and appropriate fit for each student.
- Entry into math courses will be based on teacher / department approval.

Science

All Science Courses

- Students must meet science and math prerequisites for desired courses as noted in the course catalog.
- Students will meet with their current science teacher individually before course registration to discuss options, and teachers will make recommendations based on prerequisites, department guidelines, and appropriate fit for each student.
- Entry into science courses will be based on teacher / department approval.

AP Science Courses

In addition to the above process, AP courses require the following:

- Current science teacher recommendation based upon a record of a strong work ethic, attendance, and consistent completion of homework and assignments.
- Student and parent signature of the AP course contract.
- Current math teacher recommendation for AP Physics 1 and AP Physics 2.

COURSE CATALOG

English

English 9: Finding Your Voice

This course focuses on helping each student develop a unique voice in both their writing and their discussions. The goal of this classroom is to help students read, think, and write their way toward a fuller and more interesting sense of themselves, of their place in the contemporary world, and of their relationship to the larger and more abstract world of ideas. Our work in this class includes intensive study and practice of the art of argument and personal narrative, regular student-led Harkness discussions of model texts, weekly online discussion boards, and frequent one-on-one writing conferences between student and teacher. These practices introduce students to foundational reading habits, discussion principles, and writing strategies they will use in subsequent years.

- Prerequisites: none
- 1.0 Credit
- Year-long course

English 10

Building on the exploration of individual voice from Freshman year, Sophomore English aims to grow students' critical literacy and argumentative skills so that they can challenge themselves as readers, writers, and thinkers. This course engages with texts from many places, times, cultures, and genres. With assigned texts and texts of students' choice, we practice literary and rhetorical analysis in class discussions and a variety of written assignments. Through regular writing, feedback, revision, and reflection, students learn to communicate with purpose and style.

- Prerequisites: English 9
- 1.0 Credit
- Year-long course

English 11 / 12 Seminar

The 11/12 English Seminar is designed to help students to respond personally and aesthetically to literature, to hone their vocabulary, and to develop their speaking and listening skills by working in small groups. Each 11/12 seminar is a themed course, with themes alternating on odd years. Regardless of theme, each seminar focuses on enhancing student reading skills, developing argumentative and creative writing, and exploring traditional literary analysis in the style of a college humanities course. Students also practice collaboration, analysis, and making arguments in regular student-led Harkness discussions.

- Prerequisites: None
- 1.0 Credit
- Year-long course

AP English Language and Composition

In this college-equivalent expository writing course, students will practice analyzing rhetoric, developing their own positions based on multiple sources, and persuading audiences to change their views and to take action. Most of our shared texts will be nonfiction: essays and video essays, op-eds, personal narratives, advertisements, political satire, manifestos, and more. By engaging with stylistically and ideologically challenging texts, students will hone their critical-thinking skills and add to their toolkits for communicating authentically and ethically. The class will include much of what is covered in the [AP English Course Description](#).

- Prerequisites: English 10 - Open to Juniors and Seniors
- 1.0 Credit
- Year-long course

AP English Literature & Composition

AP English Literature is a college-level course focused on analysis of poetry, drama, and fiction. Students will continue honing the sophistication of their writing and thinking at Sayre as they closely read complex texts written from the Renaissance to the present day, as well as literary criticism. They'll also keep developing their empathy in the process. Our responses to literature will take a wide variety of forms, ranging from traditional argument to art, personal narrative, and social media feeds. We'll also discuss how our texts are both products of their time and timeless, offering us windows into our shared humanity throughout many eras. The class will include much of what is covered in the [AP Literature Course and Exam Description](#).

- Prerequisites: English 11/12 or AP English Language and Composition.
- Open to Seniors only
- 1.0 Credit
- Year-long course

Introduction to Creative Writing

This class is meant as an introduction to various styles and techniques of creative writing. Students read and write in three genres—poetry, fiction and creative nonfiction—revising and refining their work along the way in order to submit a piece of writing to a class workshop. Student writers learn from published authors and from each other, unpacking and playing with craft elements from all three genres. Through drafting and revision, students become more familiar with their own writing voice and style and have the opportunity to experiment with and hone several pieces of their choice.

- Prerequisites: None
- 0.5 Credit
- 1st Semester course
- Fulfills Writing Requirement

Literature and Environment

In this elective, students will study the literature, science, and art of fly fishing. Class activities will include reading fiction and nonfiction, exploring digital media, tying flies, encountering fish and macroinvertebrate ecology, instruction in practical fishing skills, observational journaling,

and a multi-disciplinary research or creative writing project. Students may join one or more field trips. Equipment will be provided. The class introduces what can be a lifelong learning experience.

- Prerequisites: none
- 0.5 Credit
- 2nd Semester course
- Fulfills Writing Requirement
- Special note: Students will be expected to attend at least one Saturday morning field trip. Anyone wishing to fish will need to obtain their own KY fishing license by the date of the field trip.

Visual and Performing Arts

Theatre

Theatre I

This course is an introduction to the most influential plays and playwrights in the Western theatre canon. Students read select scenes from *Antigone* by the ancient Greek playwright Sophocles and watch video-recorded performances of the same scenes. In order to gain a deeper understanding of the play's characters, themes, and language, students will perform scenes from the play. Students will also explore the 15th-century morality play, *Everyman*, as well as read select scenes from *Everybody*, a contemporary re-telling by the playwright Branden Jacobs-Jenkins. Students will then study Shakespeare and the Elizabethan Theatre and perform soliloquies or scenes from Shakespeare's most well-known plays. The semester will continue with *The Importance of Being Earnest* by Oscar Wilde and culminate with *The Seagull* by Anton Chekhov. Throughout the course of study, students will engage in journal reflections, acting exercises and improvisations, and class discussions.

- Prerequisites: none
- 0.5 Credit
- 1st Semester course
- Fulfills 0.5 of the Visual and Performing Arts requirement
- Special note: No final exam

Theatre II

This course is an exploration of the most influential American plays and playwrights of the 20th and 21st centuries. Students will read and perform scenes from plays by Tennessee Williams, Arthur Miller, and Wendy Wasserstien, as well as read, study and discuss Lorraine Hansberry's *A Raisin in the Sun*. The semester will culminate with contemporary musical theatre. Throughout the course of study, students will engage in journal reflections, acting exercises and improvisations, scene work, and class discussions.

- Prerequisites: Theatre I or instructor approval
- 0.5 Credit
- 2nd Semester course
- Fulfills 0.5 of the Visual and Performing Arts Requirement
- Special note: No final exam

Playwriting

This course introduces students to the fundamentals of playwriting through a wide variety of writing exercises and a study of the dramatic form. Students will read aloud and comment upon a handful of short plays, as well as watch video recordings and write critiques of the same. Finally, the students will brainstorm around issues that are important to them and consider how they might make those ideas stageworthy in preparation for writing their short play. The culminating short plays will be read aloud by professional actors in a public reading.

- Prerequisites: None
- 0.5 Credit
- 2nd Semester course
- Fulfills Writing Requirement
- Special note: No final exam

Improvisation

In this course, students will learn fundamental concepts of comedy improvisation: investment and agreement, creating environment and character, and working spontaneously and collaboratively within an ensemble, to name a few. Students will study “Improv” through several modalities. They will explore the history, theory, and evolution of comedy Improv through assigned texts, video, and Socratic-style class discussions, participate in improvisational acting, learn its various forms through theatre games, exercises, performance, and peer evaluation, and view live and recorded performances of the genre’s most respected and successful practitioners. These diverse angles of exposure will provide students with a deep understanding, appreciation, and facility with the comedy Improv tradition, technique, and discipline.

- Prerequisites: none; not open to 9th grade for 2024-25
- 0.5 Credit
- Special note: no final exam

Acting Studio I

This course provides an overview of the most influential acting techniques of the 20th and 21st centuries, including the teachings of Stanislavsky, Lee Strasberg, Stella Adler, and Sanford Meisner. Students will apply what they have learned to contemporary scenes that they will perform for each other and select audiences. Students may also explore acting techniques through monologues and improvisation.

- Prerequisites: Theatre I & II or instructor approval
- 0.5 Credit
- 1st Semester course
- Special note: no final exam

Acting Studio II

This course is a continuation of Acting Studio I. Students will explore the acting theories and techniques of the late 20th and early 21st centuries including Viewpoints, Practical Aesthetics, and Alexander. Students will apply their learning to contemporary scenes, and the semester will culminate in a public performance of one-act plays. Numerous resources will be utilized in the instruction including texts, articles, and video recordings.

- Prerequisites: Acting Studio I or instructor approval
- 0.5 credit
- 2nd semester course
- Special note: No final exam

Directing I

This course is an exploration of the fundamental tools required for directing a play for the stage. Topics include play analysis, composition, working with the actor, and blocking. Texts, articles, and video recordings will be utilized in the instruction. This is a project-based class, with students serving as actors in each other's directing assignments and assessments.

- Prerequisites: Theatre I and II or instructor approval
- 0.5 credit
- 1st semester course
- Special note: No final exam

Production Design

This course continues the work begun in Directing I. It is dedicated to turning a directed play into a production suitable for viewing, with units on the basics of technical theatre design, working with designers, technical directors, and stage managers, and the advanced directing techniques required for musicals and stylistic plays. The semester will culminate with the students working together to present a fully conceived short play, complete with lighting, scenery, and costume elements.

- Prerequisites: Directing I, Playwriting, or instructor approval
- 0.5 credit
- 2nd semester course
- Special note: No final exam

Music

Piano Class

This class is open to students wanting to learn beginning piano skills or enrich their piano skills, improve music reading skills, and explore improvisation and composition in a group setting. Individual and group rehearsal as well as in-class performance activities are part of assessments. Performances outside of class are not required. This class may be repeated.

- Prerequisites: none
- 0.5 Credit
- Fulfills 0.5 of the Visual and Performing Arts requirement
- 1st and 2nd Semester course
- Special note: Seniors who have completed two semesters of piano and have permission from the director may receive honors credit by completing projects and/or performances outside the classroom.

Sayre Players Band

This class is for the student who has had previous training on a musical instrument and desires to play in an ensemble with other students. Various styles of music and levels of difficulty are performed based on each student's ability. *Attendance is mandatory for all scheduled performances (3 to 4 per year) as well as occasional after-school rehearsals, festivals, and community functions.* Before enrolling in this class, check the performance dates with the upper

school music faculty. Joint performances with the Sayre Singers and Spartones will be implemented. This class may be repeated.

- Prerequisites: none
- 1.0 Credit
- Fulfills 0.5 of the Visual and Performing Arts requirement
- Year-long course
- Special note: Seniors who have completed two semesters of Sayre Players Band and have permission from the Director may receive honors credit by completing projects, solos, and demonstrating advanced musical skills.

Sayre Singers

This performance class is for treble vocalists interested in singing choral music. Emphasis is on performance and sight reading skills needed for singing a variety of musical styles such as vocal jazz, contemporary, show tunes, as well as traditional choral music from all genres. *Attendance is mandatory for all scheduled performances (3 to 4 per year) as well as occasional after-school rehearsals, festivals, and community functions.* Before enrolling in this class, check the performance dates with the upper school music faculty. Joint performances with the Spartones and Sayre Players Band will be implemented. This class may be repeated.

- Prerequisites: none
- 1.0 Credit
- Year-long course
- Fulfills 0.5 of the Visual and Performing Arts requirement
- Special note: Seniors who have completed one year of Sayre Singers and have permission from the Director, may receive honors credit by completing projects and demonstrating advanced vocal and musical skills.

Spartones

This performance class is for bass and tenor vocalists interested in singing choral music. Emphasis is on performance and sight reading skills needed for singing a variety of musical styles such as vocal jazz, contemporary, show tunes, as well as traditional choral music from all genres. *Attendance is mandatory for all scheduled performances (3 to 4 per year) as well as occasional after-school rehearsals, festivals, and community functions.* Before enrolling in this class, check the performance dates with the upper school music faculty. Joint performances with the Sayre Singers and Sayre Players Band will be implemented. This class may be repeated.

- Prerequisites: none
- 1.0 Credit
- Year-long course
- Fulfills 0.5 of the Visual and Performing Arts requirement
- Special note: Seniors who have completed one year of Spartones, and have permission from the Director, may receive honors credit by completing projects and demonstrating advanced vocal and musical skills.

Honors Music Theory

This course is designed for the serious student wanting to develop extensive knowledge of music theory through challenging study. Melodic and rhythmic elements, written and aural skills, basic piano skills, and various forms and genres are studied and assessed. Composition and exploration of the historical significance of various composers and ideas related to the development of music theory are also implemented. Some AP assignments are given to provide an opportunity for honor students to experience college-level work.

- Prerequisites: 2 semesters of Piano Class, Sayre Players Band, Sayre Singers, Spartones, or equivalent training approved by upper school music faculty.
- 0.5 Credit
- 1st or 2nd Semester course
- Special note: Option of a final exam or final project

AP Music Theory

This class covers the content of a Year-long college-level course and is for the motivated and advanced student musician. The class focuses on 18th-century part writing and practices. Through written and aural music skills, the requirements of the College Board are implemented through in-depth assignments, exercises, and tests. Students will also develop basic piano skills: playing scales, melodies and chord progressions. Textbooks and online resources are used. Students are prepared to take the AP examination in Music Theory.

- Prerequisites: Honors Music Theory or equivalent training approved by upper school music faculty
- 1.0 Credit
- Year-long course

Independent Study in Music

This class provides serious music students an opportunity to pursue and develop special interests through performance, composition, recording, or technical sound and design. Students will consult with the instructor to create their own portfolio of music, etc, and implement skills learned in school and community performances and activities. Students must be self-motivated and complete assignments/tasks in a timely manner. A limited number of independent studies will be available each semester.

- Prerequisites: 4 semesters of Sayre upper school music classes and/or equivalent training approved by upper school music faculty. Completion of Independent Study in Music application.
- 0.5 Credit
- 1st or 2nd Semester course

Visual Art

Studio Art I

Studio Art 1 & 2 are semester-long introductory classes designed for students interested in visual art and wish to learn various skills with different 2D & 3D media. Media used may include: Graphite & color pencils, charcoal, scratchboard, pen & ink, and block printing. Sculpture wire, plywood, modeling clay, foamboard & carpet rolls may also be included in 3D projects. All work is created in class and outside work from other classes is not permitted. Class time missed will be made up as needed and required. Students are expected to be on time daily. Students will be evaluated by their ability to follow directions, level of creativity, ability to solve visual/spatial concepts, level of participation, and work ethic. Students are required to have a portfolio to keep work in. 20"x26" is an ideal size for general work. All artwork goes home at the end of the semester or school year.

- Prerequisite: None
- 0.5 Credit
- Fulfills 0.5 of the Visual and Performing Arts requirements
- 1st Semester course

Studio Art II

Studio Art 1 & 2 are semester-long classes designed for students in visual art who wish to learn various skills with different media. Media used in Studio Art 2 are mainly watercolor and acrylic paints. These will be used in 2D & 3D formats. All work is created in class and outside classwork is not permitted. Missed class time will be made up as needed and required. Students are expected to be on time daily. Students will be evaluated by their ability to follow directions, level of creativity, ability to solve visual/spatial concepts as well as level of participation and work ethic. Students are required to have a portfolio to keep their work in. 20"x26" is an ideal size for general work. All artwork goes home at the end of the semester or school year.

- Prerequisite: Studio Art 1
- 0.5 Credit
- Fulfills 0.5 of the Visual and Performing Arts requirements
- 2nd Semester course

2D Studio Art II

Studio Art 1 & 2 are semester-long introductory classes designed for students interested in visual art and wish to learn various skills with different media. Media used in Studio Art 1 may include: Graphite and colored pencils, charcoal, scratch board, pen & ink, and block printing. Media used in Studio Art 2 will include watercolors and acrylic paints. All work is created in class, and outside work from other classes is not allowed. Class time missed will be made up as needed and required, students are expected to be on time daily. Students will be evaluated by their ability to follow directions, level of creativity, ability to solve visual/spatial concepts, level of participation, and work ethic. Students are required to have a portfolio to keep their work in, 20"x26" is an ideal size for general work. All artwork goes home at the end of the semester or school year.

- Prerequisites: 2D Studio Art I
- 0.5 Credit
- Fulfills 0.5 of the Visual and Performing Arts requirement
- 2nd Semester course

2D Honors Art

Honors Art was created and designed for the art student with a strong interest and talent for visual art. The assignments are varied and will challenge the student to explore and expand their understanding of the creative process. Students will create a portfolio of art that will demonstrate their skills and knowledge of the use of various media. This work will also display the level of understanding and skill in drawing, painting, and use of 2-dimensional materials. Students in this class must be self-motivated, and have a serious desire to learn and work at their highest level of ability. Assignments with reasonable due dates will be given as well as time for students to explore their own interests of study. The class will have time to look at its finished work and critique the work in a positive and helpful spirit. Evaluation will be determined by level of creativity, work ethic, and quality. Students are expected to be prompt and to use class time for studio work only. All students are required to have a 20"x26" size portfolio to keep their work in.

- Prerequisites: 2D Studio Art 1 & 2, Drawing, and Painting
- 1.0 Credit
- Year-long course
- Special note: Honors Art assignments are composed of some AP drawing assignments

AP Drawing

Advanced Placement Drawing is a program administered by the College Board to provide highly motivated high school students with an opportunity to earn college credit in art with a drawing/painting focus. Students will submit a drawing portfolio to the College Board with work that focuses on the use of mark-making, line, surface, space, light, shade, and composition. AP Drawing is not based on a written exam; instead, students submit a portfolio in May to include 5 selected works (demonstrating drawing skills and synthesis of materials, processes, and ideas) and 15 sustained investigation images (demonstrating drawing skills, practice, experimentation, and revision, as well as synthesis of materials, processes, and ideas) based on an investigation of the students choosing. Students should consider marks that can be used to make drawings, the arrangement of marks, the materials and processes used to make marks, and relationships of marks and ideas. Students can work with any materials, processes, and ideas. Drawing (analog and digital), painting, printmaking, and mixed media work are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted. Students will be encouraged to develop a strong personal artistic voice. Throughout the year, students will document/photograph and write about their processes and finished work. This course is about truly becoming an artist in terms of inquiry, the content and quality of work, work ethic/practice, and the opportunity to share work with the public.

- Prerequisites: 2D Honors Art
- 1.0 Credit

- Year-long course
- Special note: Requires an average of 5 hours per week of studio work outside of class time.

2D Drawing

This course is designed for students who are interested in broadening and strengthening their skills and abilities in the area of drawing. Students will be introduced to different subjects and techniques in class and will be using various media that will include: pencil, pen & ink, pastels, and charcoal. The subject matter will range from still life to abstract. Students may have the opportunity to work on subjects of their own choosing in the latter part of the semester. Students will be evaluated by level of creativity, ability to follow directions, problem-solving of spatial/visual concepts, and work ethic. Student work will be exhibited during the school year on campus, and all created work goes home in a portfolio at the completion of the semester/year. All students are required to have a portfolio to keep their work in. 20"x26" is an ideal size.

- Prerequisites: 2D Studio Art 1 & 2
- 0.5 Credit
- 1st or 2nd Semester course

2D Painting

Painting is a semester-long class designed for the student who desires to further their studies in the field of 2-dimensional painting. The class is divided into 2 sections that include watercolor and acrylic paints. Students will be exposed to techniques that include color mixing, hard edge and soft edge, blending, and Impressionistic and Pop Art styles. All students are required to have a 20"x26" size portfolio to keep their artwork in. Being a studio class, all class work will be created in the studio under teacher supervision. Outside work will not be allowed, and class time missed will be made up as needed. All students are expected to be in class on time, and follow all school and art room policies. Students will be evaluated by level of creativity, ability to follow directions, problem-solving of spatial/visual concepts, and work ethic. Student work will be exhibited during the school year on campus, and all created work goes home at the completion of the semester/year. Students should not bring book bags, backpacks, or laptops into the studio unless instructed to do so.

- Prerequisites: 2D Studio Art 1 & 2
- 0.5 Credit
- 1st or 2nd Semester course

Publications

The purpose of this class is to provide hands-on experience in the design and production of Sayre's yearbook, *Pillars*. Students develop an aesthetic "eye" and learn practical techniques relating to publications such as photography, graphic design, journalism, copy editing, and business. Our staff will learn to work as a team while having fun in the process. Staff members must be able to work independently, collaborate well, and pay attention to the details that make a yearbook both an accurate and vibrant reflection of life at Sayre. This is a full-year course open to Sophomores through Seniors and may be repeated up to three times.

- Prerequisites: instructor approval
- 1.0 Visual & Performing Arts credit in first year; 1.0 Credit elective credit for each following year
- Year-long course
- Does not fulfill writing requirement.

History

World History 9: World History Origins to 1450 CE

History 9 will help Freshmen learn and understand the history of the world from our prehistoric formations to around the year 1450 CE. This course will teach students how to use stories about our past to orient one in the present moment. History 9 seeks to answer one core question: How have human communities converged and integrated in a way that is so similar and yet so fragmented and different? To answer this very complicated question, we use three frames to better contextualize, organize, connect, and evaluate the historical data that you will encounter at smaller scales throughout the course: Communities (How have we structured societies around us?), Networks (How have humans been connected to and interacted with one another historically?), and Production and Distribution (How have we made and used the stuff we use every day?).

- Prerequisites: None
- 1.0 Credit
- Year-long course

World History 10: Modern World History

This survey course introduces Sophomores to the major people, events, ideas, and trends that have shaped modern world history, approximately 1400 to the present. Building a foundation on the major eras of Western civilization – from the Renaissance to Revolutions to World Wars, it places events in a global context while broadening students' perspectives and strengthening their intellectual connections between past and present. Through research, critical analysis of sources, evidence-based writing, and differentiated instruction, students come to better understand how people of diverse cultures have overcome obstacles, achieved goals, and sought to shape the world around them - socially, politically, economically, militarily, and geographically.

- Prerequisites: History 9
- 1.0 Credit
- Year-long course

AP United States History

APUSH is a college-level course designed to give students the analytical skills and factual knowledge to deal critically with the interpretations, contradictions, and sources from America's past. The course provides practice and preparation for the Advanced Placement Exam in May. Overall, the goal of this class is to provide students with a rigorous reading and writing curriculum that enhances their ability to comprehend and analyze a variety of resources, discuss and interpret varying views of historical events, and support analytical and interpretive arguments with evidence.

- Prerequisites: History 9 and History 10
- 1.0 Credit
- Year-long course

- Special note: There is an application process in order to be admitted to this course. All enrolled students are required to take the national AP examination for U.S. History in May.

History 11: United States History

This survey course covers major themes in American history, from the creation of a new nation from colonial beginnings to the challenges facing a superpower in the 21st century. The historical narrative deepens as students gain depth and precision in their understanding of cause and effect. Through synthesis of primary sources and a college-preparatory text, students explore private and public lives, ordinary and celebrated people, dividing and unifying trends, as well as national and international trends and context. Examining U.S. history through a variety of lenses -political, social, economic, and cultural - we continuously address these essential questions.

- Prerequisites: History 9 and History 10
- 1.0 Credit
- Year-long course

AP Psychology

This course is structured as a college-level introductory psychology course and introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study including: Biological Bases of Behavior, Cognition, Developmental & Learning, Social Psychology & Personality and Mental & Physical Health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

- Prerequisites: None
- 1.0 Credit
- Year-long course
- Special note: This course is available to Sophomores if space is available. Sophomore students must apply directly to the instructor. All students must take the AP Exam in May.

AP United States Government and Politics

This course is structured as a college-level introductory political science course. Alongside historical case studies and foundational documents, this course will help students understand the interconnectedness of the different parts of the American political system as well as the behaviors and attitudes that shape this system and are the byproduct of this system. Along the way, students will examine the constitutional foundations of the government; Federalism; political beliefs and behaviors; political parties, interest groups, and the mass media; the institutions of government; public policy; civil liberties, and civil rights. AP U.S. Government and Politics accomplishes these goals by framing the question of political knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices by using a set of reasoning processes. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes, students will be able to analyze current and historical political events like a political scientist and

develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives. Students will apply these skills in the classroom by way of in-class simulations, discussions, debates (formal/informal), projects, and one major, independent research paper.

- Prerequisites: History 9, History 10: U.S. History or AP U.S. History
- 1.0 Credit
- Year-long course
- Special note: There is an application process in order to be admitted to this course. All enrolled students are required to take the national AP examination in U.S. Politics and Government in May.

History 12: United States Supreme Court, Civil Liberties and American Politics

History 12 will help students learn the history and understand the functions of the American government with a particular emphasis on the central role of the Supreme Court of the United States (SCOTUS). It examines the precedents that influenced the US Constitution, the form of government it established, the mechanics of the federal judicial system, and different schools of constitutional interpretation, and applies the knowledge to research and analyze a specific case, a constitutional issue, or an individual justice. In the process, students will also develop their civic knowledge and confidence to engage in the political process.

- Prerequisites: History 9, History 10, and U.S. History or AP U.S. History
- 1.0 Credit
- 1st and 2nd Semester course

Hot Spots in U.S. Foreign Relations

Hot Spots is a global studies elective that focuses on U.S. foreign policy issues that headline the news and interest you - from the Middle East to Ukraine and more. Beginning with curriculum from Brown University's Choices Program (*The U.S. Role in a Changing World*), students learn about the global issues that have shaped America's international relations, particularly the end of the Cold War, the growth of globalization, the consequences of the 9-11 attacks, and other modern security issues. Students debate options for U.S. policy and craft their own recommendations for the 21st century. Once this historical foundation is set for understanding US policy options, students research a variety of topics of their choosing rooted in news headlines, geographical regions, or policy themes and present them to their classmates. Research projects vary from intelligence briefs to continent case studies and policy analyses to group presentations.

- Prerequisites: None
- 0.5 Credit
- 1st Semester course
- Fulfills Writing Requirement

World-Wide-Women

This global studies elective will focus on the issue of gender equality and how it compares in different nations world-wide. We will begin with a historical overview of significant events in

women's rights in the U.S. and analyze their political, economic, social, and cultural progress within an international context. Using the "Girl Rising" curriculum, we'll examine the universal benefits of education for women and the various obstacles that still inhibit that access in developing countries. Using project-based learning, students will research and present topics of their choosing, from profiles of women leaders in government and business to policy debates and court cases over the expansion or restriction of women's rights.

- Prerequisites: None
- 0.5 Credit
- 2nd Semester course
- Fulfills Writing Requirement

History of Sports

This elective will provide an overview of the long history of human sports from ancient civilizations through the 21st century. Students will explore a wide range of sports and physical activities with a particular emphasis on their cultural impacts and social significance. Topics will include: the Mayan ball game, the ancient and modern Olympic games, horse racing, boxing, baseball, soccer and the World Cup, basketball, volleyball, football, fantasy sports and other areas of student interest. Through a mix of readings, discussions, films, and independent research projects, students will enhance their understanding of the history and meaning of the games so many of us love to play and watch.

- Prerequisites: Rising Sophomores - Seniors
- 0.5 Credit
- 1st Semester course
- Fulfills Writing Requirement

History of Kentucky

The course will provide an overview of the major people, ideas, and events that have shaped Kentucky's history. In our first meetings, we will familiarize ourselves with the geography of the state and its prehistoric past to provide needed context. Then, we will explore the diverse Commonwealth's social, political, economic, and cultural development from the seventeenth century to the present. We will also engage with themes running throughout the state's history including the evolving relationship between Kentuckians and the land they inhabited and the changing image Kentucky embodied, both to themselves and to the outside world.

- Prerequisites: None
- 0.5 Credit
- 2nd Semester course
- Fulfills Writing Requirement

Historical Research Methods

This elective is designed to bridge the gap between the theoretical approaches and practical application of historical study and is designed for students who want to learn historical methodologies and are eager to write. Over the semester, students will explore the discipline of history through a rigorous examination of its philosophy, methodologies, and the art of

historical writing. This course will use a hands-on approach to guide students through the process of developing and writing a significant research paper, utilizing primary and secondary sources to craft compelling historical narratives. The course offers Sophomores, Juniors, and Seniors a comprehensive preparation for college-level research and writing. This class is ideal for those looking to deepen their understanding of history, sharpen their analytical skills, and fulfill Sayre's Writing Requirement through direct research experience.

- Prerequisites: None
- 0.5 Credit
- 1st Semester course
- Fulfills Writing Requirement.

Podcasting the Past

This elective merges the art of modern storytelling with historical inquiry, offering students a unique avenue to explore and disseminate historical narratives through the medium of podcasting. Throughout the semester, students will delve into the past, uncovering lesser-known stories, voices, and perspectives while simultaneously mastering the technical and creative skills required to produce compelling audio content. This course emphasizes a hands-on learning approach, guiding students through the processes of historical research, scriptwriting, audio recording, and editing, culminating in the creation of their own podcast episodes that they will produce through digital mediums. Ideal for those passionate about history, media, and technology, this class not only fulfills Sayre's Writing Requirement but also equips students with practical skills applicable in various fields. Through project-based learning, students will leave the course with a portfolio of work that showcases their ability to bring historical narratives to life in the digital age.

- Prerequisites: None
- 0.5 Credit
- 2nd Semester course
- Fulfills Writing Requirement.

Mathematics

Algebra I

Algebra I focuses on the theoretical concepts and essential problem-solving skills needed for higher-level mathematics and science courses. The course introduces students to abstract thought and logical structure, while at the same time requiring students to apply the concepts they are learning to a variety of realistic situations. Graphing calculator technology is used as a tool to aid in the understanding and visualization of concepts throughout the course. Standards covered include real numbers, variables, expressions, equations, inequalities, problem-solving strategies, coordinate plane and graphing on the coordinate plane, systems of linear equations, polynomials, rational expressions, factoring, solving quadratic equations, exponents, radicals, and functions. This course specifically is designed to ensure through extensive differentiation and scaffolding that students are focusing on concepts they will be faced with for the remainder of their high school mathematics courses.

- Prerequisites: Pre-algebra
- 1.0 Credit
- Year-long course

Geometry

Geometry takes an inductive approach to studying geometric terminology, relationships of parallel and perpendicular lines, triangles, quadrilaterals, polygons, circles, proportions, similarity, trigonometry, area, surface area, and volume of three-dimensional shapes. Students will use geometric terminology to discover various relationships between two-dimensional geometric figures. Throughout the course, students learn to use rulers, protractors, compasses as well as Geogebra to construct various geometric figures to help them better understand the conjectures learned during class. Various coordinate geometry formulas will be used during class including: midpoint, distance, and transformations. The course is broad based, but is essential knowledge for higher-level mathematics courses and the ACT and SAT tests.

- Prerequisites: Algebra 1
- 1.0 Credit
- Year-long course
- Special note: Students need to have their own ruler, protractor, and metal compass.

Algebra II

Algebra II builds upon the skills and concepts learned in Algebra I and also integrates reading, writing, and problem-solving skills in order to prepare students for more in-depth study of mathematical concepts. Students develop proficiency in working with algebraic expressions, functional analysis, and coordinate geometry. Graphing calculator technology is integrated throughout the course to provide concrete visual aids in the study of abstract concepts as well as problem-solving. Topics covered include equations and formulas, variation, linear equations and inequalities, systems of linear equations and inequalities, quadratic functions, functional analysis, exponential, radical, rational, and logarithmic functions.

- Prerequisite: Algebra I

- 1.0 Credit
- Year-long course

Honors Algebra II

Honors Algebra II operates on a more rigorous, theoretical level and covers a broader range of topics and applications than the regular Algebra II course. Students should expect the course to move at a rapid pace and be prepared to study and learn concepts independently. All topics covered in Algebra II are covered in greater depth. Topics covered beyond those listed under Algebra II includes analysis of trigonometric functions, logistic functions, and polynomial functions.

- Prerequisites: Algebra I with an A average and Geometry with a B+ average on both semester exams.
- 1.0 Credit
- Year-long course
- Special note: Students who wish to enroll in Honors Algebra II must have an “A” average in both Algebra I and Geometry and must have had at least a “B+” on both semester Geometry exams. Approval from the teachers in the Mathematics Department must also be secured.

Advanced Algebra with Financial Applications (AAFA)

Advanced Algebra with Financial Applications (AAFA) is a college-preparatory course that teaches mathematical concepts within a financial framework. The main focus of this course is to prepare students for their financial lives as adults. Previous topics from Algebra II as well as new concepts from Precalculus and Statistics are used as tools to solve common problems that arise in personal finance. Financial topics include investing, credit, banking, insurance, mortgages, employment, income taxes, budgeting, and planning for retirement. Students will use spreadsheet software as well as graphing calculators as tools for analysis.

- Prerequisites: Algebra II
- 1.0 Credit
- Year-long course

Precalculus

Precalculus is a course that follows Algebra II or Honors Algebra II. The purpose of this course is to better prepare you for Advanced Algebra with Financial Applications or a higher calculus course. This course will begin with a comprehensive review of functions, followed by polynomials, logarithms, and eventually trigonometric concepts.

- Prerequisites: Algebra II
- 1.0 Credit
- Year-long course
- Special note: TI-84 Calculator Required

Honors Precalculus

Honors Precalculus incorporates graphing technology throughout the course. Technology allows the course to focus on problem-solving and exploration while at the same time building a deeper understanding of advanced mathematical ideas and techniques. Concepts and problems are analyzed and discussed algebraically, graphically, verbally, and numerically. Topics covered include graphing, manipulating, and finding the solutions of linear, polynomial, exponential, logarithmic, rational, and trigonometric functions, complex numbers and polar equations, sequences and series, and discrete mathematics.

- Prerequisites: Students must be recommended by their Algebra II teacher. A prerequisite grade of an A in Algebra II or a B in Honors Algebra II is required for admission.
- 1.0 Credit
- Year-long course

Calculus

Calculus is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry. It is a course in introductory calculus with elementary functions. Topics covered include: functions and graphs, limits and continuity, differential calculus including applications, and integral calculus including applications. Problems are analyzed by using both an algebraic representation and a graphical or geometric representation of a problem. Similar to AP Calculus AB, this course will cover slightly fewer topics and use less complex versions of problems.

- Prerequisites: A “B” average in Precalculus
- 1.0 Credit
- Year-long course
- Does not fulfill writing requirement.

AP Statistics

Advanced Placement Statistics is an introductory college-level statistics course. The focus of the course is on understanding statistical reasoning and practices rather than rote memorization of formulas and procedures. AP Statistics is built around four main themes: exploring data, planning statistical studies, modeling with probability and simulation, and using statistical inference. Technology is integrated around these themes through the use of graphing calculators and computer software (Stats Homework). Topics covered include basic numerical and graphical analysis of one and two-variable data, introductory experimental and sampling designs, basic probability theory and probability models, estimation and tests of hypotheses, and using inference with probability distributions and simple linear regression.

- Prerequisites: Honors Precalculus with at least a “B” average. Students who have successfully completed Precalculus with at least an “A-” average are also eligible for this course. Students who wish to take this course concurrently with Honors Precalculus must have an A average in Honors Algebra II and must have teacher approval.
- 1.0 Credit
- Year-long course

AP Calculus AB

AP Calculus AB is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry. It is a course in introductory calculus with elementary function. Topics covered include: functions and graphs, limits and continuity, differential calculus including applications such as graphing, and integral calculus, including applications such as finding areas and volumes. Problems are analyzed by using both an algebraic representation and a graphical or geometric representation of a problem.

- Prerequisites: AP Calculus AB requires an A- in Honors Precalculus with a B+ on the semester exam, an A+ in Precalculus with an A on the semester exam, or successful completion of Calculus with approval from their teacher.
- 1.0 Credit
- Year-long course
- Special note: Students are expected to take the AP examination at the completion of the course.

AP Calculus BC

AP Calculus BC is intended for students who have a thorough knowledge of college preparatory mathematics, including Algebra, Axiomatic Geometry, Trigonometry, and Analytic Geometry. It is recommended for those students who love math and will possibly be majoring in Engineering or another math-related field in college. The course covers the equivalent of two semesters of college calculus and moves at an extremely fast pace! Topics covered include: limits and continuity; differential calculus, including applications such as graphing; integral calculus including applications such as finding areas and volumes, as well as integration by parts and partial fractions, a heavy concentration on series and sequences as well as an introduction to parametric equations and polar coordinates. Problems are analyzed by using both an algebraic representation and a graphical or geometric representation of a problem. The students are expected to take the AP examination in May.

- Prerequisites: Students must be recommended by their Honors Precalculus or AP Calculus AB teacher. A prerequisite grade of an A+ in Honors Precalculus is required or a score of 3 or higher on the AP Calculus AB exam for admission.
- 1.0 Credit
- Year-long course

AP Computer Science Principles

AP Computer Science Principles is an introductory college-level computing course that introduces students to the foundations of modern computing. Students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. Students also explain how computing innovations and computing systems work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

- Prerequisites: Geometry
- 1.0 Credit
- Year-long course
- Special note: Students are expected to complete a performance task in addition to taking the AP examination at the completion of the course.

AP Computer Science A

AP Computer Science A is an introductory college-level computing course that introduces students to the Java programming language and fundamental concepts of object-oriented programming. Students will do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks.

- Prerequisites: Algebra II
- 1.0 Credit
- Year-long course
- Special note: Students are expected to take the AP examination at the completion of the course.

Physical Education

Physical Education

Physical Education is a required course for all students in the Upper School. At Sayre, the course is taught freshman year in conjunction with Health. Both courses are a semester long. Physical Education focuses on basic sports and the basic skills involved in playing. Teams are assigned, and students have a chance to work with their teams on the skills involved before they begin competition. Competition includes a round-robin tournament, then a seeded tournament based on their respective records. Points are awarded for each place, and points are accumulated for the semester with a team winner at the end of the semester. Students are also required to officiate various games of their peers.

- Prerequisites: none
- 0.5 Credit
- 1st Semester and 2nd Semester

Fitness Training

Fitness Training is an elective class designed to allow students to work on their overall fitness. Workouts can be general or assigned to specific individuals based on their goals for the semester. Students will train in the weight room and be shown basic lifting techniques, general exercises for specific muscle groups, sports-specific exercises, stretches, and core work. Cardio will be a portion of the workout on longer days.

- Prerequisites: none
- 0.5 Credit
- 1st Semester and 2nd Semester

Science

Biology

Biology is a required full year laboratory course for ninth graders, designed to survey basic concepts and principles of life science and to encourage research and inquiry. Topics in Biology are introduced through a combination of classroom and laboratory activities. The laboratory activities are designed to further develop knowledge in content areas and to increase proficiency in such scientific processes as experimental design, data collection, and data analysis. Throughout the year, mathematical skills of graphing, slope determination, and statistics are used to further students' understanding of the scientific process. Students are introduced to concepts that unify all living organisms: ecology, cell structure and function, energy acquisition and use, reproduction, genetics, and evolution.

- Prerequisites: none
- 1.0 Credit
- Year-long course

AP Biology

AP Biology is a college-level Biology course designed to conform to the goals defined by the AP program of the College Board. Students cultivate their understanding of biology through inquiry-based investigations as they explore 8 specific units. Advanced topics included are: chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, heredity, gene expression and regulation, natural selection, and ecology. The Big Ideas of evolution, information storage and transfer, energetics, and system interactions will be spiraled through these units. All students taking the course are required to take the AP Biology examination in May.

- Prerequisites: Algebra II, Completion of Chemistry with a “B+” average, an AP Science course or AP U.S. History.
- 1.0 Credit
- Year-long course
- Special note: The class includes summer reading. Students are expected to take the AP examination at the completion of the course.

Chemistry

Chemistry at Sayre is both traditional and progressive. The course provides an excellent background in beginning chemistry that applies traditional concepts with modern laboratory techniques. Chemical principles are applied to a number of areas including environmental concerns and energy sources. Topics of study include chemical and physical properties, reaction rates, atomic structure, nuclear reactions, electromagnetism, periodic table, chemical bonding, types of chemical reactions, balancing equations, states of matter, gas laws, and thermodynamics. A strong emphasis is placed on inquiry learning, modeling, and laboratory work.

- Prerequisites: 9th Grade Science, Geometry, and Algebra II or concurrent enrollment.
- 1.0 Credit

- Year-long course
- Special note: The course prepares students for the content required for AP Environmental Science, AP Biology, AP Physics II, and AP Chemistry.

AP Chemistry

AP Chemistry is a year-long college-level Chemistry course designed to conform to the goal defined by the AP program of the College Board, including the recent emphasis on inquiry-based labs. The course aims to duplicate the experiences and level of difficulty of the type of introductory chemistry taken by students majoring in science or science-related fields as college freshmen. Activities are quite rigorous and challenging. Advanced topics of study include reaction rates, thermochemistry, electrochemistry, kinetics, chemical equilibrium, and organic chemistry.

- Prerequisites: Completion of Chemistry (with at least a B+ average), Algebra II, completion or concurrent enrollment in Precalculus
- 1.0 Credit
- Year-long course
- Special note: The class includes a substantial summer assignment and classes begin before school starts in August. Additionally, all quizzes and tests are taken during E-period or study halls. Homework assignments are given over each school break. All students taking the course are required to take the AP Chemistry examination in May.

Physics

Physics is a Modeling-based course that gives students an understanding of the fundamental concepts and laws that govern the world. Through frequent laboratory activities, students work together to collect and analyze data using a variety of mathematical techniques to discover fundamental principles and gain analytical skills. Although conceptual understanding is the emphasis of this course, students use Algebra I, Geometry, and basic trigonometry to express quantitative relationships and draw conclusions. Topics include experimental design (data collection and analysis techniques), one-dimensional/two-dimensional motion, linear forces, energy, impulse, and linear momentum in one-dimension, and introduction to waves (sound and light).

- Prerequisites: Completed Algebra II or concurrent enrollment.
- 1.0 Credit
- Year-long course

AP Physics I

AP Physics I is a Modeling based physics course that prepares students to take the AP Physics I Exam. This course does emphasize a conceptual understanding, similar to Physics, but a stronger emphasis is placed on mathematical expressions (algebra II, geometry, and trigonometry) and on problem-solving. In addition to utilizing a more mathematical approach, this course moves at a quicker pace, explores concepts covered in Physics at a deeper level, and covers additional topics not covered in Physics. Topics include experimental design (data collection and analysis techniques), one-dimensional/two-dimensional motion, linear forces, uniform circular motion, gravity and planetary motion, impulse and linear momentum in

1-dimension/2-dimension, energy, torque, rotational motion, angular momentum, simple harmonic motion, static fluids, and dynamic fluids. Homework assignments and lab experiments will be closely aligned with the AP Physics I curriculum published by the College Board to give students the best chance of earning college credit.

- Prerequisites:
 - If no prior physics course: Completion of 9th grade science and Algebra II with a “B+” average, completion or concurrent enrollment in Honors Precalculus.
 - If completed Regular Physics: Completion of regular physics with a B+ average, Algebra II with a “B+” average, or completion or concurrent enrollment in Precalculus.
- 1.0 Credit
- Year-long course
- Special note: The class includes a summer assignment and classes begin before school starts in August.

AP Physics II

AP Physics II is a Modeling based physics course that picks up where AP Physics I left off and prepares students to take the AP Physics II Exam. Students in this course utilize the skills and knowledge they acquired by taking AP Physics I to continue their studies of physics into topics not covered in AP Physics I. Topics include experimental design (data collection and analysis techniques), thermodynamics, static electricity and electrical potential, DC and RC circuits, magnetostatics and electromagnetism, mechanical waves/sound, standing waves, geometric optics and physical optics, quantum physics, and atomic/nuclear physics. Homework assignments and lab experiments will be closely aligned with the AP Physics II curriculum published by the College Board to give students the best chance of earning college credit.

- Prerequisites: Students must have completed Precalculus and AP Physics I with at least a B+ average.
- 1.0 Credit
- Year-long course
- Special note: The class includes a summer assignment and classes begin before school starts in August. Students are expected to take the AP examination at the completion of the course.

AP Physics C: Mechanics

AP Physics C: Mechanics is a Modeling-based physics course that applies calculus to the study of physics. Students in this course are given greater autonomy to manage their learning and students proactively being responsible for completing work/seeking extra help is key to being successful in AP Physics C. Students utilize the skills and knowledge they acquired by taking AP Physics I and II as well as AP Calculus AB and AP Calculus BC to continue their studies of physics. Topics from both AP Physics I and AP Physics II are revisited with an emphasis on a more sophisticated mathematical approach. Also, topics are covered in greater depth. Topics include experimental design (data collection and analysis techniques), Newton’s laws, work and energy, linear momentum, circular motion, rotational motion, oscillations, and gravitation. Homework

assignments and lab experiments will be closely aligned with the AP Physics C curriculum published by the College Board to give students the best chance of earning college credit.

- Prerequisites: Students must have completed AP Physics I, AP Physics II with at least a B+ average, and AP AB Calculus with at least a B+ average, completion or concurrent enrollment in AP BC Calculus.
- 1.0 Credit
- Year-long course
- Special note: Students are expected to take the AP examination at the completion of the course.

Environmental Science

Environmental Science is the study of how organisms interact with each other and their environment. This science course is interdisciplinary. Physics, chemistry, biology, and the social sciences (sociology, psychology, and economics) help us understand how all organisms (including humans) are interconnected with their environment in multiple ways. This course provides an introduction to basic ecological concepts: how ecosystems function and change, human population studies and problems, production and distribution of food, concepts related to both terrestrial and marine ecosystems, and explorations of current environmental topics and problems among many others. This course includes a strong lab component with appropriate field experiences.

- Prerequisites: Students must have completed a ninth grade science course.
- 1.0 Credit
- Year-long course

AP Environmental Science

AP Environmental Science is a college-level science course designed to conform to the goals defined by the AP program of the College Board. This course covers the concepts of the environmental science class with greater depth and breadth, including a greater level of mathematical analyses. The work prepares students to take the AP Environmental Science examination in May. To that end, an appropriate attitude and work ethic are expected.

- Prerequisites: Biology, completion or concurrent enrollment in Chemistry and Algebra II.
- 1.0 Credit
- Year-long course
- Special note: The class includes summer reading, a few field trips before school starts, and a weekend trip in October/November as well as a variety of lab and field experiences. The approximate cost of these trips is \$800. Students are expected to take the AP examination at the completion of the course.

Advanced Research Design

Dedicated Juniors and Seniors have the opportunity to work with a university professor (typically through the University of Kentucky) to conduct real research in a laboratory setting. With the oversight of Sayre faculty, students will contact prospective university departments and professors to find an appropriate setting to conduct research. A minimum of sixty hours in

an approved lab is required for a 1/2 credit. Students will be required to attend an instructional meeting at the beginning of the semester, with arrangements to work in his/her prospective lab finalized within the first six weeks of the semester. At the end of the semester, a paper describing the activities completed is due, along with an evaluation from the lab mentor. If an appropriate avenue is available, students will be required to present their research in a professional setting. Students are also encouraged to present their research at available science fairs. This elective may be repeated.

- Prerequisites: Biology, completion or concurrent enrollment in Chemistry and Algebra II. Current science teacher approval is required.
- 0.5 Credit
- 1st OR 2nd Semester course
- Special note: Students will need to work with a science teacher to find a lab placement and should be able to provide their own transportation to and from the lab.

Biology II

Biology II is an upper level Biology class that will explore the structure and function of the human body and take a closer look at its evolution. Participants in this class will engage in hands-on laboratory experiments such as dissection of preserved specimens, microscopic study, physiologic experiments, computer simulations and lectures that explore the complexities of human anatomy and physiology. At the end of the class, students will understand the concept of homeostasis, how it interrelates to basic human body functions and life processes, and will demonstrate knowledge of the organization of the human body. Topics of study include the following body systems: nervous, integumentary, skeletal, muscular, digestive, circulatory, respiratory, reproductive, endocrine, and immune.

- Prerequisites: Completion of a chemistry course.
- 1.0 Credit
- Year-long course

Nutritional Chemistry

Nutritional Chemistry is a one-semester elective science course for Seniors. Students will concentrate their attention on the following themes – digestion, organic molecules, energy, vitamins, and the chemical reactions that occur in food preparation and preservation. Students will be involved heavily in laboratory activities and will gather information through a variety of sources. The course is intended to offer students a practical understanding of the chemical foundations of nutrition and food science. The course will be open to students who have completed Chemistry.

- Prerequisites: Completion of a chemistry course.
- 0.5 Credit
- 1st Semester course
- Special Note: Seniors only. Although students are never required to taste food during class, wheat, dairy, and tree nuts are used in baking for this class.

Health Education

The goal of health education is to provide students with the knowledge and skills needed to adopt and maintain healthy lifestyles. Research shows a strong connection between healthy behaviors and academic achievement. Skill development, in conjunction with opportunities for creating and reinforcing healthy behaviors, focuses on personal decision-making, goal setting, self-management, interpersonal communication, accessing information, analyzing influences, and advocacy. When these skills are combined with foundational health-related information, students are equipped to navigate today's complex society and lead healthy lifestyles. Topics include mental & emotional health, personal health & wellness, safety/injury prevention, violence prevention, healthy eating, physical activity, sexual health, and healthy relationships. alcohol, tobacco & other drug prevention.

- Prerequisites: none
- 0.5 Credit
- 1st OR 2nd Semester course

Lab Technician

Supports science teachers in the routine laboratory and general clerical tasks necessary for daily operation of the science labs. Activities vary but may include: collecting, preparing, cleaning, and storing glassware and other lab equipment; stocking and preparing media, reagents, and chemical solutions; assisting with setting up and taking down labs; and caring for animals and plants. Prospective students should be detail-oriented, self-motivated, and willing to follow safety protocols. A minimum of 45 hours is required for a ½ credit.

- Prerequisites: Completion of a biology course and a chemistry course.
- 0.5 Credit
- 1st OR 2nd Semester course
- Special note: Seniors only. Students will need to select a science teacher as their supervisor.

World Languages

Pre-Spanish I

Pre-Spanish I is a class designed to prepare students for the first level of Spanish. The pace of instruction is guided by class needs, and there is significant differentiation based on students' experience with Spanish. The course establishes a wide range of vocabulary terms as well as practice on correct pronunciation. Students are exposed to syntax in the target language as well as some verb conjugation. Topics, vocabulary, and concepts may be reviewed to ensure readiness for Spanish I.

- Prerequisites: Students must have teacher and department approval to register for this course.
- 1.0 Credit
- Year-long course

Spanish I

This introductory course stresses correct pronunciation, vocabulary acquisition, and meaningful communication in the present tense. Listening comprehension and verbal expression are acquired with in-class skits, podcasts, conversations, role-play, and music. Reading and writing skills are strengthened using the text and other readings, websites, news articles, and projects. Students also study the geography and cultures of Spanish-speaking countries.

- Prerequisites: Based on successful completion of Pre Spanish I or for incoming students with no prior language.
- 1.0 Credit
- Year-long course

Spanish II

This course continues to build basic language skills through a variety of means, such as storytelling, discussion topics, role-plays, interviews, oral presentations, and skits. Grammar is expanded to include the preterit, imperfect, present progressive, and some imperative forms. Competency skills include the ability to initiate conversations, meet most survival and general social needs, discuss school situations, comprehend meaning through context, and compose short narratives on familiar topics. Topical vocabulary study and cultural awareness are deepened, with an emphasis on Hispanic cultures.

- Prerequisites: Spanish I, equivalent or three years of MS Spanish.
- 1.0 Credit
- Year-long course

Spanish III

Spanish III emphasizes an interactive and communicative approach. The course focuses on developing students' reading, writing, listening, and speaking skills in Spanish. More complex vocabulary and grammar acquisition is an important part of this course, as well as daily

conversational practice and active participation. Students should expect to use only Spanish in class. Other topics include Hispanic geography, cultures, attitudes, and traditions. Materials include websites, podcasts, music, and news reports. Some cultural competency skills include: responding to direct questions about oneself and others. They are also capable of asking and responding to questions regarding basic needs, such as directions, prices, and services.

- Prerequisites: at least a C+ second-semester grade in Spanish II.
- 1.0 Credit
- Year-long course
- Special note: On-line resources and subscriptions are required in lieu of a textbook.

Spanish IV

This course uses the Spanish already acquired by students in Spanish I-III. Students will be given opportunities to develop self-expression in various real-life situations. Personal self-expression and active participation in the learning process are expected throughout the year. Increasing vocabulary, improving grammar usage, and exploring diverse cultures are emphasized. This course stresses conversation, and students are active in skits, presentations, role-playing, and projects to increase speaking proficiency.

- Prerequisites: Successful completion of Spanish III or special permission from the instructor.
- 1.0 Credit
- Year-long course
- Does not fulfill writing requirement.

Honors Spanish IV

This fast-paced intermediate-level course emphasizes further development of all communicative skills. This course explores the wonders of nature. It is a unique language learning experience that integrates language acquisition with an exploration of the natural world. From lush rainforests to expansive deserts, this course invites you to discover the rich biodiversity of Spanish-speaking regions while enhancing your language skills. Designed for students with a passion for language learning and a love for the environment, this class seamlessly integrates Spanish grammar, vocabulary, and presentation skills within the nature theme. Students learn to communicate purposefully through regular writing, research, and speaking assessments.

- Prerequisites: Honors by invitation only from the instructor. Generally, students must have received at least a “B+” second-semester grade in Spanish III.
- 1.0 Credit
- Year-long course
- Does not fulfill writing requirement.

Spanish V: Politics and Society in Hispanic Film

This is an elective course in which students study topics in politics and society through the lens of selected Hispanic films and genres. Topics of the Hispanic world, such as immigration, sports, traditions, and family may also be addressed. Additional focus is on skills: listening comprehension, speaking proficiency, writing accuracy, and cultural competency. Expressing

opinions, using more complex and descriptive language, and narrating events are practiced weekly. Discussions, research, presentations, role-plays, and scene writing create further opportunities for self-expression and understanding in the target language. Supplemental materials may include websites, articles, podcasts, and news reports.

- Prerequisites: Successful completion of Spanish IV or Honors IV, as well as permission in advance from the instructor.
- 1.0 Credit
- Year-long course
- Does not fulfill writing requirement.
- Special note: Preference given to Seniors. Juniors must meet in advance with the instructor.

AP Spanish

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication, further divided into six-course modes. The course focuses on integrating various authentic resources from Spanish-speaking countries. These resources include online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, maps, tables, and graphs; all with the goal of providing a diverse learning experience. Through these authentic texts, students gain meaningful linguistic and cultural growth and insight, leading to greater communication and interculturality, using rich, advanced vocabulary and language structures as they build proficiency in all modes of communication toward the intermediate high to advanced low proficiency levels. Also central to the course are thirteen task models to be scaffolded, taught, and often practiced, preparing students for the same tasks on exam day in May. These task models represent the six-course modes and the eight skill categories of AP Spanish Language and Culture, each further broken down into skills and learning objectives, all leading to greater proficiency in communication and culture.

- Prerequisites: Students must have received at least a “B+” second-semester grade in Honors Spanish IV or successful completion of Spanish V.
- 1.0 Credit
- Year-long course
- Does not fulfill writing requirement.
- Special note: Students are required to take the AP examination at the completion of the course.

French I

French I is an introductory language course for students with no or little prior experience studying French. Students will primarily hone their interpretive and interpersonal skills as they begin to explore French geography, culture, and language, focusing primarily on the personal sphere (family, hobbies, school life, etc.). The materials students use are authentic web-based videos, audio, and texts, along with a multitude of leveled readers. A major focus will be on interpretive and interpersonal skills. Students are expected to reach Novice High on the ACTFL proficiency scale.

- Prerequisites: No prerequisites
- 1.0 Credit
- Year-long course

French II

In French II, students will continue to primarily hone their interpretive and interpersonal skills as they explore four major topics: health and the body, clothes and status, holidays and rituals, the geographic and cultural diversity of France. Students will learn through authentic materials will practice oral expression in role plays, round-robin presentations, and through the web-based application Extempore. In addition, they will communicate with French correspondents in a series of conversations and interviews throughout the year. Students are expected to reach Intermediate Low on the ACTFL proficiency scale, which will be verified via STAMP testing.

- Prerequisites: Successful completion of 8th grade French / French I with a C or above.
- 1.0 Credit
- Year-long course

French III

In French III, we look to build on students' proficiency by more deeply exploring topics than what they may have done in the past. Instead of the focus being learning the language, it is now more geared toward using it, which in term helps to continue creating a foundation and encouraging growth and comfort in language production. The first section of the course is based around a brief survey of the history of French cinema, starting with La Belle Époque and the invention of cinema and working through all the eras up to the French New Wave, exploring thematic concepts of both the elements in the films and how they reflect the French society of the time. Grammar concepts are supplemented throughout with a focus on having our exercises intersect with the content of the current unit. There is then a brief unit on the popular game Among Us to encourage quick impromptu communication between classmates as well as reinforcing concepts of the past tenses. The last mega-unit follows the famed Lupin series, wherein we read the original adventures and compare them to the recent Netflix adaptation television series.

- Prerequisites: French II
- 1.0 Credit
- Year-long course
- Special note: Students who have demonstrated mastery of the DELF A1, STAMP, or equivalent at Intermediate Low may be allowed to be placed directly in French III without having taken French II.

French IV

In this course, students ask essential questions about our relationship to the natural world.

- What does the natural world around us look like?
- Is our relationship to the natural world the same as it is in France? How does it differ and why?

- What are the challenges imposed upon the natural world and how can we mitigate those challenges?
- What can we learn from others (in this case, francophone) cultures as we approach those challenges?

In addition to specific language activities derived from working with authentic resources, students will communicate with a francophone correspondent via TalkAbroad to catalog natural elements in their respective environments, gain insights into specific environmentally related practices, and explore perspectives towards the environment, challenges, and approaches to mitigation. Students hone their interpretive skills through readings and listening to podcasts and other audio sources. They develop their interpersonal skills further by engaging in frequent role plays and conducting interviews with their TalkAbroad partners as well as members of the community. Students are expected to reach Intermediate Mid on the ACTFL proficiency scale, which will be verified via STAMP testing.

- Prerequisites: Successful completion of French III with a C or above.
- 1.0 Credit
- Year-long course

French IV Honors

In this course students ask essential questions about our relationship to the natural world.

- What does the natural world around us look like?
- Is our relationship to the natural world the same as it is in France? How does it differ and why?
- What are the challenges imposed upon the natural world and how can we mitigate those challenges?
- What can we learn from others (in this case, francophone) cultures as we approach those challenges?

In addition to specific language activities derived from working with authentic resources, students will communicate with a francophone correspondent via TalkAbroad to catalog natural elements in their respective environments, gain insights into specific environmentally related practices, and explore perspectives towards the environment, challenges and approaches to mitigation. In addition students study and review grammar explicitly, in order to narrate in multiple timeframes, use pronouns to express themselves more efficiently and begin to link their thoughts in paragraphs through the use of conjunctions. Students hone their interpretive skills through readings and listening to podcasts and other audio sources. They develop their interpersonal skills further by engaging in frequent role plays and conducting interviews with their TalkAbroad partners as well as members of the community. In French IVH, students will also begin to hone their presentational skills through structured speaking and writing practice. Students are expected to reach Intermediate Mid on the ACTFL proficiency scale, which will be verified via STAMP testing.

- Prerequisites: Successful completion of French III with a C or above.
- 1.0 Credit
- Year-long course

AP French & French V

AP French Language and Culture is a college-level course that will refine the three modes of communication: Interpersonal, Interpretive, and Presentational Communication. The course is taught exclusively in French. Students are required to sign a language contract, committing to this immersion experience and expectation. Throughout this course, students engage in interdisciplinary course content and develop skills in the following six required themes: global challenges, science and technology, contemporary life, personal and public identities, family and communities, and beauty and aesthetics. While improving in the three modes of communication, students use an extensive range of authentic francophone material including (but not limited to) blogs, articles, audio sources, editorials, books, videos, and publicity. By using authentic sources, students not only improve their linguistic skills—but also make real-world connections, further their understanding of different cultures (including their own), and use French in a real way.

- Prerequisites: Completion of French IV with a second-semester grade of A- or French IV Honors with a B.
- 1.0 Credit
- Year-long course
- Special note: Students in this class are combined with French V Honors students. AP students will be required to complete supplemental assignments designed to prepare them for the format of the exam. Students can follow French V Honors with AP French (or vice versa) without repeating the content, as the specific materials taught are rotated on an every-other-year basis.

French V Honors

French V is an honors-level course that will refine the three modes of communication: Interpersonal, Interpretive, and Presentational Communication. The course is taught exclusively in French. Throughout this course, students engage in interdisciplinary course content and develop skills in the following six required themes: global challenges, science and technology, contemporary life, personal and public identities, family and communities, and beauty and aesthetics. While improving in the three modes of communication, students use an extensive range of authentic francophone material including (but not limited to) blogs, articles, audio sources, editorials, books, videos, and publicity. By using authentic sources, students not only improve their linguistic skills—but also make real-world connections, further their understanding of different cultures (including their own), and use French in an authentic way.

- Prerequisites: French IV Honors 1.0 Credit
- Year-long course
- Special note: Students in this class are combined with AP French students. Students will not be required to complete supplemental AP assignments. Students can follow French IV Honors with AP French (or vice versa) without repeating the content, as the specific materials taught are rotated on an every-other-year basis.

Additional Courses

Public Speaking

Public Speaking is designed as a required course for Sophomore students that focuses on developing the skills necessary to become an effective communicator. Students will participate in a number of informal speech activities that will encourage them to become more comfortable and creative in front of an audience. They will write and present formal speeches, presentations, and lessons. Speeches students may write and deliver include the Self-Talk, Current Event, This I Believe and Persuasive speeches. Finally, they will critique the speeches of their classmates and they will critique their own speeches.

- Prerequisites: None
- 0.5 Credit
- 1st or 2nd Semester course

Independent Study

The opportunity for Independent Study is offered under three conditions: 1. To allow students the opportunity to explore a topic of interest not offered by the courses at Sayre (ex. Macro / Micro Economics, 2. Extend study in an area after exhausting the current Sayre courses (ex. Developmental Psychology and 3. When a student requires a Sayre course for graduation credit that does not fit in their schedule. Students must contact the appropriate teacher well in advance to discuss and create an Independent Study Proposal (see Appendix). Independent study courses are not guaranteed and are based on faculty availability. All independent study courses are conducted through the appropriate Sayre department. Independent Studies typically replace a student's study hall. Only in rare or extenuating circumstances are Freshmen approved to take an independent study course.

- Prerequisites: Approval of the instructor and Head of the Upper School.
- 0.5 Credit
- 1st or 2nd Semester course
- May Fulfill Writing Requirement

Service to Society

This class is designed to instill the critical aspect of good citizenship – giving back to one's community. The course explores the concept of philanthropy and its significance to American life. Throughout the course, students devote significant time and energy to volunteer service, both collectively and individually. They serve a variety of local agencies to find the causes they most value. Organizational skills, interpersonal communication skills, teamwork, and goal setting are taught in a practical manner, leaving each student better prepared for active involvement in their communities.

- Prerequisites: None
- 0.5 Credit
- 1st and 2nd Semester course

- Does not fulfill writing requirement.
- Special note: This course is offered to Juniors and Seniors.

Don Jacobs Sr. Personal Financial, Legal, and Civic Responsibilities Seminars

The Don Jacobs Sr. Seminar Series is a required curriculum for Seniors that deals with personal finance and civic responsibilities. The series, launched in 2005, runs from September through March and focuses on practical topics such as spending, earning, giving, saving, owing, investing, and civic responsibility. The seminars are designed to give students training and guidance in personal finance. Guest speakers from various professions enhance the seminars and provide students direct access to experts in their fields. Mentors, selected from within the Sayre community, work with small groups of students throughout the year and are an integral part of the program.

- Prerequisites: None
- Graduation requirement
- Year-long course
- Does not fulfill writing requirement.
- Special note: The Seminars are for Seniors only and meet during E-period on six mornings during the school year.

Brigham Young University Online High School

For credit recovery, students may need to take courses for credit through BYU's Online High School. See “external credit” policies for further details.

APPENDIX

- **Independent Study Application Form**

INDEPENDENT STUDY APPLICATION

Directions to Student

1. Meet with the faculty member you wish to supervise your independent study to discuss the requirements noted in Part II
2. Complete Part I and Part II (see sample below)
3. Submit signed and completed form to the Head of the Upper School

PART I

Student _____ Advisor _____ Graduation Year _____

School Year for Independent Study _____ Supervising Faculty Member _____

PART II

Please attach a typed proposal that includes the following:

- Title of the Independent Study
- General description of the independent study
- Summarized Syllabus
- Assessments for the course
- Resources (if applicable)
- Detailed timeline / calendar dates of meetings, due dates, etc.

Signatures

- Student: _____
- Parent: _____
- Supervising Faculty Member: _____

-
- Department Chair Approval: _____
 - Head of the Upper School Approval: _____

Independent Study Sample

Course: Psychology Independent Study

Teacher: Mrs. Sylvia Barrett

Student: Clive Sprout

Independent Study Subject Area

Psychological Perspectives of Child Development

Description

This independent study will explore several aspects of psychology as they relate to the cognitive and social development of children (birth to age 5). Additionally, children's psychological disorders and age-appropriate interventions will be reviewed.

Child Development Topics

- Childhood Psychological Development Theory
 - Social development
- Developmental Learning
 - Teaching approaches to children
 - Cognitive abilities
- Personality Development
- Childhood Mental Disorders (Psychological Disorders)
 - Trauma
 - Approaches to childhood therapy / counseling

Tasks

- Presentation x 3
- Research Reports x 3 (on topics selected from above)
- Annotated Bibliography x 1 (on topic of your choice)

Assessments

- Grades on Presentation (see rubric)
- Grade on Annotated Bibliography (see rubric); 1 page per source ds, 12 TNR per source
- Grades on Reports (see rubric) 5 pgs ds, 12, TNR

Assessment Due dates

- September 30: Report & Presentation
- October 31: Report & Presentation
- November 31: Report & Presentation
- December 16: Annotated Bibliography

Grade:

Presentation	= 75 x 3
Report	= 200 x 3
Annotated Bibliography	= 175 x 1
TOTAL POINTS	= 1000

REPORT RUBRIC

Report Components / Quality	Points
Comprehensive Content (length, focused, correct, and thorough)	75
Academic Writing (clear, well constructed, academic)	75
Cited Resources / Bibliography (varied sources; academic / reliable sources)	25
Technical Writing (correct formatting, grammar, punctuation, and spelling)	25
TOTAL POINTS	200

PRESENTATION RUBRIC

Presentation Components / Quality	Points
Content (summarized, focused, correct, and thorough)	25
Use of Media (color, graphics, text)	25
Oral Presentation (Connection / effective use of slides)	25
TOTAL POINTS	75

ANNOTATED BIBLIOGRAPHY RUBRIC

Presentation Components / Quality	Points
Selection of Sources (high quality, academic sources)	75
Summary of Sources (3 summarized, focused, correct, and thorough)	100
TOTAL POINTS	175