

Logos School Curriculum Guide

LOGOS SCHOOL



Logos School provides a lifeline to students through a transformative, personalized therapeutic and academic program, fostering a path to hope and success.

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Where every day is a new day!

Dear Logos Students and Families,

We Are Logos – a community that delivers a rigorous education while providing unconditional emotional support and care to help students thrive academically, emotionally, and socially. We believe that every student deserves a chance to realize their potential and fulfill their own hopes and dreams for a successful future. We come together to bring hope to students whose intellectual and emotional needs are not being met in a traditional classroom. In the last 50 plus years, I am proud to say we have helped more than 2,000 students gain acceptance and a promising future. Each day we see success in all that we do, and here's a glimpse at how we do it!

Learning is achieved through our one-of-a-kind individualized academic program, which provides each student with a personalized plan. Through our 11-month school year, we provide an accredited curriculum for adolescents in grades 6-12. Fundraising from recent grants has allowed us to bring some of the most technologically advanced tools and resources to our STEAM program.

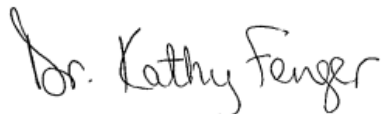
Overcoming emotional and behavioral challenges is a daily burden for many of our students. Each Logos student is assigned to one of our 13 master's-level therapists who provides them with innovative individual and group therapy.

Guiding students through turbulent adolescent years doesn't end when they mainstream or graduate from Logos. Active parental engagement and a compassionate community outside our school propels our students to even greater achievements. We provide family support facilitated by Logos therapists, and we continue to work to strengthen the support we can provide outside our walls.

Outstanding achievement for our students has never been higher. Ninety-eight percent of our students graduate from high school, and in 2018 our average ACT score was 4.2 points above the Missouri state average. Graduates have gone on to attend college or other post-secondary education and found fulfilling careers in a variety of outstanding fields.

Strengthening our community is core to our mission at Logos. The support we receive through the generosity of our donors and friends enables us to help each and every family at Logos in our program find the hope and assistance they need to become strong and successful.

We look forward to meeting you and showing you how our unique program can help your child reignite their enthusiasm for life and learning!

A handwritten signature in black ink that reads "Dr. Kathy Fenger". The signature is written in a cursive, flowing style.

Dr. Kathy Fenger
Head of School

LOGOS SCHOOL MISSION

Logos School provides a lifeline to students through a transformative, personalized therapeutic and academic program, fostering a path to hope and success.

Our Vision

A world where every student's journey leads to a brighter future.

Community Norms

In keeping with the mission of our school, Logos has identified the following as community norms through our DEI work that guide our work and influence our decisions.

1. We assume positive intent.
2. We understand that each person is on a different step of their process. Everyone is on a journey.
3. We are open and willing to grow.
4. We see each day as a new day to teach and learn from one another.
5. We are kind and compassionate to ourselves and others.
6. We allow each other to have space to breathe, think, and release.
7. We honor confidentiality.
8. We show respect. We use our words to uplift and not to tear down.



ACCREDITATIONS AND AFFILIATIONS

Logos School is accredited by the Independent Schools Association of the Central States (ISACS) and is a proud member of the National Association of Independent Schools (NAIS), the Independent Schools of St. Louis (ISSL), and the Children's Service Coalition.

Our program has also been approved by the Missouri Department of Elementary and Secondary Education (DESE) and the Illinois State Board of Education (ISBE). Approved private agencies with the Missouri Department of Elementary and Secondary Education (DESE) are described in the Missouri State Plan for Special Education, Regulation XIV. DESE approval to function as an approved private agency allows IEP (Individual Education Plan) teams in local school districts to consider placing a student in our program when the student's educational needs can no longer be met in a less restrictive educational placement at the local school district.

Our organization is also accredited by BBB Charity, and we've earned the GuideStar Seal of Transparency.



GRADUATION REQUIREMENTS

Minimum requirements for a Logos School diploma are determined by the state of residency (MO or IL) in which the student is from. If a student is sent to Logos by a district that has additional requirements than the state, then the student must meet their district requirements as well.

To earn a diploma from the state of Missouri, students must earn a total of 24 units of credit.

4 units in English
3 units in Social Studies
 0.5 units of American Government & Civics*
 1 unit of American History
3 units in Science
3 units in Math
1 unit in Fine Arts
1 unit in Practical Arts
 0.5 units of Personal Finance
0.5 unit in Health**
1 unit in Physical Education
7 units of additional coursework (electives)

* Examinations on the United States and Missouri or Illinois Constitutions must be passed as well as an American Civics exam.

** A 30-minute CPR instruction and training of Heimlich maneuver and other first aid for choking is required.

Transcripts and IEPs are checked to ensure proper class placement of each student and their path toward graduation.

Students can graduate at the end of any of our six terms during the school year when they complete their academic and therapeutic goals. They take part in an informal graduation during that time. At the end of the school year, they are invited to take part in our traditional formal graduation as well.

GRADING SYSTEM

Logos School uses a four-point grading system for calculating grade point averages.

Grades of A, B, C, and D are passing grades. Grades of NP or NE award no credit. Students who receive a NP and NE in a required subject must repeat and pass that term to fulfill credit requirements. A NP will reflect into their GPA calculation while an NE will not.

NP = Not Passing

NE = Not Eligible (see Eligibility)

Each term is worth a total of 1.4 credits (each class is worth 0.2 credit per term) that a student can earn towards graduation requirements.

Each teacher has their grading breakdown posted on their Blackbaud Bulletin Board, as well as other crucial syllabus information, including scope of studies.

Letter Grade Calculation:

A 90% - 100%

B 80% - 89%

C 70% - 79%

D 60% - 69%

NP <59%

ELIGIBILITY

Student eligibility is analyzed each term on a case-by-case basis.

For a student to receive a Not-Eligible (NE) grade they met one or both of the following requirements:

1. They were in treatment during the term.
2. They had a medical or mental health crisis that prevented them from being in the building more than 50% of the time.

A student who receives a NE does not receive credit for that class but also does not have it held against their GPA.

For a student to receive a Not-Passing (NP) grade they met one or both of the following:

1. Lack of work completion.
2. Not in attendance with a reasonable excuse more than 50% of the term, which could include excessive skipping.

A student who receives a NP does not receive credit for that class and it will count as a zero towards their GPA.

Logos teachers may always access their students' IEPs (individual learning plans). They can also grant students special accommodations and modifications when they deem them necessary to support the students' growth and success. Students are allowed to turn in work until the end of each term if they are behind. In certain situations, students may be allowed to have an extension to complete the work to turn in for a class to make up their grade – in these instances, it must be approved by their therapist, teacher, and the Director of Education.

STUDENT INFORMATION SYSTEM

Logos School uses a student information system called Blackbaud. Within this system, the following platforms are available:

Bulletin Board: class, syllabus, & teacher information

Topics: class & learning resources

Assignments: links to assignments, directions, due dates, etc.

Gradebook/Grade Details: ability to see real time current grade and missing/incomplete assignments

Messaging: ability to message teachers, therapist, or other school staff

Schedule: access to current schedule

Groups: access to resources posted in any student groups

Resources: school resources (handbook, menus, etc.)

Every student and parents/guardians are given login credentials to access Blackbaud at time of enrollment and are expected to use the system. Students are also issued a Chromebook upon enrollment and are expected to use it for their classes as well.

Website for Blackbaud: logoschool.myschoolapp.com

COURSE OFFERINGS

The Logos School curricula has been approved by the Missouri Department of Elementary & Secondary Education, the Illinois State Board of Education, and the Independent Schools Association of the Central States.

All classes align to the Missouri Learning Standards. As a school, we ensure that any additional content students receive aligns with standards appointed by the state or district if not already part of the Missouri Learning Standards.

Logos Middle School Curriculum

Mathematics	Language Arts	Physical Education	Art
Science	Social Studies	Community Service	

Logos High School Curriculum

<u>English</u>	<u>Mathematics</u>	<u>Science</u>	<u>Social Studies</u>
English	Math Foundations*	Environmental Science	World History
Foundations*	Algebra Essentials	Earth Science	American History
English I	Algebra I	Physical Science	American Govt. & Civics
English II	Geometry	Biology I	Personal Finance**
English III	Algebra II	Chemistry	Philosophy
English IV	Advanced Mathematics*	Biology II	Psychology
			Sociology
<u>Art</u>	<u>Physical Education</u>	<u>Foreign Language</u>	<u>Electives</u>
General Art Class	Physical Education	Spanish I	Credit Recovery
	Health	Advanced Spanish*	Media Literacy & Current Events
			Fabric Arts
			E-Sports
			Yearbook & Journalism
			<i>See page 63 for more.</i>

*Course offered on a student needs basis and/or is classified as an individualized instruction course.

**Course counts as a practical arts credit. Many practical arts classes are in the Electives Section (see page 63) which includes more variety of the classes offered during elective period.

MIDDLE SCHOOL CURRICULUM

Logos Middle School is comprised of four self-contained classrooms. Students get all their core subjects within their assigned class and leave the room for art, student group, physical education, and lunch.

Language Arts

Students in language arts focus on phonics, fluency, grammar, spelling, vocabulary, reading comprehension, writing processes and more. The goal for the program is to help students develop strategies for active reading, clear writing, and to cultivate an appreciation for diverse cultures and traditions from around the literary world. Language Arts is divided between three subject areas:

Spelling and Vocabulary: Individual and group instruction in using multiple methods to add vocabulary for reading comprehension, precision in writing, and accuracy in spelling.

- Greek and Latin roots
- Synonyms and antonyms
- Word choice and usage
- Homophones
- Analogies
- Context clues
- Domain-specific vocabulary
- Reference skills

Reading: Daily group and independent reading of various classic and contemporary novels designed to improve comprehension and fluency. Content includes but is not limited to:

- Main idea
- Theme
- Author's purpose and tone
- Text structure
- Literary devices
- Analyzing literature
- Analyzing informational texts
- Comparing texts
- Visual elements
- Text structure
 - Compare and contrast
 - Match causes and effects in informational texts
 - Match problems with their solutions
- Analyzing informational texts
 - Trace an argument
- Point of view
- Analyzing arguments
- Novel study
- Non-fiction study

Language Arts: Daily practice in listening and writing with frequent review of writing conventions. Content may include but is not limited to:

- Sentences, fragments, and run-ons
- Phrases and clauses
- Nouns
- Pronouns and antecedents, pronoun types
- Verb types, subject-verb agreement, verb tense
- Adjectives and adverbs
- Prepositions
- Direct and indirect objects
- Conjunctions
- Misplaced modifiers
- Restrictive and nonrestrictive elements
- Commas
- Semicolons, colons, and commas
- Dashes, hyphens, and ellipses
- Capitalization
- Formatting

Math

Math class consists of a daily review of emerging and mastered concepts and a core lesson. Core lessons range from basic skills to geometry to algebra and are based on the individual student's needs. The goal is to prepare students for placement in pre-algebra or algebra when they transition to high school. Key concepts include but are not limited to:

- Whole numbers
- Fractions and mixed numbers
- Decimals
- Ratios, rates, and proportions
- Percents
- Real numbers
- Solving equations and inequalities
- Graphing linear equations and inequalities

Science

Science classes are divided into sections encompassing life, earth, physical science, and ecology/environmental studies. Classes will utilize lecture, research, video/audio presentations, and cooperative learning activities to deliver the content.

Earth Science

Students will learn about the relationships between the Earth's composition, structure, processes, atmosphere, oceans, and geological history. Students will also learn and practice interpreting various maps, charts, and tables to organize and analyze data. Key topics include but are not limited to:

- The scientific method
- The states of matter
- Layers of the Earth
- Movement of the Earth
- The rock cycles
- Identification of rocks, crystals, and gems
- Continental drift and plate tectonics
- Earthquakes, tsunamis, and volcanoes
- Weathering, erosion, and deposition
- The water cycles
- Weather and climate
- Renewable and nonrenewable resources

Physical Science

Students will learn that physics is a fundamental science, meaning other sciences must obey the laws of physics. The physical laws of energy, matter, and nature's forces govern the interactions between particles, such as atoms and molecules. Key topics include but are not limited to:

- Newton's Laws of Motion
- Gravity
- Work, energy, and power
- Force, mass, and weight
- Energy conversion, transfer, and conservation
- Thermodynamics laws
- Heat flow

Life Science

Students will learn about the various systems and building blocks of living things. Students will learn to identify and understand the distinct parts of cells, body systems, DNA, and more to prepare them for high school science courses, such as Integrated Physics and Chemistry on MiaPrep. Key topics include:

- What biology is and how to think like a biologist
- Cell Theory, parts of a cell, and types of cells
- Cellular processes, such as transport, metabolism, and the cell cycle
- Structure of DNA, protein synthesis, gene expression, and meiosis
- Natural selection and taxonomies of diverse types of living things
- The structure and function of our body systems
- Ecology, including biotic and abiotic factors, ecological interactions, and sustainability

Social Studies

Social studies classes are divided into sections encompassing United States history, civics/government, and geography. Classes will utilize lectures, research, video/audio presentations, and cooperative learning activities to deliver the content.

Geography

Geography is the study of Earth's lands, features, inhabitants, and phenomena, aiming to understand its human and natural complexities, and can be applied to other celestial bodies in planetary science. Students will:

- Use historical maps and timelines to represent continuity and change within and among regions
- Evaluate historical solutions to problems to draw conclusions about current and future decisions
- Develop a research plan and identify resources for social studies topics
- Use an inquiry lens to develop compelling geographic questions and resources
- Analyze causes, consequences, challenges, and opportunities
- Use a geographic lens to understand how governmental systems affect individuals and groups
- Analyze current human environmental issues using relevant geographic sources
- Explain relationships and reveal spatial patterns or trends
- Analyze how physical and human characteristics of current world regions are connected to changing identity and culture
- Explain how regions of the world change over time in relation to historical events and trends

U.S. History and Civics

Students will learn about notable events, geography, and key turning points as they relate to the development of the United States of America. Students will research and analyze how various eras shaped U.S. history, gain an understanding of political changes, explore the importance of cultural diversity, and more. Students will also address the rights and responsibilities of citizenship and study how the government works. Topics include but are not limited to:

- Analyzing a chronological sequence of events in American history
- Explaining connections between historical context and peoples' perspectives
- Developing a research plan and resources for social studies topics
- Analyzing causes and consequences of specific problems in American history prior to 1870
- Analyzing laws, policies, and processes to understand how governmental systems affect individuals and groups in society
- Using maps and graphic representations to explain relationships and reveal patterns in American history prior to 1870
- Explaining how physical and human characteristics of regions in the Americas prior to 1870 are connected to changing identity and culture
- Understanding the United States and its connection to other parts of the world
- Locating major cities, states, oceans, and topographical features of the United States
- Examining the opportunity costs and benefits of economic decisions on society and individuals
- Tracing the causes and consequences of Indigenous peoples arriving in the Americas
- Analyzing the concept of Manifest Destiny as a catalyst for change in American history
- Analyzing the Declaration of Independence and major debates during the adoption of the Constitution
- Describing critical developments and turning points in the Civil War
- Describing the origins and purposes of the Bill of Rights

Community Service

Community Service is a weekly activity for all middle school students. The goal is to strengthen ties to the community and explore the importance of helping others. Students can choose from a variety of weekly activities including a school-wide recycling program, working with charity websites, or taking part in the current Community Service Project, which changes from term to term. Some of these projects include making clothing items for various local, statewide, and national organizations, collecting supplies for local animal shelters, working on Kiva (worldwide micro-loan program) collections, and working on the Shoeman Water Project shoe drive.

Middle School Art

This course is for students in a self-contained middle school class. Students are divided into two groups and attend art class twice a week. This course focuses on the same choice-based program as the high-schoolers, where we will explore and experiment with multiple art forms using materials such as clay, paint, digital software, and other media. We will work towards becoming more independent artists as we work side by side learning new techniques and how to develop our own independent big ideas. Growth will be measured through active participation and engagement. We will introduce students to various techniques and materials, with specific instruction varying by class and term. Each term we will have goals to better our critical thinking skills, creativity, communication, and collaboration within our subject area. Middle school students will also work on goal setting, resolving conflicts, team building, decision-making, and managing time. Areas of study are included under the umbrella term of Design. Specific instruction includes but is not limited to:

- Demonstrations of art techniques, including two-dimensional and three-dimensional forms
- Implementing safe practices when using art supplies
- Practicing appropriate behaviors and boundaries
- Exploration of personal interests in art
- Learning appropriate methods to give constructive feedback on the student's own work as well as that of peers
- Learning ways to reflect on artwork, choices made while in class, as well as ways to make revisions
- Learning through creative endeavors, self-expression, self-reflection, and risk-taking
- Time to explore, practice, and create

Middle School Physical Education

Middle School Physical Education classes aim to develop fitness skills for lifelong fitness. Participants set and monitor fitness goals, assess fitness levels in cardiovascular endurance, flexibility, muscular strength, and muscular endurance, and explore fitness activities to improve all areas. The goal is to calculate target heart rate and design workouts to meet fitness goals. Classes include but are not limited to the following:

- Use of a variety of skills to participate in physical activities
- Learning how to move and use strategies when playing games

- Learning and practicing the skills that help students maintain a healthy lifestyle
- Development of sportsmanship, including acting fairly, responsibly, and respectfully when students participate

HIGH SCHOOL CURRICULUM

Logos High School consists of seventeen classrooms to house core classes and electives, as described in the course offerings. Administrators place students in classes based on transcript evaluation, IEP goals, and the students' overall needs. Rarely do students have homework unless parents/guardians, therapists, and/or administrators create a transitional plan. The Logos registrar collaborates with administrators, therapists, and parents to plan for their graduation.



ENGLISH

The English Department aims to develop skilled communicators who can navigate a complex, information-rich world. Students will refine reading, writing, speaking, listening, and viewing skills through diverse texts, fostering deep thought and emotion.

- English Foundations
- English I
- English II
- English III
- English IV

English Foundations: In this course, students work on a variety of reading, writing, communication and social skills activities, which are designed to meet them at their academic level while guiding them to the next. Classes include teacher-led lessons, as well as independent and group activities. Student choice is also an essential element of the instructional period. This class is generally taught at an individualized level.

Unit 1 Language Mechanics and Analysis

Language Mechanics

- Review of sentence structure, including subjects, predicates, and sentence types
- Grammar review, focusing on parts of speech (nouns, verbs, adjectives, adverbs, etc.) and their usage
- Punctuation review covering punctuation marks (periods, commas, semicolons, etc.) and their appropriate use in sentences

Literary Terms and Figurative Language

- Introduction to literary terms such as simile, metaphor, personification, hyperbole, and idioms
- Differentiating between figurative and literal language
- Analysis of texts to identify and interpret figurative language

Analyzing Language Techniques

- Understanding rhetorical questions and their impact on writing and speech
- Exploration of the use of rhetorical questions in various texts
- Practicing identifying and analyzing rhetorical questions in different contexts

Unit 2 Comprehension and Analysis Skills

Reading Comprehension Strategies

- Introduction to inferencing and its role in understanding texts
- Techniques for making inferences based on textual evidence
- Application of inferencing skills to short passages and texts

Summarizing and Identifying Main Ideas

- Strategies for summarizing texts effectively
- Identifying the main idea and supporting details in passages

- Summarization exercises with several types of texts, including fiction and non-fiction

Analyzing Perspectives and Themes

- Understanding different perspectives in texts and how they shape the narrative
- Identifying themes and underlying messages in literature
- Analysis of how perspective and theme contribute to the overall meaning of a text

Exploring Plot and Literary Elements

- Introduction to plot structure (exposition, rising action, climax, falling action, resolution)
- Analyzing the development of plot in short stories and novels
- Examining the role of character and setting in advancing the plot

Understanding Cause and Effect and Comparison

- Identifying cause-and-effect relationships in texts
- Analyzing how events in a story or text are interconnected
- Comparing and contrasting different elements within texts, such as characters, themes, and settings

Author's Purpose and Literary Analysis

- Understanding the author's purpose and intent in writing a text
- Analyzing how the author's purpose influences the choice of language, structure, and content
- Applying literary analysis skills to interpret and evaluate texts critically

Unit 3 Literary Analysis and Appreciation

Analyzing Short Stories

- Close reading and analysis of the short story "All Summer in Day"
- Examining elements such as characterization, setting, theme, and symbolism
- Discussion and reflection on the themes and messages conveyed in the story

Studying Novels

- In-depth analysis of the novel "A Christmas Carol" by Charles Dickens
- Exploration of themes, characters, plot development, and literary techniques used by the author
- Reflective activities and discussions on the relevance of the novel's themes to contemporary society

Interpreting Poetry

- Close reading and analysis of the poem "The Road Not Taken" by Robert Frost
- Examining poetic devices, structure, and imagery used in the poem
- Discussion and interpretation of the poem's themes and messages

Unit 4 Media Literacy and Journalism

Understanding the First Amendment and Journalism Ethics

- Overview of the First Amendment and its implications for freedom of speech and the press
- Introduction to ethical principles in journalism, including accuracy, fairness, and transparency

Exploring Types of Media and Trusted Sources

- Analysis of several types of media (print, broadcast, digital) and their characteristics
- Discussion on evaluating the credibility and reliability of sources in the media landscape
- Activities to identify trusted sources and distinguish between fact and opinion in news reporting

Analyzing Headlines and Features

- Understanding the role of headlines in capturing readers' attention and conveying the main idea of an article
- Analysis of feature articles and opinion pieces, focusing on structure, tone, and argumentation
- Writing exercises to craft effective headlines and feature articles on relevant topics

Along with the topics outlined above, students have their choice of activities built into their week. These choices include the following:

- Silent reading
- Journaling/Creative writing
- Audiobooks
- Games with peers

English I: Unit focus is on personal narratives, poetry, song lyrics, critical analysis, short stories, and Shakespeare's *Romeo and Juliet*. The skills covered include reading comprehension, sentence structure, grammar, transition words, topic sentences, paragraph development, thesis statement, and understanding culture. The unit also covers poetry, song lyrics, and short stories, with skills such as critical analysis, reading comprehension questions, themes, character traits, conflict resolution, and visual representation. The unit also includes an end-of-play project, analyzing Shakespeare's plays, character interactions, and plot development. The unit also includes a performance, illustration, or research project.

Unit 1 Introduction to Literature and Composition

Texts: Present students with various short stories, poems, and essays selected to introduce them to different literary genres and styles.

- Reading comprehension strategies
- Analysis of literary elements such as plot, character, setting, and theme

- Writing fundamentals: sentence structure, grammar, and paragraph development
- Introduction to essay writing: crafting clear thesis statements, organizing ideas, and providing evidence from texts
- Vocabulary development

Unit 2 Personal Narrative

Texts: Selections of personal essays or memoir excerpts, such as those by Maya Angelou, Sherman Alexie, or Zadie Smith. May include the following but not limited to: *On Killing an Elephant, Once More to the Lake, On Summer, The Absolutely True Diary of a Part-Time Indian* (novel).

- Writing personal narratives: crafting engaging introductions, developing vivid descriptions, and reflecting on individual experiences
- Revision and editing skills: refining narrative structure, enhancing descriptive language, and improving coherence
- Peer review and feedback: providing constructive criticism and incorporating suggestions for improvement
- Presentation skills: sharing personal narratives orally or through multimedia formats

Unit 3 Literary Analysis - Short Stories

Texts: A collection of short stories from various authors, including classic and contemporary works that include but are not limited to: *The Most Dangerous Game, The Cask of Amontillado, The Secret Life of Walter Mitty, The Sniper, The Black Cat*.

- Close reading techniques: analyzing plot development, character motivation, and thematic elements
- Identifying literary devices and techniques employed by authors
- Writing literary analysis essays: developing arguments, using textual evidence to support claims, and analyzing the significance of literary elements
- Discussion and debate: exploring different interpretations of texts and defending analytical perspectives
- Research skills: conducting background research on authors and historical contexts

Unit 4 Poetry

Texts: Selection of poems from different time periods, cultures, and styles. This may include but is not limited to: *The Road Not Taken, Where I'm From, Dawn's Awake, Operating Room, Red, Red, Rose, Hope*, and various song lyrics.

- Understanding poetic forms and devices: rhyme, meter, imagery, metaphor, and symbolism
- Close reading of poems: interpreting meaning, analyzing language choices, and exploring thematic concerns
- Writing poetry: experimenting with various forms and styles, expressing individual experiences and emotions through verse
- Poetry appreciation: discussing the impact of poetry on emotions, perceptions, and cultural identities
- Performance poetry: reciting and presenting poems for an audience

Unit 5 Novel Study

Text: A full-length novel selected for its thematic richness and relevance to adolescent experiences. Texts may include but are not limited to: *The Hate U Give*, *To Kill a Mockingbird*, *The Catcher in the Rye*, *The House on Mango Street*.

- Reading comprehension: analyzing complex characters, plot development, and socio-cultural contexts
- Identifying and exploring themes, motifs, and symbols
- Character analysis: examining character motivations, conflicts, and growth throughout the novel
- Research and presentation: investigating historical, cultural, or thematic elements related to the novel and sharing findings with classmates
- Culminating project: synthesizing understanding of the novel through creative or analytical assignments, such as essays, presentations, or multimedia projects

Unit 6 Shakespearean Drama - *Romeo and Juliet*

Text: *Romeo and Juliet*

- Understanding Elizabethan language and dramatic conventions
- Analyzing character relationships, motivations, and conflicts
- Exploring themes such as love, fate, family, and societal expectations
- Literary analysis: examining Shakespeare's use of language, imagery, and dramatic techniques
- Performance and adaptation: staging scenes, interpreting characters, and exploring modern adaptations of the play
- Reflective writing: considering personal responses to the play and its enduring relevance to contemporary audiences

English II -This course includes a review of grammar skills, the teaching of intermediate composition skills, and an examination of various literary genres that include the short story, poetry, drama, nonfiction, and the novel. Emphasis will be placed on vocabulary development, composition skills, critical reading, and critical writing skills.

Prerequisite: English I

Unit 1 Introduction to Literary Analysis - Short Stories

Texts include but are not limited to: *The Monkey's Paw*, *An Occurrence at Owl Creek Bridge*, *A Sound of Thunder*, *The Lady or the Tiger*.

- Introduction to literary analysis
- Close reading and analysis of short stories
- Identifying literary elements such as plot, character, setting, and theme
- Recognizing and interpreting symbolism and figurative language
- Writing critical responses and essays
- Inquiry questions to assess understanding
- Comparing and contrasting different stories

Unit 2 Novel Study: Post-Apocalyptic - *The Road* by Cormac McCarthy

- Close reading and analysis of a full-length novel

- Understanding the novel's content, themes, and characters
- Writing critical analysis essays with clear structure and thesis statements
- Examining how the plot unfolds and is organized
- Observing character development and interactions
- Exploring the novel's language, style, and imagery
- Analyzing quotations within their contextual framework
- Evaluating the perspective from which the story is told
- Delving into the environmental and societal context of the novel

Unit 3 Poetry Analysis and Composition

Texts include but are not limited to: *Still I Rise*, *Caged Bird*, *Sonnet 30*.

- Analyzing poetic elements, terminology, and figurative speech
- Recognizing different forms of poetry and their structures
- Evaluating and interpreting poems independently
- Drawing comparisons and distinctions between poems
- Composing different forms of poetry such as Haiku, Limerick, Ode, etc.
- Identifying themes and messages conveyed through poetry
- Understanding the historical and cultural context of poems
- Analyzing the impact of poetic devices on meaning and tone

Unit 4 Mythology and Folklore

Texts include but are not limited to: various origin myths and legends including creation myths, *Prometheus*, *Perseus*, *Zeus*, *Athena*.

- Exploring the characteristics and themes of myths and legends
- Recognizing common motifs and symbols in mythology
- Analyzing myths to understand cultural beliefs and values
- Reflecting on the role of mythology in shaping societies
- Comparing Greek and Norse mythologies
- Investigating visual components in mythological texts
- Formulating hypotheses and interpretations about mythological stories
- Creating original myths and legends based on cultural contexts

Unit 5 Novel Study Realistic Fiction- *I Am the Messenger* by Markus Zusak

- Close reading and analysis of a contemporary novel
- Writing critical analysis essays with textual evidence and analysis
- Identifying and analyzing themes, characters, and plot developments
- Assessing character progression and interactions
- Recognizing overarching themes such as survival, hope, love, etc.
- Evaluating quotations within their contextual framework
- Examining narrative perspective and voice in the novel
- Exploring the novel's social and cultural context

Unit 6 Shakespearean Drama - *The Taming of the Shrew*

- Studying and analyzing a Shakespearean play in depth
- Understanding the plot, characters, themes, and language of the play
- Exploring literary techniques such as figurative language and dramatic irony

- Analyzing character interactions and conflicts
- Investigating the play's themes and messages
- Discussing the impact of humor and satire in the play
- Engaging in creative projects related to the play such as performances or illustrations
- Reflecting on the relevance of Shakespeare's works to contemporary audiences

English III- This course focuses on American Literature from the earliest writings to the present and includes reading, speaking, listening, and writing components. Students will write original compositions using grammar, language mechanics, and other conventions of standard written English to describe, analyze, persuade, and evaluate. Writing assignments and projects will be embedded into each unit.

Prerequisites: English I & II

Unit 1 Native American Mythology American Stories

Texts include but are not limited to: *World on Turtle's Back*, *When Grizzly's Walked Upright (Orange Book)*, *The Wooden People*, *The Red Convertible*, Selections from early American literature, including works by authors such as Anne Bradstreet, Jonathan Edwards, and Washington Irving.

- Recognizing and grasping literary devices, including figurative language
- Elaborating on the two central conflicts driving the narrative of the stories
- Identifying key themes and motifs prevalent throughout the texts
- Familiarizing with the structure and arrangement of the stories
- Understanding the intricacies of language and its role in conveying meaning
- Exploring the effects of humor and satire embedded within the stories
- Defining and describing the characters' functions and growth across the stories' progression
- Argumentative writing using specific argument/counterargument structure

Unit 2 American Gothic Stories

Texts include but are not limited to: *The Yellow Wallpaper*, *Good Country People*, *The Cask of Amontillado*, *The Pit and the Pendulum*, *Click Clack the Rattlebag*, *Strawberry Spring*, *Quitter's Inc.*, *Cat's Eye*.

- Expanding vocabulary skills
- Understanding visual elements within a text
- Evaluating the impact of author's choices
- Exploring the use of figurative language
- Identifying and dissecting themes
- Analyzing narratives with consideration of historical context
- Reading and understanding literature appropriate for one's grade level

Unit 3 The Puritans and the Basics of Figurative Language

Texts include but are not limited to: *The Crucible*, *Sinners in the Hands of an Angry God (Orange Book)*, *The Jacket*, *Desiree's Baby*, *The Story of an Hour*, *The Sniper*, excerpts from *Adam's Diary*.

- Comprehending symbolism in literature
- Recognizing and interpreting instances of irony
- Understanding texts within their historical context
- Synthesizing information gathered from various texts of a specific historical period
- Critically evaluating a text based on the author's perspective
- Analyzing the use of satire in literature
- Reading and comprehending dramatic works

Unit 4 Dystopian Novel

Texts include but are not limited to: *Fahrenheit 451*, *Harrison Bergeron*, *The Pedestrian*, *The Samsung Wall*.

- Facilitating class discussions to foster understanding and engagement
- Encouraging independent and collaborative analysis of literary texts
- Enhancing vocabulary skills
- Developing the ability to write literary critiques at a grade-appropriate level

Unit 5 Poetry and Novel-in-Verse

Texts include but are not limited to: *House Arrest*, *Long Way Down*, *The Poet X*.

- Understanding the structure and use of figurative language in texts
- Strengthening vocabulary skills
- Interpreting visual elements present in literature
- Assessing the effects of authorial decisions on the text
- Identifying and analyzing themes within literature
- Analyzing narratives with consideration of historical context
- Engaging in literature circles for collaborative discussion and analysis

Unit 6 Satire and Humor

Texts and resource include but are not limited to: *A Modest Proposal*, *Advice to Youth*, *Weird Al* and parody, *Onion Articles*, *Black Mirror*.

- Enhancing vocabulary through intentional learning efforts
- Developing skills to interpret visual elements within texts
- Critically assessing the effects of satire within literature
- Utilizing and deciphering figurative language effectively
- Identifying, dissecting, and analyzing themes present in texts
- Analyzing narratives through the lens of historical context
- Reading and comprehending grade-level literature, while also drawing meaningful inferences

English IV This course studies world literature and informational texts. Students will read fiction, nonfiction, poetry, and drama. In addition, students will continue to develop and use vocabulary and grammar skills. English IV students are expected to produce coherent and well-organized writing using the writing process. Students will write analysis, narrative, and informational pieces.

Prerequisites: English I, II, & III

Unit 1 Origins of English, Oral Tradition, and Argument

Texts may include but are not limited to: *Beowulf*.

- Mastering transition phrases and coordinating conjunctions for seamless writing flow
- Comprehensive review on incorporating quotes using the "ICE" method (Introduce, Cite, Explain)
- Fundamental understanding of research basics for effective academic inquiry
- Proficiency in crafting an argumentative research paper spanning 5-8 pages
- Strengthening vocabulary, understanding narrative story structure, and refining research skills for persuasive writing, emphasizing the Argument/Counterargument structure

Unit 2 Gothic Literature and Horror

Texts and resources include but are not limited to: *Ossuary*, *Paris Catacombs*, *The Birthmark*, *Heidegger's Experiment*, *The Masks* (Twilight Zone episode), *Jekyll and Hyde*, *Frankenstein*, a Jack the Ripper documentary, *Understanding Victorian Etiquette and Custom*, and science vs God articles.

- Enhancing vocabulary skills through targeted learning activities
- Developing the ability to interpret visual elements within textual contexts
- Critically evaluating the effects of an author's choices on the text
- Identifying and analyzing figurative language within literary works
- Determining and dissecting themes present in literature
- Analyzing narratives with consideration of historical context
- Improving reading comprehension of grade-level literature
- Engaging in a social media project to apply and integrate academic skills in a contemporary context

Unit 3 Perspectives and Literary Lenses

Texts and resources include but are not limited to: The Brother's Grimm fairy tales (*Little Red Riding Hood*, *Hansel and Gretel*, *Cinderella*), *Catbird Seat*, *St. George and the Dragon*, excerpts from *Funny in Farsi*, *White Man's Burden/Poor Man's Burden*, *Shooting an Elephant*, *Lamb to the Slaughter*, *Rear Window* (Hitchcock).

- Understanding and applying literary criticism lenses, such as formalism and cultural criticism
- Analyzing archetypes in media, exemplified by the Pixar short "Piper"
- Examining the Hero's Journey narrative structure in literary works
- Conducting a feminist critique focused on the 1950s era
- Utilizing various literary points of view to interpret texts
- Evaluating and applying figurative language within literary analysis
- Synthesizing ideas and themes from multiple texts for comprehensive understanding and analysis

Unit 4 The Independent Novel Project

Students will conduct book talks, choose books, journal, complete writing tasks, which they will finish by Spring Break, and then work on the Literary Analysis Project (L.A. Paper).

- Learning strategies to select appropriate novels based on personal interests and preferences
- Cultivating independent reading habits to explore diverse literary works
- Fostering a love for reading by engaging with texts for enjoyment and personal enrichment
- Developing effective time-management skills to balance academic pursuits with leisure reading
- Mastering the ability to synthesize and analyze grade-level literature for deeper comprehension
- Enhancing writing skills by crafting literary critiques at a grade-appropriate level

Unit 5 Mythology and World Religions

Texts may include but are not limited to: *Oedipus Rex*, *Demeter and Persephone*, *Theseus and the Minotaur*, *Jason and the Argonauts*, *Various Roman Mythology*, *Tree of Life*, *Various Norse Myths*, *Gods and Goddesses*, *Hindu World Creation Myth*, *Confucian Analects*, *The Tao of Pooh*, *Torah*.

- Examining origin stories and myths across diverse cultures for comparative analysis
- Making connections between texts and individual experiences as well as broader societal contexts
- Enhancing vocabulary skills through deliberate practice and exposure to diverse texts
- Identifying and interpreting figurative language to deepen understanding of literary texts

Unit 6 Elizabethan England and Shakespeare

Texts may include but are not limited to *Hamlet*.

- Producing a paper or creative project centered around the play *Hamlet*
- Acquiring proficiency in Elizabethan vocabulary terms
- Familiarizing oneself with Shakespearean vocabulary terms
- Conducting analysis of a Shakespearean drama to uncover its themes and techniques
- Interpreting visual elements within texts or films to derive deeper meaning
- Evaluating the impact of filmmaker decisions on the interpretation of the text

SCIENCE

Logos School's science department offers key knowledge in various disciplines and general objectives include teaching students the concepts and skills they need to:

1. Develop an understanding and appreciation of the surrounding world as scientifically literate people
 2. Acquire the ability to demonstrate the understanding of links between science and math, as well as the understanding of science and the world we live in
 3. Possess necessary knowledge to make sound critical decisions individually and as group members in society
 4. Fulfill the science requirements for college entrance and for the state of Missouri
 5. Meet or exceed college expectations competently
- Environmental Science
 - Earth Science
 - Physical Science
 - Biology I
 - Chemistry
 - Biology II (advance course)

During Term 4, all students take part in the Science Fair where students work on independent projects of their choosing. They are to produce an individual idea investigating, experimenting, or building something that has a basis in science. The projects cover a wide variety of topics, but the students must complete a lab report by the end of the term. Lab reports include:

- Introduction
- Background – research about their topic
- Procedure/observations/build
- Data collection
- Analysis of data
- Conclusion and self-evaluation of the project

Environmental Science

This class includes embedded scientific skills and processes. Students focus on data collection and analysis through laboratory experiences and field work, including descriptive and comparative studies. Students gain foundational scientific process skills through a variety of learning experiences of the environmental science content.

Unit 1 Scientific Method

Students are introduced to the scientific method and basics of science. They learn how the process works, the different variables, and do their own experiments. At the end of the unit, students should be able to analyze different experiments for validity and draw conclusions from the data presented. Students also look at how animals are classified, preparing them for the rest of the year.

- Scientific Method
 - Graphing
 - Graphing lab
 - Data
 - Data lab
 - Variables
 - Scientific process and design
 - Basic vocab
 - Greek and Latin root words
- Metric System and Conversions
 - Conversion practice
- Classification and Hierarchy
- Ecosystems and Balance
 - Relationships in the ecosystem
 - Food chain
 - Biomes
 - Biome project assessment

Unit 2 Human Impact and Cycles of Earth

In this unit, students learn about the environment. They look at the several types of pollution and how humans affect the environment. Students also learn about the different cycles on earth and their processes. Afterwards, the students complete a project about human impact on the environment.

- Human Impact on the Environment
 - Oil spill lab
 - Air pollution
 - Water pollution
 - Ground pollution
 - Noise pollution
- Earth Cycles
 - Carbon cycle
 - Water cycle
 - Nitrogen cycle
 - Rock cycle
- Human Impact on the Environment Project

Unit 3 Ocean Life

In this unit, students learn about ocean life. We look at the different animals in the ocean and how life evolved from simple cells up to land animals. Students look at the different creatures and analyze the different evolutionary steps.

- Cephalopods (cuttlefish, squid, octopus)
- Jellyfish
- Fish

- Sharks, skates, and rays
- Dolphins
- Whales
- Sea turtles
- Sea horses

Unit 4 Land animals and Mammals

Students learn about the evolution of mammals from the ocean. We start with amphibians and move to reptiles. Students then learn about the first mammals, look at the different evolutionary steps, and compare the differences. Students also pick different mammal families to study such as:

- Amphibians
- Reptiles
- Monotremes
- Marsupials
- Placental mammals
- Canine family
- Feline family
- Hoofed animals

Unit 5 Cryptids and Conspiracies

Students learn about different cryptids and conspiracy theories. The term is treated as a topic of the day. The students, as a group, research the topic and discuss the science behind them. Some of the topics covered:

- Bigfoot/Yeti/cyclops
- Loch Ness monster/Kraken/Sires/sea monsters
- Vampires
- Zombies
- Bermuda triangle
- The Money Pit
- Atlantis

Earth Science

This class explores the physical structures of the earth. Students will study geologic principles which act upon the Earth to produce our physical world. Students investigate rocks and minerals, fossils, astronomy, and meteorology using science and engineering practices. Specific concepts and instruction include:

Unit 1 Scientific Method

- Earth science overview
- Scientific method
 - Metric System
- Matter

- Properties of matter and minerals

Unit 2 Rock Cycle and Earth Resources

- Igneous rocks
- Sedimentary rocks
- Metamorphic rocks
- Water
- Air
- Land

Unit 3 Changing Earth's Surface and Forces Inside Earth

- Soil
- Wind
- Water
- Weather
- Time
- Earthquakes
- Volcanoes
- Mountains
- Plate tectonics

Unit 4 Oceanography and Science Fair Projects

- Features
- Saltwater life
- Circulation
- Waves and tides

Unit 5 Meteorology

- Atmosphere
- Clouds
- Precipitation
- Air pressure/wind
- Storms
- Weather patterns
- Climate

Unit 6 Astronomy

- Our solar system
- Sun
- Moon
- Terrestrial planets
- Outer planets
- Space/the universe

Physical Science

This class studies the interaction between matter and energy in the universe at a more advanced level. This class is an introduction to the concepts of physics and chemistry. Specific concepts included:

Unit 1 Science Skills and Measurement

- Scientific approach
- Scientific method and vocabulary
- Science inquiry labs
- Data
- Measurement accuracy
- International systems
- Conversions
- Measurement lab

Unit 2 Matter and States of Matter

- Classifying matter
- Physical properties
- Chemical properties
- Solids, liquids, and gases
- Phase changes
- Gas laws

Unit 3 Atomic Structure and The Periodic Table

- Models of the atom
- Structure of the atom
- Organizing elements
- Classifying elements
- Representative groups

Unit 4 Chemical Bonds

- Ionic bonds
- Covalent bonds
- Metallic bonds
- Naming compounds and writing formulas

Unit 5 Chemical Reactions and Acid and Base Solutions

- Describing reactions
- Types of reactions
- Reaction rates
- Equilibrium
- Forming a solution
- Solubility and concentration
- Properties of acids and bases
- Strength of acid and base

Unit 6 Motion and Force

- Distance and displacement

- Speed and velocity
- Acceleration
- Forces
- Newtons first and second laws
- Newtons third law
- Universal forces

Biology

This course provides a comprehensive understanding of biology, covering topics such as genetics, cytology, photosynthesis, cell respiration, populations, ecology, and evolution. It also addresses issues, concerns, and problems with life, focusing on cellular, organism, population, and ecosystem levels. Specific concepts and instruction include:

Unit 1 Scientific Method

- Scientific method
 - Graphing
 - Variables
 - Scientific process and design
 - Basic vocabulary
 - Greek and Latin root words
- Organic macromolecules
 - Macromolecules and use in the body
 - Macromolecules lab
- Cells
 - Cell theory
 - Organelles – cell city lesson, analogies lesson
 - Build a cell model lab
- Infectious diseases
 - Viruses versus Bacteria
 - Communicable versus noncommunicable diseases
 - Case Study Lab

Unit 2 Cells Functions

- Cell membrane and transport
 - Cell membrane model
 - Build the membrane lab
 - Bubble lab
 - Passive transport and types
 - Active transport and types
 - Egg lab
- Photosynthesis and cellular respiration
 - Factors of photosynthesis
 - Light dependent reactions

- Light independent reactions
- Photosynthesis lab
- Glycolysis
- Cellular respiration
- Create a model lab
- Fermentation
- Bread lab
- Yeast lab

Unit 3 Cell Life and Reproduction

- Cell life
 - Cell cycle
 - Differentiation
 - Cancer cells and the cell cycle
 - Mitosis
 - Meiosis
 - Mitosis lab
 - Meiosis lab
- Mendelian genetics
 - Mendel and inheritance
 - Dominant and recessive traits
 - Homozygous and heterozygous traits
 - Punnett squares
 - Punnett square lab

Unit 4 Ecology and Natural Selection

- Ecology Concepts
 - Vocabulary
 - Food chains/food webs
 - Trophic pyramids/cascades
 - Symbiotic relationships
 - Phosphorus cycle
 - Nitrogen cycle
 - Carbon cycle
 - Water cycle
 - Human impact on the environment
 - Carbon foot
 - Conservation movements
- Natural Selection concepts
 - Galapagos Island study
 - Bird beak lab
 - Adaptation types and sources
 - Artificial selection vs natural selection

- Genetic drift and examples
- Charles Darwin
- Speciation
- Human evolution
- Fossils and evidence for evolution

Unit 5 Astronomy

- Earth's systems
- Electromagnetic fields around Earth
- The Solar System
- The sun cycle and effects on the Earth
- The moon cycle and the effects on the Earth
- Star classification and their life cycles
- Exoplanet systems

Chemistry

Chemistry focuses on understanding the composition of matter, applying chemical principles, problem-solving, and developing laboratory skills. It helps students understand the natural world, make informed decisions, engage in public discourse, and increase economic productivity through scientific knowledge.

Prerequisite: Algebra 1

Unit 1 Introduction to Chemistry and Scientific Measurement

- Scientific method of chemistry
- Measurement accuracy
- International systems
- Conversions
- Density

Unit 2 Matter and Atomic Structure

- Properties
- Mixtures
- Elements and compounds
- Chemical reactions
- Defining the atom
- Nuclear structure
- Distinguish between atoms

Unit 3 Electrons and the Periodic Table

- Models of the atom
- Electron arrangement
- Physics and Quantum mechanical models
- Organizing elements
- Classifying elements

- Periodic trends

Unit 4 Ionic and Metallic Bonding

- Ions
- Bonds and compounds
- Metals

Unit 5 Covalent Bonding and Chemical Names and Formulas

- Molecular compounds
- Nature of covalent bonds
- Bonding theories
- Polar bonds and molecules
- Naming ions
- Names and formulas for ionic compounds
- Names and formulas for molecular compounds
- Names and formulas for acids and bases
- Laws of formulas and names

Unit 6 Chemical Quantities and Chemical Reactions

- The mole
- Mass to volume ratio
- Percent composition and chemical formula
- Describing chemical reactions
- Types
- Aqueous solutions

Biology II (Advanced)

This class is intended for seniors who have successfully passed Biology and Chemistry and intend to go to college. There is a heavy emphasis on the use of the scientific process and the development of writing as an integral part of that process.

Prerequisites: Biology I & Chemistry

Unit 1 DNA, Genetics, GMOS

- DNA
 - Structure and function
 - DNA lab
 - Transcription
 - Translation
 - Transcription/translation lab
 - Strawberry DNA Lab
- Mendelian genetics
 - Mendel
 - Pea plants
 - Vocab work
 - Punnett squares

- Genetics
- GMOs
 - How they work
 - Monsanto/Bayer
 - Ethics
 - Practices
 - GMO project
 - CRISPR
 - Gene editing
 - Vaccines and variolations

Unit 2 Introduction to Anatomy, the Skeletal System, and the Nervous System

- Anatomy basics
 - Regional and directional terms
- Skeleton
 - Bones of the body
 - Joints of the bones
 - Bone structure and growth
 - Build-a-bone lab
 - Bone breaks
- Nervous system
 - The nerve basic
 - Parts of the brain
 - CNS versus PNS
 - Impulse arc
 - Reflex arc
 - Action potential

Unit 3 The Senses and Endocrine System

- Intro to the senses
 - Vision
 - Taste
 - Smell
 - The ear
 - Special senses lab
- Endocrine system
 - Organs
 - Hormones
 - Hormone poster research
 - Hormones and stress
- Lymphatic system
 - Organs
 - Structure
 - Function
 - Removal of waste from the body

Unit 4 The Digestive system

- The digestive system
 - Organs
 - Function
 - Stomach and chemicals
 - Intestines and absorption
 - Tarrare case study
 - Food gastronomy
- The muscles
 - Cardiac muscle
 - Circulation pathway
 - Heartbeat pathway
 - Build the heart paper lab
 - Cardiac cycle
 - Build the muscle lab
 - FOP case study – “The Girl Whose Muscle Turns to Bone”
 - Smooth muscle

Unit 5 Self Discovery

Summer term six runs differently than other terms in any other science class. Biology II is the culmination of everything learned in science. By the end of Biology II, students are given the option to help pick the curriculum for the summer term for further discovery of interests.

MATHEMATICS

The Logos Math Department offers a personalized curriculum, focusing on individual student needs. This includes individualized instruction, advanced placement, and traditional classrooms. The department believes in learning to address real-life problems with meaningful strategies. Assessment is achieved through daily assignments, in-class participation, quizzes, and formal and informal testing.

- Math Foundations
- Algebra Essentials
- Algebra I
- Geometry
- Algebra II
- Advanced Mathematics (Trigonometry to Calculus)

Math Foundations

This course is a self-paced, individualized class in which students review basic mathematical knowledge and skills leading to Algebra I. In addition, organization, self-tracking/evaluation, and daily consistency are stressed. Although the objectives vary from student to student depending on need, topics include:

Unit 1 Number Sense and Operations

- Understanding place value for whole numbers
- Reading, writing, and comparing numbers
- Identifying the value of digits in different place positions
- Understanding the basic concepts of addition and subtraction
- Performing addition and subtraction operations with single-digit and multi-digit numbers
- Solving word problems involving addition and subtraction
- Understanding the basic concepts of multiplication and division
- Performing multiplication and division operations with single-digit and multi-digit numbers
- Solving word problems involving multiplication and division

Unit 2 Fractions and Decimals

- Identifying parts of a whole and parts of a set
- Representing fractions using visual models
- Comparing and ordering fractions
- Adding and subtracting fractions with like and unlike denominators
- Multiplying and dividing fractions
- Solving word problems involving fractions
- Understanding place value for decimals
- Adding, subtracting, multiplying, and dividing decimals
- Converting between fractions and decimals

Unit 3 Measurement and Geometry

- Measuring and comparing length, weight, and capacity
- Converting between different units of measurement
- Solving measurement problems
- Calculating the area and perimeter of rectangles and squares
- Identifying and classifying two-dimensional shapes
- Solving geometry problems involving area and perimeter
- Telling time using analog and digital clocks
- Calculating elapsed time
- Counting and comparing money

Unit 4 Data Analysis and Probability

- Organizing and representing data using tables, charts, and graphs
- Analyzing and interpreting data
- Understanding measures of central tendency
- Understanding the concept of probability
- Calculating probability of simple events
- Solving probability problems involving coins, dice, and spinners

Unit 5 Problem Solving and Critical Thinking

- Identifying and using problem-solving strategies such as guess and check, make a table, draw a picture, and work backward
- Applying problem-solving strategies to solve multi-step problems
- Developing critical thinking skills to analyze and evaluate mathematical arguments and solutions
- Communicating mathematical ideas and reasoning effectively
- Applying mathematical concepts and skills to real-life situations

Algebra Essentials

This class is a foundation course that will guide students through the world of integers, one-step equations, inequalities, geometry concepts, linear equations, and much more. This course is intended to prepare students for the study of Algebra at the high school level.

Unit 1 Number Sense and Operations

- Understanding place value for whole numbers and decimals
- Reading, writing, and comparing numbers
- Identifying the value of digits in different place positions
- Addition and subtraction strategies
- Multiplication and division strategies
- Solving word problems involving whole numbers
- Understanding the concept of fractions and decimals
- Comparing and ordering fractions and decimals
- Adding, subtracting, multiplying, and dividing fractions and decimals

Unit 2 Algebraic Expressions and Equations

- Understanding variables, constants, and coefficients

- Evaluating algebraic expressions
- Translating verbal expressions into algebraic expressions
- Solving one-step and two-step equations
- Solving equations with variables on both sides
- Solving and graphing inequalities on a number line
- Understanding exponent notation and simplifying expressions with exponents
- Applying properties of exponents to simplify expressions
- Solving problems involving exponents

Unit 3 Ratios, Proportions, and Percentages

- Understanding ratios and rates
- Solving problems involving proportional relationships
- Using proportions to solve problems
- Converting between fractions, decimals, and percentages
- Calculating percentages of quantities
- Solving percentage problems

Unit 4 Geometry: Shapes and Properties

- Identifying and classifying two-dimensional and three-dimensional shapes
- Calculating perimeter, area, and volume
- Understanding angles, lines, and geometric transformations

Unit 5 Measurement

- Understanding units of measurement for length, weight, capacity, and time
- Converting between different units of measurement
- Solving measurement problems involving real-life scenarios

Unit 6 Data Analysis and Probability

- Organizing and representing data using tables, charts, and graphs
- Analyzing and interpreting data to make conclusions
- Understanding measures of central tendency and variability
- Understanding the concept of probability
- Calculating probability of simple and compound events
- Solving probability problems using theoretical and experimental probability

Algebra I

Algebra I focuses on the language of algebra, understanding the real number system, variables, formulas, equations, exponents, functions, and graphs. It emphasizes word problems and strategic problem-solving in real life applications.

Unit 1 Foundations of Algebra

- Understanding variables, constants, and coefficients
- Evaluating algebraic expressions
- Translating verbal expressions into algebraic expressions
- Solving one-step and two-step equations
- Graphing linear equations in two variables

- Identifying slope and y-intercept from equations and graphs
- Solving systems of linear equations
- Solving and graphing linear inequalities

Unit 2 Functions and Relations

- Defining functions and function notation
- Evaluating functions and finding function values
- Determining domain and range of functions
- Understanding linear functions and their properties
- Writing equations of lines given slope and y-intercept or two points
- Graphing linear functions and identifying key features
- Understanding quadratic functions and their properties
- Graphing quadratic functions and identifying key features
- Solving quadratic equations by factoring, completing the square, and using the quadratic formula

Unit 3 Exponential and Logarithmic Functions

- Understanding exponential growth and decay
- Graphing exponential functions and identifying key features
- Solving exponential equations
- Understanding logarithmic functions and their properties
- Graphing logarithmic functions and identifying key features
- Solving logarithmic equations

Unit 4 Polynomial Functions

- Understanding polynomial functions and their properties
- Graphing polynomial functions and identifying key features
- Performing operations with polynomial functions
- Understanding rational functions and their properties
- Graphing rational functions and identifying key features
- Solving rational equations

Unit 5 Systems of Equations and Inequalities

- Solving systems of linear equations by graphing, substitution, and elimination
- Analyzing and interpreting solutions to systems of equations
- Solving systems of linear and nonlinear inequalities
- Graphing systems of inequalities and identifying feasible regions

Unit 6 Data Analysis and Probability

- Analyzing and interpreting data using measures of central tendency and variability
- Constructing and interpreting histograms, box plots, and scatter plots
- Making predictions and drawing conclusions from data

- Understanding the concept of probability
- Calculating probabilities of events and compound events
- Analyzing and interpreting probability distributions

Unit 7 Introduction to Trigonometry

- Introduction to trigonometric functions: sine, cosine, tangent
- Graphing trigonometric functions and identifying key features
- Solving trigonometric equations and identities

Geometry

This course explores Euclidean geometry, logic, reasoning, and proof, focusing on lines, angles, polygons, circles, and solids. Students apply algebra knowledge to geometric concepts.

Prerequisite: Algebra I

Unit 1 Foundations of Geometry

- Understanding points, lines, and planes
- Identifying and classifying angles
- Exploring basic geometric constructions
- Understanding the structure of geometric proofs
- Using deductive reasoning to prove geometric theorems
- Constructing formal proofs using postulates and theorems

Unit 2 Congruence and Similarity

- Understanding congruence transformations (reflections, translations, rotations)
- Identifying congruent figures and corresponding parts
- Understanding similarity transformations (dilations)
- Identifying similar figures and corresponding parts
- Using properties of similar figures to solve problems

Unit 3 Triangles and Polygons

- Classifying triangles by sides and angles
- Applying triangle congruence theorems (SSS, SAS, ASA)
- Using triangle properties to solve problems
- Identifying and classifying quadrilaterals (parallelograms, rectangles, rhombuses, squares, trapezoids)
- Using properties of polygons to solve problems

Unit 4 Circles and Circular Geometry

- Identifying and defining parts of a circle
- Applying properties of circles (radius, diameter, chord, tangent)
- Using circle theorems to solve problems
- Understanding central angles, inscribed angles, and their measures
- Applying angle relationships in circles (arc measures, angle measures, and segment lengths)

Unit 5 Geometric Transformations

- Performing and describing translations, reflections, rotations, and dilations in the coordinate plane
- Applying geometric transformations to solve problems
- Understanding symmetry and its types (line symmetry, rotational symmetry)
- Creating and identifying tessellations

Unit 6 Three-Dimensional Geometry

- Identifying and defining parts of three-dimensional figures (prisms, pyramids, cylinders, cones, spheres)
- Calculating surface area and volume of three-dimensional figures
- Understanding cross sections of three-dimensional figures
- Identifying and constructing nets for three-dimensional figures

Unit 7 Coordinate Geometry

- Calculating distance and midpoint between two points in the coordinate plane
- Applying distance and midpoint formulas to solve problems
- Writing equations of lines (slope-intercept form, point-slope form, standard form)
- Graphing lines and finding slope

Algebra II

This course covers Algebra topics, focusing on algebraic and graphic approaches. Topics include systems of equations, matrices, quadratic functions, polynomials, exponents, logarithms, complex numbers, and more. It aims to provide a strong four-year mathematical foundation for future studies or post-high school entrance requirements.

Prerequisites: Algebra I & Geometry

Unit 1 Polynomial Functions

- Adding, subtracting, multiplying, and dividing polynomials
- Understanding polynomial terminology and notation
- Polynomial equations and inequalities
- Solving polynomial equations of degree greater than two
- Solving polynomial inequalities
- Analyzing the behavior of polynomial functions

Unit 2 Rational Functions

- Simplifying and performing operations with rational expressions
- Solving rational equations and inequalities
- Identifying asymptotes and holes in rational functions

Unit 3 Exponential and Logarithmic Functions

- Understanding exponential growth and decay
- Graphing exponential functions and identifying key features
- Solving exponential equations algebraically and graphically
- Understanding logarithmic functions and properties
- Graphing logarithmic functions and identifying key features

- Solving logarithmic equations algebraically and graphically

Unit 4 Trigonometric Functions

- Introducing trigonometric functions (sine, cosine, tangent)
- Graphing trigonometric functions and identifying properties
- Understanding amplitude, period, phase shift, and vertical shift
- Trigonometric identities and equations
- Proving and applying trigonometric identities
- Solving trigonometric equations algebraically and graphically

Unit 5 Systems of Equations and Matrices

- Solving systems of linear equations using various methods
- Representing systems of equations with matrices
- Solving systems of nonlinear equations algebraically and graphically
- Applying systems of equations to real-world scenarios

Unit 6 Conic Sections

- Understanding the definitions and properties of conic sections (circles, ellipses, hyperbolas, parabolas)
- Graphing conic sections and identifying key features
- Conic sections in standard form
- Writing and graphing equations of conic sections in standard form
- Identifying and interpreting parameters of conic sections

Unit 7 Sequences and Series

- Understanding arithmetic sequences and series
- Finding n th term and sum of arithmetic sequences
- Understanding geometric sequences and series
- Finding n th term and sum of geometric sequences

Unit 8 Polynomial and Rational Inequalities

- Solving polynomial and rational inequalities algebraically and graphically
- Applying inequalities to real-world scenarios

Advanced Mathematics

This class is tailored to students who have reached a certain level of mathematics and wish to continue their education, using trigonometry and pre-calculus as a foundation but also offering additional study options.

Trigonometry Objectives

- Defining trigonometric functions and angles
- Applying trigonometric functions
- Radian measure
- Graphing trigonometric functions
- Trigonometric identities

- ❖ Prerequisite: Algebra II

Pre-Calculus Objectives

- Functions and their graphs
- Polynomial and rational functions|
- Exponential and logarithmic functions
- Trigonometry
- Solving trigonometric equations
- Trigonometric applications
- Analytic geometry
- Limits and continuity

- ❖ Prerequisite: Algebra II

- Can be taken concurrently or after Trigonometry.

Calculus Objectives

- Limits and their properties
- Differentiation and integration
- Differential equations
- ❖ Prerequisite: Pre-Calculus

SOCIAL STUDIES

Logos School's high school social studies program promotes academic achievement by emphasizing reading, writing, critical thinking, problem-solving, and preparing students for responsible citizenship in a multicultural society. It also encourages students to analyze current events locally and globally.

- World History
- American History
- American Government & Civics
- Personal Finance
- Philosophy
- Psychology
- Sociology

World History

This course offers students insights into past events, cultures, and problems, focusing on tolerance and acceptance of cultural diversity. It covers prehistory, early civilizations, continuity, change, geographical analysis, and uses inquiry tools like surveys, statistics, maps, and documents.

Unit 1 Prehistoric Era and Early Civilizations

- Paleolithic and Neolithic Ages
- Mesopotamian Civilization
- Ancient Egypt
- Indus Valley Civilization
- Ancient China
- Ancient Americas (Maya, Aztec, Inca)

Unit 2 Classical Period

- Ancient Greece: democracy, philosophy, and warfare
- Ancient Rome: republic, empire, and legacy
- Han Dynasty China: Silk Road, Confucianism, and inventions
- Gupta Empire in India: Golden Age of Indian Civilization

Unit 3 Middle Ages

- Byzantine Empire and Orthodox Christianity
- Islamic Caliphates and Golden Age of Islam
- Medieval Europe: Feudalism, Crusades, and Gothic architecture
- Medieval Japan and Samurai culture

Unit 4 Renaissance and Reformation and Age of Exploration

- Italian Renaissance: art, science, and humanism
- Northern Renaissance and printing press
- Protestant Reformation and Counter-Reformation
- European voyages of discovery

- Columbian exchange and global trade
- Conquest and colonization

Unit 5 Enlightenment and Revolutions

- Scientific Revolution: Galileo, Copernicus, and Newton
- Enlightenment thinkers: Locke, Voltaire, Rousseau
- American Revolution and the Declaration of Independence
- French Revolution and the rise of Napoleon
- Origins and the impact of industrialization
- Urbanization and social changes
- Rise of capitalism and labor movements

Unit 6 Imperialism and Nationalism, WWI and WWII, and the Cold War

- Scramble for Africa and Asia
- Causes and effects of World War I
- Russian Revolution and Bolshevik rise to power
- Treaty of Versailles and League of Nations
- Rise of totalitarian regimes
- Causes and course of World War II
- Origins and ideologies of the Cold War
- Proxy wars and the space race
- End of colonial empires and independence movements

Unit 7 Globalization and Contemporary Issues

- Post-Cold War World: terrorism, environmental challenges, and economic integration
- Rise of China and India
- Contemporary issues in human rights and technology

American History

This course explores the United States' history, from its inception to modern times, focusing on constitutional democracy, continuity, economic principles, geographical study, individual and group relationships, institutions, cultural traditions, and the use of inquiry tools. Creating a scope and sequence for an American history course involves outlining the topics and concepts to be covered throughout the course in a logical order.

Unit 1 Colonial America

- Native American civilizations
- Early European exploration and colonization
- Establishment of the 13 colonies
- Colonial economies, societies, and cultures

Unit 2 Revolutionary Era

- Causes and events leading to the American Revolution
- Declaration of Independence

- Revolutionary War and major battles
- Formation of the United States Constitution

Unit 3 Early Republic

- Formation of the new government under the Constitution
- Federalist vs. Anti-Federalist debates
- Washington's presidency and the precedents set
- Growth of political parties: Federalists vs. Democratic-Republicans

Unit 4 Westward Expansion and Manifest Destiny

- Louisiana Purchase and Lewis and Clark expedition
- Oregon Trail and westward migration
- Texas Revolution and annexation
- Mexican American War and acquisition of territory

Unit 5 Antebellum Period and Civil War

- Expansion of slavery and sectional tensions
- Abolitionist movement and Underground Railroad
- Compromise of 1850 and Kansas-Nebraska Act
- Dred Scott decision and John Brown's raid
- Causes of the Civil War
- Major battles and military strategies
- Emancipation Proclamation and African American contributions
- Reconstruction Era and the 13th, 14th, and 15th Amendments

Unit 6 Industrialization and Gilded Age

- Growth of industry and urbanization
- Rise of big business and industrial tycoons
- Labor movements and worker protests
- Social issues and reforms: progressivism, Women's Suffrage, and Temperance Movement

Unit 7 Progressive Era

- Theodore Roosevelt and the Square Deal
- Trust-busting and conservation efforts
- Woodrow Wilson's New Freedom
- Social and political reforms: Pure Food and Drug Act, Federal Reserve Act, and Clayton Antitrust Act

Unit 8 World War I and Interwar Period, and WWII

- Causes of World War I and U.S. entry
- Treaty of Versailles and League of Nations
- Roaring Twenties: Jazz Age, Prohibition, and Great Migration

- Great Depression and New Deal policies
- Causes of World War II and U.S. entry
- Major battles and military strategies
- Homefront mobilization and wartime economy
- Impact of the war on American society and culture

Unit 9 The Cold War, the Civil Rights Movement, and Postwar America and Contemporary Issues

- Origins and ideologies of the Cold War
- Red Scare and McCarthyism
- Civil Rights Movement: Brown v. Board of Education, Montgomery Bus Boycott, and March on Washington
- Legislation and key figures: Civil Rights Act of 1964, Voting Rights Act of 1965, and Martin Luther King Jr.
- Suburbanization and consumer culture
- Vietnam War and anti-war protests
- Social movements: Women's Liberation Movement, Environmental Movement, and LGBTQ+ Rights Movement
- Challenges and opportunities in the 21st century: globalization, technology, and diversity

American Government & Civics

Students will learn about citizenship rights, societal roles, economic issues, American government, law and government purposes, founding documents, geography, economics, world events, and reading, writing, and social skills. They will also analyze founding documents, apply knowledge to current situations, and analyze founding documents. U.S. and state constitution tests as well as a civics test is required for graduation.

Unit 1 Foundations of American Government

- Overview of American democracy and the Constitution
- Principles of government: popular sovereignty, separation of powers, checks and balances
- Constitutional Convention and drafting of the Constitution
- Bill of Rights and individual liberties

Unit 2 Structure of Government

- Federalism: division of powers between federal and state governments
- Branches of government: legislative, executive, and judicial
- Functions and powers of each branch
- Role of political parties and interest groups

Unit 3 Legislative Branch

- Structure and functions of Congress
- Congressional elections and representation

- Lawmaking process: introduction, committee review, floor debate, and voting
- Congressional oversight and investigations

Unit 4 Executive Branch

- Structure and functions of the presidency
- Presidential elections and the Electoral College
- Roles and powers of the president: commander-in-chief, chief executive, chief diplomat
- Executive departments and agencies

Unit 5 Judicial Branch

- Structure and functions of the federal courts
- Role of the Supreme Court in interpreting the Constitution
- Judicial review and landmark Supreme Court cases
- Federal and state court systems

Unit 6 Civil Liberties and Civil Rights

- First Amendment freedoms: freedom of speech, religion, press, assembly, and petition
- Rights of the accused: due process, search and seizure, Miranda rights
- Equal protection under the law: race, gender, and LGBTQ+ rights
- Affirmative action and voting rights

Unit 7 Elections and Political Participation and Public Policies

- Political parties and party systems
- Voting behavior and voter turnout
- Campaign finance and electoral reforms
- Role of the media in elections and public opinion
- Policy-making process: agenda setting, policy formulation, adoption, implementation, and evaluation
- Domestic policy issues: healthcare, education, immigration, and the environment
- Foreign policy and national security
- Economic policy and fiscal responsibility

Unit 8 State and Local Government

- Structure and functions of state and local governments
- Powers and responsibilities of governors, state legislatures, and local officials
- Intergovernmental relations and federalism in practice
- Policy issues at the state and local levels

Unit 9 Contemporary Issues in American Government

- Current events and political developments
- Challenges facing American democracy

- Role of technology and social media in politics
- Civic engagement and activism

Personal Finance

This one-semester course, based on Missouri personal finance competencies, teaches essential knowledge and skills for financial success. It focuses on understanding and managing personal finances, addressing real-world issues, and addressing cultural influences on financial decisions. This class counts towards a practical art credit.

Unit 1 Decision-Making

- The art of decision-making
- Opportunity cost
- Making choices and identifying life changes that effect decision making

Unit 2 Earning Income

- Investing in yourself
- Teaching human capital and the importance of postsecondary education
- What are taxes for?
- Understanding Taxes
- It's your paycheck: "W" is for wages, W-4, and W-2
- Individual income tax

Unit 3 Buying Goods and Services

- Making a budget
- Budget trade-offs
- Big spenders
- Smartphones and budget changes
- Advertising: dollars and decisions

Unit 4 Saving

- Time preference--why it is hard to save
- Simple and compound interest—why it is great to save
- Time value of money: no-frills money skills: growing money

Unit 5 Using Credit

- The three Cs of credit
- Evaluating the benefits and costs of credit
- Credit bureaus: the record keepers
- Cards, cars, and currency: the car deal package
- Bankruptcy: when all else fails
- On the move: renting basics
- Fast cash and payday loans

Unit 6 Financial Investing

- Meeting financial goals—rate of return
- Managing risk—time and diversification

- Evaluating investment options
- No-frills money skills
- Diversification and risk
- No-frills money skills

Unit 7 Protecting and Insuring

- Insurance: coverage and cost basics
- Is insurance worth buying?
- The three Ds of identity theft

Philosophy

Introduction to Philosophy is an elective course that familiarizes students with major philosophy areas, focusing on questions and approaches.

Unit 1 Introduction to Philosophy

- Understanding the nature and scope of philosophy
- Exploring the role of philosophical inquiry in human thought and culture
- Surveying major periods and movements in the history of philosophy
- Introducing key philosophical figures and their contributions

Unit 2 Epistemology: Theory of Knowledge

- Investigating different theories of knowledge: rationalism, empiricism, and skepticism
- Discussing the distinction between knowledge and belief
- Exploring the role of perception, reason, and testimony in acquiring knowledge
- Analyzing the reliability and limitations of various sources of knowledge
- Examining various theories of truth: correspondence, coherence, and pragmatism
- Discussing the criteria for evaluating truth claims

Unit 3 Metaphysics: Theory of Reality

- Investigating metaphysical questions about the nature of existence
- Exploring different metaphysical theories: materialism, idealism, and dualism
- Analyzing the mind-body problem and theories of consciousness
- Discussing the relationship between mental states and physical processes
- Examining philosophical debates about free will and determinism
- Considering the implications of determinism for moral responsibility

Unit 4 Ethics: Theory of Morality

- Introducing major ethical theories: utilitarianism, deontology, and virtue ethics
- Analyzing the principles and implications of each ethical theory
- Exploring ethical decision-making and moral reasoning
- Discussing ethical dilemmas and the role of moral principles in resolving them
- Applying ethical theories to contemporary moral issues such as bioethics, environmental ethics, and business ethics
- Analyzing ethical dilemmas in real-world contexts

Unit 5 Political Philosophy

- Examining different conceptions of justice: egalitarianism, libertarianism, and communitarianism
- Discussing the principles of justice and their implications for political philosophy
- Discussing the nature and justification of human rights
- Exploring the relationship between rights and responsibilities in political philosophy

Unit 6 Philosophy of Religion

- Examining arguments for and against the existence of God
- Analyzing the problem of evil and religious skepticism
- Exploring several types of religious experiences and their significance
- Discussing the nature of faith and religious belief

Unit 7 Philosophy of Science

- Investigating the nature and scope of scientific knowledge
- Discussing scientific realism, empiricism, and the scientific method
- Applying philosophical concepts to the study of biology, physics, and psychology
- Analyzing the methods and assumptions of different scientific disciplines

Unit 8 Aesthetics: Philosophy of Art and Beauty

- Exploring different conceptions of beauty and aesthetic experience
- Analyzing the nature of art and its relationship to beauty
- Introducing major theories of art: formalism, expressionism, and institutionalism
- Discussing the interpretation and evaluation of artworks

Unit 9 Existentialism and Phenomenology

- Exploring existentialist themes such as freedom, anxiety, and authenticity
- Analyzing the existentialist response to the human condition
- Introducing the phenomenological method of philosophical inquiry
- Discussing phenomenological concepts such as description and reduction
- Studying the work of major existentialist and phenomenological thinkers such as Sartre, Heidegger, and Husserl

Unit 10 Eastern Philosophy

- Surveying major philosophical traditions in Eastern thought
- Exploring concepts such as karma, dharma, Tao, and Zen
- Comparing and contrasting Western and Eastern philosophical perspectives
- Discussing the implications of cross-cultural philosophical dialogue

Psychology

This elective course introduces students to the scientific study of behavior and mental processes of humans and other animals. Students will gain knowledge of psychological research methods, biological bases of behavior, psychological disorders and their treatment, sensation and perception, states of consciousness, memory, thinking, language, learning, intelligence, motivation, emotion, personality, human development, and social psychology.

Unit 1 Introduction to Psychology

- Definition and scope of psychology
- History of psychology: major schools of thought and key figures
- Research methods in psychology: experimental, correlational, and observational

Unit 2 Biological Bases of Behavior

- Structure and function of the nervous system
- Neurons and neurotransmitters
- Brain imaging techniques
- Genetics and behavior

Unit 3 Sensation and Perception

- Sensory processes: vision, hearing, taste, smell, touch
- Thresholds and adaptation
- Perceptual processes: Gestalt principles, depth perception, and illusions

Unit 4 States of Consciousness

- Sleep and dreaming
- Altered states of consciousness: hypnosis, meditation, and drug-induced states
- Circadian rhythms and biological clocks

Unit 5 Learning and Behaviorism

- Classical conditioning: Pavlov's dogs
- Operant conditioning: Skinner's experiments
- Observational learning: Bandura's social learning theory

Unit 6 Memory and Cognition

- Models of memory: sensory, short-term, and long-term
- Encoding, storage, and retrieval processes
- Forgetting and memory distortion
- Problem-solving, decision-making, and reasoning

Unit 7 Developmental Psychology

- Theories of development: psychosocial, cognitive, and moral
- Prenatal development and infancy
- Childhood and adolescence
- Adulthood and aging

Unit 8 Social Psychology

- Social cognition: schemas, stereotypes, and attribution
- Social influence: conformity, obedience, and compliance
- Attitudes and persuasion
- Group dynamics: leadership, conformity, and prejudice

Unit 9 Personality Theories

- Psychoanalytic theory: Freud's psychosexual stages

- Humanistic theory: Maslow's hierarchy of needs, Rogers' person-centered approach
- Trait theory: Big Five personality traits

Unit 10 Psychological Disorders and Treatment

- Classification of disorders: DSM-5
- Anxiety disorders, mood disorders, and schizophrenia
- Treatment approaches: psychotherapy, medication, and alternative therapies
- Prevention and intervention strategies

Unit 11 Health Psychology

- Stress and coping mechanisms
- Health behavior change: smoking cessation, weight loss, and exercise
- Psychological factors in illness and disease
- Mind-body connections: psychoneuroimmunology

Sociology

This semester-long sociology course explores human behavior and social structures, focusing on patterns of interaction and their influence. Students will develop critical thinking skills and social perspectives through online resources, including teacher websites, and online notes.

Unit 1 Introduction to Sociology

- Definition and scope of sociology
- Basic sociological concepts: society, culture, socialization, and social institutions
- Theoretical perspectives in sociology: functionalism, conflict theory, and symbolic interactionism
- Research methods in sociology: qualitative and quantitative approaches

Unit 2 Socialization and Social Interaction

- Agents of socialization: family, school, peer groups, media
- Social roles and statuses
- Socialization across the life course: childhood, adolescence, adulthood, and old age
- Social interaction: norms, roles, and social structures

Unit 3 Social Stratification

- Social class and inequality
- Systems of stratification: caste, class, and status
- Social mobility and the American Dream
- Global inequality and the impact of globalization

Unit 4 Race, Ethnicity, and Immigration

- Definitions and concepts of race and ethnicity
- Patterns of racial and ethnic inequality
- Immigration trends and policies
- Assimilation, pluralism, and multiculturalism

Unit 5 Gender and Sexuality

- Social construction of gender and sexuality
- Gender roles and stereotypes

- Gender inequality: pay gap, glass ceiling, and gender-based violence
- LGBTQ+ identities and movements

Unit 6 Family and Marriage

- Theoretical perspectives on the family: functionalism, conflict theory, and symbolic interactionism
- Family structures and diversity
- Changing trends in marriage, cohabitation, and divorce
- Parenting styles and child-rearing practices

Unit 7 Education and Religion

- Functionalist and conflict perspectives on education
- Socialization in schools and educational inequality
- Religion as a social institution
- Religious beliefs, practices, and trends

Unit 8 Deviance and Social Control

- Definitions and theories of deviance
- Social construction of crime and criminal justice
- Social control mechanisms: formal and informal sanctions
- Social movements and collective behavior

Unit 9 Health and Medicine

- Social determinants of health
- Social inequalities in health and healthcare access
- Medicalization and the pharmaceutical industry
- Alternative medicine and holistic health approaches

Unit 10 Globalization and Social Change

- Definition and impacts of globalization
- Social change theories: modernization, dependency, and world-systems theories
- Global social movements and activism
- Challenges of globalization: inequality, environmental degradation, and cultural homogenization

ART

High school art classes are part of a choice-based program, where students will explore and experiment with multiple art forms using materials such as clay, paint, digital software and other media. Students will take a leading role in your learning as you research visual texts, create artwork, connect to the world around them, respond to works of art, and reflect on their creations. Growth will be measured through active participation and engagement. We will introduce students to various techniques and materials, with specific instruction varying by class and term. Each term we will have goals to better critical thinking skills, creativity, communication, and collaboration within the subject area. Areas of study are included under the umbrella term of Design:

Design

- Introduction to the elements and principles of art
- Introductions to a variety of art mediums and techniques
- Components include critical thinking, communication, collaboration, and creativity
- Demonstrations of art techniques including two-dimensional and three-dimensional forms
- Implementing safe practices when using art supplies
- Exploration of personal interests in art, and different ways to make those real-world connections
- Learning through creative endeavors, self-expression, self-reflection, and risk taking
- Evaluation will be based on active class participation

Painting

- Introduction to a variety of painting techniques such as developing skills using different painting mediums, acrylic and watercolor, canvas, and mixed media surfaces. Students will practice landscapes and portraits. Linear and atmospheric perspective, space (overlapping, background, middle ground, foreground, size), balance, depth, and a variety of tools will also be practiced
- Implementing safe and appropriate practices when using art supplies
- Application of color theory and painting techniques in art making

Drawing

- Introduction to a variety of drawing techniques such as developing technical skills in the use of different drawing media. Students will create original two-dimensional artworks based on drawing from observation, perspective, and personal communication of an idea
- Implementing safe and appropriate practices when using art supplies
- Application of different drawing mediums on different drawing surfaces through the practice of perspective, space, balance, and depth

Ceramics

- Introduction to a variety of processes and techniques in ceramics such as entirely in the medium of clay. Students will create art through the study of traditional and contemporary ceramic methods, tools, and techniques such as hand-building and wheel thrown pottery, along with functionality versus sculptural

- Implementing safe and appropriate practices when using art supplies
- Application will be using ceramic hand-building methods, decorative surface techniques, glazing and firing skills, resulting in the creation of original functional and fine art pieces.

Sculpture

- Introduction to a variety of sculpting techniques such as three-dimensional art through a variety of building techniques (modeling, carving, casting, assembly, subtraction, movement, style, balance, relief, installation, sculpture in the round, technique, form, content, subject, composition (relief in the round). Introductions to different mediums such as plaster, wax, wood, paper, clay, soapstone, metal, and found objects
- Implementing safe and appropriate practices when using art supplies
- Application will be through the exploration of materials available to students in the art room and introductions to new and old sculpting materials.

Printmaking

- Introduction to a variety of printmaking techniques, such as the process, is based on the principle of transferring images from a variety of uniquely created stamps onto another surface, most often paper or mixed media surfaces. Students will focus on more contemporary printmaking techniques by using stamps, Styrofoam, linoleum, block printing ink, watercolor, and image transfers
- Implementing safe and appropriate practices when using art supplies
- Application will be through the exploration and creation of students' own unique stamps to create multiple prints

Textiles

- Introduction to a variety of fiber art techniques such as exploring embroidery, dying fabrics, batik, hand sewing felt animals and creatures, cross-stitching, crochet, knitting, punch needling, weaving, basket making, and needle point felting
- Implementing safe and appropriate practices when using art supplies
- Application will be learning ways to create students' own big ideas after the practice and application of the techniques listed, and then time to explore their fiber of choice and work through their big idea.

Digital Art and Design

- Introduction to a variety of digital art techniques such as exploring the many uses of digital photography, art on a tablet, and animation in professional and artistic pursuits. Students will learn about the digital medium and its use of technology in the creation of art. Two-dimensional digital art and design will be a main focus, which will include apps through a tablet such as illustration techniques, image manipulation, and digital camera/electronic device use.
- Implementing safe and appropriate practices when using technology as well as learning about safe online presence
- Application will be used by exploring the digital art making apps that were purchased for the classroom iPads with options to print the students' digital two-dimensional creations.

PHYSICAL EDUCATION

Logos offers high school students the chance to participate in athletics, fostering patience, industriousness, cooperation, confidence, and skill development. Students learn strategies to address any challenges they may face. Students participate in associate MSHSAA member sports against various St. Louis teams.

Course Objectives:

1. Assess personal fitness levels through implementation of a variety of fitness tests
2. Set and evaluate personal fitness goals
3. Design a safe and effective workout plan to reach personal fitness
4. Understand the difference between anaerobic and aerobic activities as well as the importance of incorporating each into a fitness plan
5. Describe the physiological and psychological effects of exercise
6. Identify fitness components and understand how they are essential to a balanced and well-rounded fitness plan
7. Develop individual skills associated with teamwork, problem solving and leadership
8. Demonstrate competency in body awareness and movement patterns needed to perform a variety of different skills including basketball, soccer, hockey, etc.
9. Demonstrate understanding of concepts, principles, strategies, and tactics that would facilitate better chances of success in the given activity
10. Participate regularly in physical activities
11. Achieve and maintain a health-enhancing level of physical fitness
12. Exhibit responsible, personal, and social behaviors that respect the self and others in a physical activity setting
13. Value physical education for health, enjoyment, challenge, self-expression, and/or social interaction
14. Assess when the moral skills learned in physical education classes can be transferred to everyday experiences

Students will also follow safety protocols:

- Conduct thorough environmental surveys to identify potential hazards
- Ensure proper hydration protocols are followed during strenuous activities
- Implement appropriate procedures for managing injuries, including first aid protocols
- Maintain readiness for first aid situations through regular preparation and training

How P.E. provides adaptations/modifications/plans:

- Offer modified lessons and alternative options to accommodate students requiring adaptations
- Organize small group activities emphasizing individual improvement and attention
- Grade student performance based on participation and effort, prioritizing these over skill acquisition and proficiency assessments

Unit 1 Introduction to Sports and Fitness

- Orientation and safety guidelines
- Fitness assessment and goal setting
- Introduction to basic fitness principles and exercises

Unit 2 Game Play

- Introduction to game skills
- Offensive strategies and team play
- Defensive strategies and game scenarios
- ❖ Game-play sports include basketball, soccer, disc golf, hockey, pickleball, baseball/wiffle ball, flag football, kickball, volleyball, badminton, cricket, handball, and ultimate frisbee

Unit 3 Recreation Activities

- Introduction to various recreational games (cornhole, horseshoes, etc.)
- Rotation through different recreational activities for enjoyment and skill development

Unit 4 Yoga

- Introduction to yoga poses and breathing techniques
- Practicing yoga sequences for flexibility, strength, and relaxation
- Incorporating mindfulness and meditation into yoga practice

Unit 5 Dance

- Introduction to various dance styles (hip-hop, jazz, modern, etc.)
- Learning dance routines and choreography
- Dance performances and showcases
- Defensive strategies and game scenarios

Unit 6 Fitness Unit

- Review and assessment of fitness goals
- High-intensity interval training (HIIT) workouts
- Circuit training and strength exercises
- Flexibility and mobility exercises
- Final fitness assessment and reflection

HEALTH

This course focuses on health, wellness, and lifestyle decisions, discussing topics like personal health, social and emotional health, safety, nutrition, drug prevention, HIV/STI prevention, and sexual education. This class and its component of CPR is required for graduation.

Course Objectives:

1. Creating a Healthy Foundation: Identifying and creating a positive plan for coping with physical, social, and emotional transitions
2. Nutrition: Evaluating the relationship between nutrition planning and physical performance and body composition
3. Body Image: Analyzing healthy and unhealthy eating patterns and health and fitness information
4. Substance Abuse: Analyzing addiction stages, impacts, legal implications, treatment options, and recovery processes
5. Demonstrates an understanding of body systems and functions
6. Stress Management: Identifying personal stressors and creating stress management strategies
7. Promoting Safe and Healthy Relationships: Analyzing types of abuse, risky situations, and conflict situations
8. STDS, HIV/AIDS, and Reproduction: Analyzing reproductive system changes and potential consequences
9. Personal Care and Communicable Diseases: Analyzing hereditary factors affecting growth, development, and health
10. Injury Prevention and Environmental Health: Evaluating emergency situations, injury prevention, and environmental risks

Unit 1 Physical Health

- Living a healthy life (health and wellness)
- Reducing health risks
- Understanding health services and consumerism
- Physical activity and injuries
- Nutrition and food guidelines
- Maintaining a healthy weight (BMI)
- Hygiene
- Non communicable diseases

Unit 2 Mental/Emotional Health

- Developing a positive identity
- Understanding and managing emotions
- Stress and stress management.
- Anxiety and depression
- Being resilient
- Mental disorders

- Getting help for mental emotional problems
- Understanding death and grief

Unit 3 Social Health

- Skills for healthy relationships (peer, family, friends, community)
- Effective communication
- Violence prevention and conflict resolution
- Personal care
- Peer pressure
- Setting limits
- Safety (personal, home, work, school, and road)
- Alcohol, Nicotine, drugs
- Communicable disease (including STIs)
- Environmental health

Unit 4 Body Systems

- Skeletal system
- Muscular system
- Nervous system
- Cardiovascular system
- Respiratory system
- Digestive system
- Urinary system
- Endocrine system
- Reproductive system

Unit 5 Teenage to Young Adult

- Building character
- Goal setting
- Adolescence and the life cycle

Unit 6 Safety

- First aid and emergencies
- CPR

FOREIGN LANGUAGE

- Spanish

Spanish

This course focuses on listening, speaking, reading, and writing skills, focusing on cultural awareness, phonetics, and grammar structures. It uses a communicative approach, introducing vocabulary and grammar through oral activities. Topics include introductions, family, routines, and weather. The course allows students to work at their own pace, promoting independence and readiness for class activities.

Course Objectives:

1. Students will converse in Spanish to provide and obtain information, express feelings and emotions, and exchange opinions.
2. Students will introduce and respond to introductions, express needs and emotions, ask and answer questions, ask and respond in order to clarify, conduct interviews, give and follow directions, read and interpret texts, write simple paragraphs.
3. Students will understand and interpret ideas and information from written or spoken Spanish.
4. Students will write and speak in Spanish to present information, concepts, and ideas on a variety of topics.
5. Students will demonstrate an understanding of the traditions, perspectives, practices, and products of Hispanic culture, including human commonalities as reflected in history, literature, and the visual arts.
6. Students will use Spanish within and beyond the school setting.
7. Students will demonstrate an understanding of the nature of language through comparison of Spanish with their own language.
8. Students will demonstrate an understanding of the concept of culture through comparison of the Hispanic culture with that of the United States.
9. Students will use Spanish to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.

Unit 1 Un rato con los amigos

- ¡Hola! alphabet, greetings, dates, classroom phrases, numbers, weather
- ¿Qué te gusta hacer?: after-school activities, Snacks, subject pronouns, ser and gustar
- Mis amigos y yo: describing people, definite and indefinite articles, agreement.

Unit 2 ¡Vamos a la escuela!

- Somos estudiantes: daily schedules, telling time, numbers, tener and –AR verbs
- En la escuela: describing classes, locations and feelings, the verbs estar & ir

Unit 3 Comer en familia

- Mi comida favorita: meals and food, asking questions, gustar, -ER and -IR Verbs.
- En mi familia: family, giving dates, numbers, possessive adjectives, comparatives

Unit 4 En el centro

- ¡Vamos de compras!: clothing, shopping, stem-changing verbs e → ie, direct objects
- ¿Qué hacemos esta noche?: places/events, restaurants, stem-change verbs o → ue; e → i

Unit 5 Bienvenido a nuestra casa

- Vivimos aquí: houses, household items, furniture, ser or estar, ordinal numbers
- Una fiesta en casa: parties, chores, irregular verbs, affirmative tú commands

Unit 6 Mantener un cuerpo sano

- ¿Cuál es tu deporte favorito?: sports, jugar, saber and conocer; the personal a
- La salud: staying healthy, body parts; preterite -AR verbs, preterite -car, -gar, -zar, reflexive verbs

Advanced Spanish is offered on an as-needed basis and is individualized within the classroom.

ELECTIVES

Electives are courses that students can choose to take beyond their core curriculum requirements and are at the end of the day during seventh hour. Unlike required courses, electives offer students the flexibility to explore topics of personal interest or to deepen their understanding in specific areas. Elective courses often cover a wide range of subjects, allowing students to tailor their education to align with their career goals, academic pursuits, or personal passions. Many electives have been inspired or created based upon student interest.

Practical Art Electives

Media Literacy & Current Events

Students will learn how to best use technology to learn about the world around them and will discuss the events happening in the world.

Fabric Arts

In this class, students will learn practical sewing skills, design application, and construction. Projects in this course can include but are not limited to embroidery, crochet, knitting, fashion construction, etc.

Textile Arts

Textile Arts is different from Fabric Arts. This class will explore dying fabrics, batik, hand-sewing felted animals, weaving, basket making, and felting.

SEL Through Tabletop Learning (Dungeons & Dragons)

During this course, students will embark on an adventure of Dungeons & Dragons. The students will have the opportunity to take part in a magical world created through their imaginations while working as a team.

Ceramics

For both beginners and experienced potters, this class will serve as an "open ceramics studio" for students. They will be guided through both new sculptural and functional clay ideas including wheel throwing, hand-building (coil, slab, pinch), along with new glazing techniques.

Journalism & Media Production

Broadcast journalism; requiring writing, producing, and dissemination of information via the *Logos News Network*.

Yearbook & Journalism

This class will focus on all aspects of the yearbook, including (but not limited to) taking pictures around the school, learning how to write good captions, writing stories about school events, and working as a team to create a whole school publication!

Athletic Electives

Soccer

Students will learn and play the sport of soccer and will also learn the key components of teamwork. Game schedule to be provided.

Girls Volleyball

Students will learn and play the sport of volleyball and will also learn the key components of teamwork. Game schedule to be provided.

Basketball

Students will learn and play the sport of basketball and will also learn the key components of teamwork. Game schedule will be provided.

Circuit Training

This will be a fitness class that includes weights, exercise, and cardio.

Pickleball

Students will learn and play the game of pickleball – the fastest growing game in America!

Weight Training

Students will learn how to safely practice weight training to promote healthy bodies and lifestyles.

Physical Fitness

Students in this class will utilize an open gym concept to play basketball, volleyball, and other sports to have time to exercise and get the benefits of indoor exercise such as stress relief, strength, flexibility, and endurance.

Art Electives**Collaborative Art for the Logos Gala**

Students will work together to create collaborative art projects in the art room and all projects will be donated to the Logos Gala, reflecting the theme for the year. We will work with a variety of materials.

Sketchbook Portfolio

Students will work on sketching and drawing in their sketchbooks or portfolios. They can choose from sketching their own inspirations or from prompts given.

Open Studio Art

This class will be focused on allowing students to broaden their artistic horizons and using different forms of artistic expression through different mediums.

Sketching

This class will be focused on working on students' drawing skills and learning new techniques. Whether it's in a sketchbook, or on a large sheet of paper, sketching is great practice for all artists!

Printmaking

In this class students will learn new and old printmaking techniques. What is printmaking? The process is based on the principle of transferring images from a variety

of uniquely created stamps onto another surface, most often paper or mixed media surfaces. Students will focus on more contemporary printmaking techniques by using stamps, Styrofoam, linoleum, block printing ink, watercolor, and image transfers.

Mural

Students will collaboratively work together with both art teachers to design and create a mural (a large-scale painting) to be donated to the community.

3D Art Sculpture

This class will create three-dimensional forms using varied materials. Students will study form, volume, and space relationships. They will explore utilitarian and conceptual approaches to sculpture.

General Electives

Gardening

Students in Gardening will learn about plants and taking care of the school garden, including planning the garden beds, making trellises and other structures. This class involves going outside, touching dirt, and manual labor.

Conservation

Students will learn how to interact with the environment in a way to care, protect, and conserve it for future generations and study the sustainable use of nature by humans. This class involves going outside and working with the pond and outdoor learning center.

Comic Books & Science Fiction

Students will look at film and television adaptations of science fiction books & comic books. Students will first discuss a book, comic, or character, and then watch and further discuss the TV show or film based on the writings along with why and how the creators adapted the works for the screen.

Exploration

Students will investigate and write about an unfamiliar place to learn more about it. The class will cover countries, cities, ancient civilizations/cultures, and landmarks.

Relaxation Techniques

Students will practice various techniques that promote a healthy, relaxed mindset.

Logos E-Sports Team

Students on the e-sports team will play in leagues that can include Rocket League, chess, and Minecraft. Themes discussed in this class will include sportsmanship, expectations, hygiene, exercise, and the benefits of playing e-sports.

Board Games

Students will play various games including Dominos, Yahtzee, Rummy, etc. This will be a fun class for students to challenge themselves and others and build upon their skills!

Reading for Recreation

Students will spend the class period reading literature of their choice and sharing about what they are reading.

Pixar Theory

Students will watch Pixar movies and discuss Pixar Theory and how all the movies are interconnected.

Chess

Students will learn and play the game of chess!

Zombies & Other Disasters

In this class, students will learn about several types of natural and man-made disasters, how it affects human behavior, and what to do to increase their chances of survival.

Applied Mathematics

Students will apply mathematic principles to solve Sudoku, Rubix Cubes, build scale replicas (both physical & digital), and various other topics that are actual direct applications of math.

Karaoke

In this class, students will be able to express and explore their singing abilities, explore several types of musical interests, and work to be supportive peer audiences!

Music Appreciation

In this course, students will have the opportunity to sing their favorite songs, play the keyboard, and discuss music. Students will also learn about being respectful audience members that encourage other performers to develop their talents.

Film as Literature

This class will view various genres of film and analyze it as a means of communication beyond an entertainment purpose.

Creative Writing

Students will be able to create original forms of descriptive writing, poetry, drama, and fiction.

Game Shows

In this course, students will have the opportunity to watch, play, and create game shows. Students will enjoy *Wheel of Fortune*, *Jeopardy*, *The Price is Right*, and others.

Studies in Fiction and Non-Fiction

This will be a reading group devoted to the genres of mystery, science fiction, and fantasy in fiction as well as true crime, sports, and history in non-fiction. Students will be able to bring in their own reading material or borrow from the class library and then discuss and analyze with the rest of the class.

Philosophy of Star Trek

This course explores the philosophical underpinnings of the *Star Trek* universe, focusing on humanity, ethics, morality, and existence. It explores timeless questions about the human condition, advanced technology, utopian societies, and interstellar diplomacy, offering a unique journey into philosophical inquiry.

INDIVIDUALIZED INSTRUCTION

Individualized instruction refers to a personalized approach to teaching and learning in which instruction is tailored to meet the unique needs, interests, and abilities of each student. Rather than follow a standardized curriculum or instruct all students in the same way, individualized instruction recognizes that learners have diverse learning styles, preferences, and levels of readiness.

In an individualized instruction setting, teachers or instructors work closely with each student to name their strengths, weaknesses, and learning goals. They then design and adapt instructional strategies, materials, and pacing to suit the individual student's needs. This may involve providing added support and guidance for struggling students, offering enrichment opportunities for advanced learners, or modifying assignments and assessments to accommodate different learning styles.

Individualized instruction can take various forms, including one-on-one, small group instruction, personalized learning plans, or flexible learning environments. The goal is to empower students to take ownership of their learning, maximize their potential, and achieve success at their own pace. At Logos, we embrace differentiation and individualized learning as part of our school culture.

Even though all classes are modified by each teacher to best fit all their students' individual needs, having three classrooms dedicated to individualized instruction allows Logos to focus on students who need one-on-one support. The first two classes are English Foundations and Math Foundations. These classes work to meet students where they are and their goal is to help improve student understanding, fill in any learning gaps, and work toward moving into the regular educational classroom.

The third class that is individualized is Advanced Mathematics. This class is for students who have completed their math credits for graduation through Algebra II. In this class they continue their math education by learning topics in Trigonometry, Pre-Calculus, and Calculus.

GROUP THERAPY

Along with weekly individual therapy sessions, students take part in group therapy twice a week, which is built within their class schedule. Students are placed into groups that will best serve their needs and teach them coping skills, skills for regulation, and social skills.

Skills Training Group

Skills Training Group is the core group where students learn evidence-based therapeutic approaches like Cognitive Behavior Therapy (CBT), Dialectical Behavior Therapy (DBT), experiential learning, and therapeutic exercises. There is an emphasis on providing students with social-emotional and interpersonal skills. The goal of this curriculum is to provide students with the techniques for how to be able to identify triggers, work through big emotions, and become more responsive versus reactive.

SELF

Students Expressing Life Freely

SELF group is a safe space for students who fall under the category of LGBTQIA+. This is a Logos version of Gay-Straight Alliance (GSA) and is a place for students to be able to work on how to become empowered in finding their voice. SELF stands for Students Exploring Life Freely. Like a GSA group, this group offers peer support and education about resources for adolescents who want to be respected and celebrated for their differences. We are creating a safe space for our LGBTQIA+ students and their allies to be free to be themselves, ask questions, and learn how to advocate for change.

Life After Logos

Life after Logos group is a group designed for seniors and/or those students who are transitioning from Logos in some capacity. This group emphasizes learning practical life skills as well as processing the emotions and experiences of students who are preparing for graduation or transition from Logos. The goal is for students to feel more prepared for life beyond their time at Logos. Group facilitators use experiential learning to help students with job readiness, resume creation, financial preparedness, living transitions, academic endeavors, and much more.

Student Council

Student Council is a safe space for students to learn social skills, leadership skills, and how to advocate for the student body's wants and needs. Students run for and hold leadership positions. There is an emphasis on students improving their communication skills, taking accountability for their actions, and leading by example. All students are encouraged to facilitate weekly discussions and take part in planning and executing student body events.

SPOUR Group

Self-Care Power Hour

SPOUR group is a safe space for students to come together and discuss topics such as self-care, self-esteem, self-efficacy, hygiene, and coping skills. There is an emphasis on empowering students to identify their wants and needs and find creative ways to fulfill them. Additionally, students are encouraged to learn about and build strong relationships and use the group space to practice healthy self-care habits and positive self-reflections with peer support.

Grief Support Group

Grief group exists to help our students process their feelings and connect with others over losses they've had in life. We discuss coping strategies and give our students a space to openly talk about their experiences, share their feelings, and support each other. We go over the five stages of grief and students participate in activities to help them process grief.

New Student Group

New Student Group provides incoming Logos School students with a group to learn and explore life at Logos. Each week, students will learn aspects of Logos school culture, including learning where classes are, grading expectations, behavioral expectations, and resources Logos provides as a new student. Students are also provided the opportunity to slowly develop skills needed to understand expectations of both individual and group therapy while in a school setting. Additionally, students will process challenges, barriers, and successes each week of their transition into the Logos School culture to ensure optimal integration.

Middle School Group

Middle School Group provides skills training to our 6-8 grade students. Students learn evidence-based therapeutic approaches like Cognitive Behavior Therapy (CBT) and Dialectical Behavior Therapy (DBT). There is an emphasis on providing students with social-emotional skills, and interpersonal skills. The goal of this curriculum is to provide students with techniques for how to be able to identify triggers, work through big emotions, have appropriate interactions with peers, and become more responsive in managing their emotions.

STUDENT LIFE & ORGANIZATIONS

Due to Logos' size, the school has limited opportunities for social, school-sanctioned organizations. Regardless, Logos works hard to create as many opportunities as possible to foster community, leadership, and social situations for our students to have this outlet and to continue to build positive social skills.

National Honor Society

The National Honor Society was established to recognize outstanding high school students in grades 10-12 who excel in the following four areas: scholarship (academic achievement), leadership, service, and character.

Membership is based on the four pillars of NHS:

- **Scholarship**
 - Per national guidelines, at a minimum, students must have a cumulative GPA of 3.0 on a 4.0 scale, 85%, B, or an equivalent standard of excellence.
- **Service**
 - Service involves voluntary contributions made by a student to the school or community, done without compensation.
- **Leadership**
 - Student leaders are those who are resourceful, good problem solvers, and idea contributors. Leadership experiences can be drawn from school or community activities while working with or for others.
- **Character**
 - The student of good character is cooperative; demonstrates high standards of honesty and reliability; shows courtesy, concern, and respect for others; and maintains a clean disciplinary record.

Student Sports Teams

Student sports teams at Logos are set up a little differently from other schools. They are listed as an elective so students can practice during the school day. Game schedules are provided, and students are supported to participate. Coaches encourage good behavior and require good social and academic standing. Logos follows all MSHSAA rules and guidelines for our sports teams. We play many independent and private schools within the area.

Soccer (Term 6 and Term 1)
Girls Volleyball (Term 6 and Term 1)
Basketball (Terms 2 and 3)

Mural Team

The mural project has been a part of Logos for over 20 years. Each year a new location is selected, usually a non-profit, that would benefit from a mural. This course is open to students who demonstrate appropriate talent, responsibility, and commitment to be a part of the team. Students work within their seventh hour class to learn about the location, brainstorm ideas to create the mural, and complete the full mural to be installed. All of this takes place within terms five and six.

- Introduction to the process of designing a mural
- Students learn to communicate with the "client" to create a mural that fits their needs

- Students must be able to work together and meet deadlines

Student Ambassador

The Student Ambassador Program gives current students the opportunity to be leaders in the school and represent Logos to prospective families during open house and admissions tours, prospective students while they shadow classes, and other visitors throughout the year.

Student Ambassador responsibilities include:

- Participating in all trainings
- Meeting with prospective students
- Assisting with school tours
- Allowing prospective students to shadow classes

To qualify to be a Student Ambassador, students must:

- Work on both their academic and therapeutic plans
- Be a student in good standing
- Have passing grades

Student Council

At Logos, student council shares student ideas, interests, and concerns with staff and administration. They plan student fundraisers, school-wide activities, social events, and community projects. They attend leadership training and work on community building through implementing ideas such as a student suggestion box. Each year, approximately 6-10 members serve on student council and use this platform to help build the caring and compassionate Logos community that supports our student body.

Student council is a leadership development opportunity, and students who have been successful in skill-based group therapy are considered. It takes place during group therapy time and meets additionally as needed.

SQSH

St. Louis Queer Support and Healing

The Queer Youth Peer Leadership Program (QYPLs) at Logos is a leadership training program in collaboration with St. Louis Queer Support and Healing (SQSH). It consists of a 12-week course of training and activities designed to develop peer leaders with support Logos' queer/LGBTQIA+ community. At the end of the training sessions, students are expected to develop and plan programming for the school community and take part in storytelling events. Students are compensated for their participation and meet weekly to discuss their projects.

Lion's Lunch

At the end of each term, Logos throws what is known as a Lion's Lunch. This is a themed lunch that takes place during the student's normal lunch period. It celebrates students who are doing well or are making progress academically and therapeutically. Students get to take part in Lion's Lunch if they have ten or fewer infractions, ten or fewer unexcused absences, and are passing all their classes. We also use this time to recognize students who, although may not meet the above criteria, have made progress and improvements in the building – either academic, behavioral, or both.

Spirit Week

Logos holds two to three spirit weeks throughout the year, each displaying a unique set of themed days. These events serve to foster a sense of community and school spirit among students and staff, encourage active participation, and create a festive atmosphere on campus. Although student council does most of the planning, it takes input from their peers and staff at Logos to make it as exciting as possible. Student council helps to organize the spirit days, design fliers, and post them around the school.

Talent Show

The annual talent show serves as a platform for students to not only demonstrate their talents, but also to celebrate the diverse skills and creativity within our school community. It gives an opportunity for students to express themselves, build confidence, and connect with their peers through shared interests and passions.

Prom & Student Events Planning

These groups provide leadership opportunities for students who want to be involved in student life and event planning. Throughout the year, the Thanksgiving committee, holiday committee, and prom committee collaborate with student council to decide themes and activities for each of the celebrations that will take place in the school. Students involved in these groups are responsible for all planning to ensure student engagement.

Student Events at Logos

- Fall Festival
- Thanksgiving Luncheon
- Holiday Luncheon
- Valentine's Celebration
- Talent Show
- Spirit Week(s)
- Prom
- Family Fun Night

“A” Student Program

Each spring, Logos partners with the St. Louis Cardinals to recognize high school students who are in exceptional academic standing. The only requirement is that students must have an A-GPA average (3.70) through the first three terms of the school year. Students who earn this (on average 25% of our population) receive a voucher for two tickets to a St. Louis Cardinals game.

Logos News Network

Students can take part in the *Logos News Network* (LNN) by participating in the class during seventh hour Term 5; however, various productions take place throughout the year. Students work together and with their teachers to find stories to report on, write the news stories, and be part of the production. They take their interviews on the go and get stories throughout the school. After editing, the link is sent to the whole school to be able to view the latest episode. This class works with Logos Now! to create student produced media in various forms.

Yearbook & Journalism

Students can take part in the Yearbook & Journalism team during any point of the school year during their seventh hour. They will learn about taking pictures and creating a school yearbook.

They also work on the Logos Now! Newsletter in which they interview students and staff, create and report on surveys, and discuss other school events. This class works with LNN to create student produced media in various forms.

THERAPUETIC & ACADEMIC SUPPORT CENTER (TASC)

The Therapeutic and Academic Support Center (TASC) acts as an intervention and a therapeutic alternative to a traditional in school suspension. Students will have individualized instruction to complete class assignments as well as social-emotional lessons (SEL) in order to process the behaviors assigning the student to TASC as well as developing a larger therapeutic toolbox. The purpose of SEL is to increase the student's self-advocacy, self-awareness, and any therapeutic goals they may have.

High school students may transition back to the community to their seventh hour electives after achieving a passing score in TASC (70% or better).

TASC Rubric Point System

Rubric	Points to Earn
On time attendance to TASC	1
2qqFollow through of Expectations	2
Classroom Assignments Completed	5*
SEL Participation	2
Points Possibly Earned	10

*Classroom Assignments points are earned by completing 80% or more of the provided classroom assignments during classroom instruction time.

TASC School Schedule

1st Hour 9:00-9:45am	Orientation Expectations Overview of daily schedule
2nd Hour 9:45am-10:35 am	Classroom Assignments
3rd Hour 10:45am-11:25am	SEL
4th Hour (11:55am- 12:20pm)	Lunch
5th Hour (12:20-1:05pm)	Classroom Assignments
6th Hour (1:20- 2:35pm)	Classroom Assignments
7th Hour (2:35- 3:30pm)	Release to seventh hour* or Finish Classwork/SEL

*High School students may be released if they have passed TASC. Middle School students will stay for the full day.

CREDIT RECOVERY

At Logos, students who are behind in credits can work towards credit recovery and graduation goals. Each student's credit recovery plan is tailored to their needs based upon their transcripts and graduation date plan. Any student who is working through credit recovery has been approved and met with their therapist, parents, and administration.

Below are the ways we work with students to help them gain credits they may be lacking.

1. **Extended School Year**
 - Logos is in session for 11 months out of the school year and this time is split into six terms. The first five terms are comparable to a public-school year and the sixth term is an extra term that students must attend. Each term allows a student to earn up to 1.4 credits per term. Having this extra term allows students to earn additional credit they would not normally have access to. Since this is part of our normal scheduling, no additional approval is ever needed for using this as a method to gain credit.
2. **Credit Recovery Class**
 - A class dedicated just to students who are working on their credit recovery journey is available during seventh hour. Within this class, students have access to a teacher daily to support them in their progress, help them with any concerns, and assist in keeping them organized and on track.
3. **Credit Recovery Programs**
 - Educere: Logos has access to the Educere programming through funding and grants that have been made available. Educere is for students who need full or half credits and can work independently as it is a fully online class. This program has all core classes, electives, and practical and fine arts.
 - IXL: Students working on IXL generally only need a term or two of makeup credit or they may struggle with time management, grade level work, or availability of technology outside of school. This program serves the four main core subjects.
 - Learning.com: This program is used if a student needs practical art credits and wants to understand more about keyboarding, cybersecurity, or coding.
 - Independent Projects: Depending on the students' situation, administration may approve an independent project to work on credit recovery. These projects and plans are created and individualized for each individual student based upon their needs.
4. **Class Scheduling**
 - Sometimes, students may be able to double a subject courseload by taking a subject class twice per day to help them reach their credit goals.

VIRTUAL LEARNING

Logos has the ability to shift to virtual learning when needed – either for the whole school or for student-specific reasons. Throughout the years, Logos has utilized funding and grants to make this possible. Since 2020, we have increased our efforts to utilize these resources to provide access for students to work virtually when needed. Upon enrollment at Logos, every student receives a Chromebook, Blackbaud credentials, and access to Microsoft 365. For students who don't have internet access at home, Logos is able to provide wireless hotspots for students to be able to access their academics and virtual therapy when not at school through grant funding. Whether the school is closed for an extended period of time, as during the Covid-19 Pandemic, for an AMI day due to weather or facility emergency, or student plan, Logos has prepared for any instance and is ready to accommodate for our student's needs.

Remote Learning

If Logos must close for an extended period of time, there are plans in place to assist students to be able to still reach their academics and therapeutics. Through their Chromebooks students have the ability to do classwork and therapy virtually via Zoom, email, and Blackbaud. Due to funding and grants, Logos has several platforms that can assist students in being able to work online easier. These include, but aren't limited to: IXL, CommonLit, EconLowDown, McGraw Hill, and Google.

AMI Days

Logos has five Alternative Methods of Instruction (AMI) Days in reserve each school year in which we can close the school and have students work virtually. These days are reserved for inclement weather that exceeds our allotted snow days, facility emergencies, or other emergencies that impede student's ability to arrive to school safely. During these days, students can work online on their schoolwork and contact teachers and therapists as needed. Staff reach out to students for check-ins and to provide support and assistance.

Virtual Students

If a student must work virtually for whatever reason due to mental or physical health for a period of time, they are able to continue to work virtually via Blackbaud. During this time, they are encouraged to keep in touch with their teachers and vice versa, complete and submit work online, and continue to work with their therapist on their clinical goals. Depending on the student's needs, Educere may be considered as an alternative platform for online learning.

For many students, working via the internet is a struggle for a variety of reasons. In these cases, we work with families and provide printed copies of the work for the student to complete and return. If this is the case, we work with each student independently to create a system for them to continue to be in contact with their teachers and therapist to have academic and clinical support.

COVID LEARNING LOSS

It is no secret that the Covid-19 Pandemic caused a major disruption in the education system, creating learning loss and an increase in the mental health crisis. The Logos program has always focused on improving student mental health and providing additional time in our learning program. Our 11-month program allows students to regain lost credits and understanding while allowing more continuous learning with fewer long breaks. Since returning from virtual learning due to the pandemic, Logos has increased the focus on these two aspects of our educational program to support students academically while simultaneously supporting their mental health through our clinical program.

Along with our philosophy of individualization and varied approaches for all students, we have increased our individualized reading and mathematics sections to give students the focus time that they need. We aim to integrate them into a general setting class and allow for differentiation through accelerated learning for students who are ready. Differentiation through accelerated learning refers to students who may lack prior skills. Logos places them in the appropriate class section using different teaching methods, including differentiation. That allows students to incorporate prior skills into the lesson.

Since returning to in-person learning, Logos has focused on the above-mentioned strategies to remediate learning loss as well as to implement differences in our programmatic structuring to be more proactive for student mental health and social-emotional needs. Throughout both our academic and clinical departments, we have increased the focus on social-emotional learning (SEL) and had a more positive student movement around these themes.

As mentioned in the Credit Recovery and Virtual Learning sections, we have also increased the different programs we utilize academically to best reach all students' learning needs. We know all students on an individual basis and can best match them with a credit recovery and learning loss plan to get them to their goal of high school graduation.

TRANSITION & TESTING SERVICES

The Logos School Transition Department plays a critical role in preparing students for life beyond high school, providing them with essential skills, career exploration opportunities, and individualized planning to support their transition to post-secondary education, employment, and independent living. This department aligns with the mission of Logos School, which is dedicated to fostering academic success, personal growth, and social-emotional development in students who have faced various challenges in traditional education settings.

The Transition Coordinator at Logos School assesses each student's strengths, interests, and post-secondary goals. This process includes individualized transition plans that focus on career exploration and college readiness. Career exploration activities include school career days, college visits, training programs, job shadowing experiences, and internship opportunities. Additionally, students receive guidance on resume writing and interview preparation to ensure they are equipped for real-world challenges.

The department also facilitates collaboration with local businesses, colleges, and vocational training programs to provide students with access to practical experiences. This initiative strengthens students' confidence and readiness for post-secondary pursuits. Parents and guardians are actively involved in transition planning to ensure alignment with students' aspirations and support networks.

Looking ahead, the department is committed to expanding opportunities for students through increased partnerships with industry professionals, enhancing technology-based career readiness programs, and refining individualized transition plans based on emerging trends in the workforce and education.

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A world where every student's journey leads to a brighter future.

