SAGE RIDGE
SCHOOL

Curriculum Guide

2025-2026

Grades 3–12

Scholarship • Respect • Integrity • Courage • Community

Our Mission

Sage Ridge School graduates curious and confident citizens who embrace rigorous **scholarship**, **respect** the dignity of individuals, choose **integrity**, embody **courage**, cultivate a compassionate **community**, and ultimately thrive in college and our global society.

Our Vision

To inspire passion and purpose through the joy of learning

Portrait of a Graduate

Sage Ridge graduates are global citizens who demonstrate

Scholarship - Critical thinking and innovative problem-solving
Respect - Compassion and empathy for people, ideas, and diversity
Integrity - Commitment to ethical behavior and service to others
Courage - Self-awareness, leadership, and compassion
Community - Cultivating relationships through scholarship, respect, integrity, and courage

The Learning Environment at Sage Ridge

Sage Ridge School is committed to maintaining an environment where teaching, learning, and personal growth can take place in an atmosphere that encourages students to do their best in all endeavors to reach students' full potential. Our small class sizes (up to 19 students per class) allow teachers to individualize instruction to student needs.

To create a safe environment, the School provides a framework so that students and everyone else in the school community understand the institution’s rules and expectations for student behavior, and the remedies or sanctions if the school’s expectations are not met, or if its rules are breached.

Students are expected to accept responsibility for their own actions and learning. It is expected that they will be honest in all of their academic endeavors and will demonstrate basic respect for the dignity and rights of others, including rights of person, expression, and property.

A Liberal Arts Education in a Modern World

The Learning Journey for Grades 3-12: Our Liberal Arts Education

Liberal Arts and Sciences is much more than college preparation. It is a concept rooted in the ancient and medieval past from Latin *liberalis* (“free”) and *ars* (“art or principled practice”). Thus, the liberal arts are

those subjects and skills that were considered essential for a free person (*liberalis* literally means “worthy of a free person") to know in order to take an active part in civic life.

This imperative and privilege is more important than ever. At Sage Ridge, we recognize that our current students are preparing for careers that may not have even been conceived of yet. The ability to discern new patterns, critique arguments and research, and communicate collaboratively as well as with authority while being ethically driven will be incredibly important for success in our future society.

At Sage Ridge, students become lifelong learners who are their own best teachers. Our curriculum enables students to take intellectual risks and to think laterally—to understand how the humanities, the arts and the sciences inform, enrich and affect one another. By connecting diverse ideas and themes across the academic disciplines, liberal arts students learn to better reason and analyze, and express their creativity and their ideas.

Teaching and Learning — The Sage Ridge Way

Small by Design: The Common Experience and Core Curriculum

At Sage Ridge, we are small by design. Small class sizes provide an intimate setting for teaching and learning where students, parents/guardians, and teachers can build strong relationships and bonds that bolster student learning outcomes and confidence. Character building is just as important at Sage Ridge as is academic rigor. Developing character takes commitment from both students and teachers. A strong character is a vital key to a successful and grounded life. Students grow their character by experiencing successes and failures, learning, growing, and asking questions.

Daily lessons at Sage Ridge are focused on key or essential questions. Exploring the answers to these questions leads to inquiry and engagement. In SRS classes, engagement comes in many forms from class discussions and debates to lectures, projects, and problem-solving.

Student Support

Sage Ridge School (SRS) is an inclusive school environment that embraces diversity in student learning profiles. We believe that honoring and supporting each unique learner enriches and strengthens our whole school community. Student Support Services at SRS are designed to promote academic and social-emotional development and success for all SRS learners. Our partnership with parents and classroom teachers guides students through the developmental learning stages at each grade level, encouraging individual growth and success.

Each aspect of a student's academic and character development progresses at an individual rate. As students develop and grow, some students may benefit from additional support during their education experience. A collaboration between SRS, parents, and students offers the best opportunity to understand a student's educational and developmental needs in order to provide the most complete learning program.

Students who may need one-on-one counseling and/or learning support are identified through a referral process that encourages and supports early interventions and problem solving. The length of required support and services varies for students. Students may receive services for a short period of time, others for longer periods, and still others may require learning support and receive services for the duration of their time at SRS.

To ensure balance and equity in our classrooms, we thoughtfully manage the number of enrolled students requiring support. The decision to admit a student with identified learning and educational needs is dependent on available space and the ability to provide an appropriate learning experience. All interested applicants should apply through the Enrollment Office and provide all required documentation.

The SRS School Counselor works collaboratively with students, parents, and teachers to support student success in school. The counselor supports social-emotional learning and mental health throughout the school. Students work with the counselor in a variety of ways, including classroom lessons, small groups, and individual support. There are times, depending on the nature of the counseling need, when students and families are referred to outside resources for more in-depth or therapeutic support.

The counselor provides outreach and resources via workshops, meetings, and consultations with students, staff, parents, and community agencies. The counselor provides professional development opportunities and assistance to teachers related to a range of student social-emotional and developmental needs, such as conflict resolution, mediation, stress management and anxiety, executive functioning, and social skills.

Faculty members cannot support students alone. Classrooms are not silos. At Sage Ridge, we rely on partnerships with parents who are confident in the Sage Ridge way, believe in the whole child approach, value a liberal arts education, and are wise enough to know that their children are not defined by their grades.

The Sage Ridge Journey

Our Lower School (Grades 3-5)

Flexible, personalized engagement is the priority of our lower school classrooms. Our youngest scholars are always active. They are hungry for knowledge and our teachers keep pace with their eagerness through a myriad of techniques that encourage hands-on engagement and critical thinking.

Our Lower School teachers meaningfully challenge students while supporting the individual needs of each child and communicating directly with parents. Students start on the path towards independence in an environment emphasizing organization and self-reflection. Computer fluency, writing skills, and public speaking are integrated across the curriculum. Engaging classroom activities make learning both challenging and fun. Students acquire study and organizational skills and engage in collaborative learning. Students take physical education and have a rotation of arts (music, theater, or visual art) and computer literacy skills. Scorpions begin Spanish foreign language classes in grade 3.

Our Middle School (Grades 6-8)

Through the middle school years, students experience a rich and rewarding time of growth and development. Sage Ridge teachers embrace the excitement and curiosity of early adolescence. Our teachers meet the challenges of these years because they possess content knowledge, teaching expertise, and a deep understanding of how to support social-emotional learning. Students enter grade 6 as concrete observers and leave grade 8 with the capacity to analyze and think abstractly about complex problems while developing a strong sense of self.

- Laptops are fully integrated into our grades 6-8 curriculum.
- Students take physical education class and have a rotation of arts (music, theater, or visual art) and computer science classes.
- Laboratory science classes are part of our core curriculum.
- A flexible math pathway is available to meet the needs of all learners
- In Grade 6, students take one semester each of Latin and Spanish. Starting in grade 7, students choose either Latin or Spanish for language study.

Our Upper School (Grades 9-12)

At Sage Ridge we understand that our Upper School launches a student's future. High school is a time for students to discover their passions while engaging in rigorous critical thinking and gaining mastery of academic disciplines. Leadership skills are cultivated through vast opportunities to create a lasting impact. They have independent study opportunities and participate in hands-on science classes in physics, biology, and chemistry. In their humanities classes, students engage in seminars, discussions, and debates. Sage Ridge students have the opportunities to captain sports, start clubs, and become editors. Upper School students participate in Student Government, compete in debate competitions and Mock Trial, sit on the state board for the Junior Classical League, and star in plays and musicals. Our seniors present their capstone research projects and complete internships before they graduate from Sage Ridge.

- Students carry a load of five to seven courses at a time.
- All students have at least one study hall period.
- Students can study either Spanish or Latin through and beyond the AP level.
- An elective period enables students to pursue passions beyond their core studies.

Advisory and Social, Emotional, and Academic Development

Supporting the Whole Child

The Sage Ridge advisory program is a personal guidance program wherein teachers are able to provide individual and small group attention and support to students. Advisory groups consist of approximately six to 12 students and are facilitated by a faculty member who is responsible for the academic advising and personal support of those students. Advisors have a significant opportunity to create and nurture the

dynamic relationship between students and teachers. They also share the responsibility for ensuring their advisees' adherence to the school's rules and procedures.

Advisory also provides an opportunity to center the school's five pillars and to make them relevant to students. Advisory is relevant, timely, and responsive to the world around us, and it can help to contextualize learning. Advisors provide social, moral, and personal coaching to help guide our students to become confident, compassionate community members. Through advisory, students benefit from lessons and activities geared to strengthen their awareness of themselves and their role in their communities. In advisory, students set goals throughout the year and reflect on their growth with the support of their advisor.

Outdoor Education

Courage and Community in Action

Every fall Sage Ridge teachers and students leave the classroom behind and head out on an adventure. The purpose of the Outdoor Education Program is to promote school community and class unity while offering individuals the opportunity to address their weaknesses and build on their strengths. Settings and activities are chosen to create an experience that is both challenging and rewarding.

2025-2026 Trip Locations (Subject to Change)
3rd Grade — Trails and Teambuilding (day trips)
4th Grade — Trails and Teambuilding (day trips)
5th Grade — Sierra Nevada Journeys at Grizzly Creek Ranch (3 nights away)
6th Grade — Marin Headlands with Nature Bridge
7th Grade — Lake Tahoe and Donner Lake with the Tahoe Adventure Company
8th Grade — June Lake with Sierra STEM
9th Grade — Yosemite National Park with Nature Bridge
10th Grade — Sausalito kayaking with SeaTrek
11th Grade — Tomales Bay kayaking with SeaTrek
12th Grade — Ashland, Oregon
Grades 6-12 trips are overnight Monday-Friday (4 nights)

Sage Session

Thinking and Learning Outside the Box

Every May, Sage Ridge students experience Sage Session. Over the course of two weeks, students participate in elective and enrichment classes taught by Sage Ridge faculty. These courses are centered around the School Pillars and enhance the students' academic experience. Sage Session courses will further develop academic and social-emotional competencies through creativity, hands-on learning, real-world challenges, and in-depth explorations. Sage Session offers the following opportunities:

- Students learn from faculty from whom they may not normally have class
- Students choose their courses based on their interests

- Students have a chance to hone learning skills in a new and dynamic environment
- Students get to see teachers excited about teaching a course in which they have an outside interest
- Teachers have an opportunity to share their knowledge and skills about a subject they might not typically teach at SRS
- Students get an opportunity to learn through experiences, projects, and collaboration.

Students in Grades 3-5 continue their core studies during Sage Session and take two 80-minute Sage Session classes each day. Students in Grades 6-8 participate in four 80-minute courses each day.

Past Lower and Middle School Sage Sessions include the following:

- Engineering and Design with Robots
- Physics of Aviation
- Rock Climbing
- Living with Tools
- Bizworld Entrepreneurship
- Geology
- Making the Short Film
- Design Thinking
- Giants of the Sea
- Lake Tahoe Ecology

In the Upper School, students enroll in one full day or two half day Sage Session classes.
The following is a sampling of recent course offerings:

- Proteomics: Theory and Lab
- Stress Management 101
- The Nuclear Age
- California Coast Biking — class and trip
- Democracy in Action – class and trip
- SCUBA
- Outdoor Adventures: Expeditionary Education
- Finance: Skills for Adulting Success
- The Art of Public Art and Sculpture
- Kitchen Novice Chronicles

Sage Session is mandatory for all students and is an Upper School graduation requirement.

The Freshman Experience

Paving the Road to a Successful Four Years and Beyond

At Sage Ridge, 9th grade students are welcomed to the Upper School with the support of their advisor and teachers. Advisory groups comprised of 9th and 10th graders meet twice a week to facilitate a successful transition to the expectations in the Upper School.

Meanwhile, all 9th graders take Freshman Seminar, a course that sets them up for success in the Upper School, college, and life beyond college. We believe that dispositions are not inherent qualities, but can be learned. The Freshman Seminar is grounded in our five pillars, distilling and extending them into the classroom. Through engaging in reflection and creative projects, students cultivate the pillar of courage to face and embrace challenges. Students also strengthen organizational skills and develop strategies that will help them thrive, such as those for managing time and stress and avoiding perfectionism. It is through Freshman Seminar that the Director of College Counseling provides an introductory overview of college planning and facilitates exploration of the college process through an introduction to Naviance, the college and career readiness software used by Sage Ridge students throughout the four years of Upper School.

College Counseling

Helping Sage Ridge Students Find the Right Fit School

Sage Ridge School is committed to helping students and their parents make informed decisions about college planning and selection. Beginning in 9th Grade with a focus on academic planning at Sage Ridge and for college, the College Counseling program is comprehensive, providing individual counseling with students and their parents as well as a range of group meetings and programs to educate them about college entrance exams, college options, resources, and admission procedures. Our goal is to prepare students to make informed decisions regarding colleges that match their own interests, abilities, goals and needs, recognizing that there will be more than one “right” college for each student.

The College Counseling program is organized and carried out by the Director of College Counseling, who holds a variety of meetings to familiarize students and parents with all aspects of the college admission process. Beyond these meetings, individual college counseling increases in the second semester of the junior year when the Director meets with each student and his or her family to plan a personal, strategic approach for applying to college. In this time and in senior year, the process centers on identifying those colleges most appropriate for the student, reviewing transcripts, working on college essays, and preparing compelling college applications.

Students applying to colleges from Sage Ridge have the power of a small school behind them. Teachers writing letters of recommendation have developed strong relationships with the students over time, often having them in the classroom for multiple years. The relatively small caseload of students ensures that the Director of College Counseling can support families through all aspects of the process. One hundred percent of graduates are accepted to four-year colleges, and many seniors receive merit aid and scholarship awards that help offset the cost of tuition at their college or university.

The Senior Experience

Readying Students for Lives Beyond the Walls of SRS

The Senior Experience at Sage Ridge School eases the transition from high school to college so that our graduates are as ready for success as possible.

Both academically and socially, the expectations of seniors can resemble the expectations colleges will have for them. However, we pair these new expectations with the support that high school students need, ensuring that they are able to successfully navigate the transition.

There are four parts to the academic program: Senior Seminar, Senior Thesis, the Research Symposium, and the Senior Internship. Combined with our regular curriculum and courses, these four aspects of the senior academic experience let students practice writing, conversing, researching, and presenting at a college level. Seniors graduate fully prepared for college-level work.

Sage Ridge seniors also graduate ready to transform their college communities. As seniors, they are the leaders of the school. We work with them throughout the year to help them make positive changes to their environment, teaching them skills they can carry to college and the world afterwards.

Senior Capstone

A Taste of Life in a College Classroom

Senior Capstone is a two semester, college-level course which, together with the Senior Thesis project, marks the culmination of the Sage Ridge humanities sequence. As a humanities capstone course, it draws on material from students' four years of English and History education at Sage Ridge to ask them to critically examine both the foundational values of our representative system of government, and our ideals of a civil society. Part of the mission of Sage Ridge School is that students are prepared to thrive in our global society, and this course is intended to lay such a foundation by fostering the intellectual grounding and critical assessment of information that are required of future democratic citizens. In this college-style seminar course students will complete intellectually and morally challenging reading assignments, and will be expected to discuss civilly and write lucidly as they would in a college course.

Senior Thesis

An Exploration of Passion Through Research, Writing, and Presentation

The premise of the Senior Thesis requirement is that success in higher education is predicated not only on how much knowledge students have acquired, but also on how well they have learned to analyze, synthesize, and evaluate that knowledge. The senior thesis is an in-depth study of a topic of the student's choosing. Students develop their research question early in the year and are guided through the research and writing progress. The 15-20 page final revision of the essay is due in the spring. To complete this graduation requirement, each student defends the thesis before the student's senior thesis committee.

After completing the thesis process, students host a formal presentation of their research to the public at the Thesis Symposium. Board members, parents, teachers, younger students, and Reno community leaders are invited to attend and engage with our seniors. It is a proud moment to see these Sage Ridge students speak confidently and passionately about their chosen topics.

Senior Internships

SRS Students Working in the Community

The Senior Internship, which occurs during the month of May, plays a vital role in the educational process at Sage Ridge. It moves education outside the boundaries of the traditional classroom into the workplace and allows students to gain job experience in a career interest. Seniors are introduced to the world of work, pursue possible career interests, and are given the opportunity to begin the transition to college with greater individual freedom and responsibility.

Seniors are required to plan, design, and implement an internship experience in an area of interest to them. In the past, students participating in such internships have worked with community agencies in a variety of areas including veterinary science, law, communications, engineering, merchandising, education, banking, business, medicine and journalism. Successful completion of the Senior Internship is a requirement for graduation.

Community Service

Community is one of the School's five Pillars. Each year there are a variety of volunteer opportunities for all members of our community. Parents, students, and teachers are encouraged to participate throughout the year in the various drives for food, clothing, school supplies, and holiday gifts for our local families in need.

Community Service is a graduation requirement in the Upper School. Acts of service for the greater Reno community enable students to broaden their experience of the world, feel productive and helpful, increase their social awareness, develop new skills, and meet new people. All students are required to complete a minimum of 20 service hours in their sophomore, junior, and senior years. Students and advisors are expected to work together to monitor community service hours.

Students may only earn up to 40% of their hours per year for service completed at Sage Ridge. Anything beyond 40% needs approval from the Assistant Head of School. Students may not receive any compensation for their service hours. The calendar for Community Service hours runs from 1 July to 30 June, and hours completed in one calendar year may not be transferred to another calendar year.

Athletics and Extracurricular Opportunities

Lower School Extracurricular Offerings:

Theatre: Lower School Winter play
Athletics: Students in grade 5 may join the following Middle School athletics teams: Girls/Boys Cross Country, Girls Basketball, and Girls/Boys Track & Field. 5th-graders have the possibility to participate in Boys Basketball and Girls Volleyball based on the number of grades 6-8 participants.
Various offerings (depending on interest) such as fencing, chess, Girls on the Run, robotics, Chinese club

Middle School Extracurricular Offerings:

Theatre
Various offerings (depending on interest) such as fencing, chess, robotics, Chinese club

Middle School Interscholastic Athletic Teams

Fall	**Winter**	**Spring**
Girls Basketball	Boys Basketball	Boys/Girls Track and Field
Boys/Girls Cross Country	Girls Volleyball	

Upper School Extracurricular Offerings:

Upper School Interscholastic Athletic Teams

Fall	**Winter**	**Spring**
Varsity Boys Soccer	Varsity Boys Basketball	Varsity Boys Golf
Boys/Girls Cross Country	Varsity Girls Basketball	Boys/Girls Track and Field
Varsity Girls Golf	Varsity Boys/Girls Ski	Boys/Girls Swimming
Varsity Girls Volleyball		

Junior Classical League (JCL): The National Junior Classical League (NJCL) is a national organization of middle and high school students who are enrolled in a full-year classics course. At Sage Ridge, this includes Latin and Greek for students in grades 7-12. With over 50,000 members and 1,200 chapters, the NJCL is one of the largest academic youth organizations in the world. Sage Ridge is a chapter of the larger Nevada JCL, along with three other schools in Nevada. The purpose of the National Junior Classical League, and in extension, the Nevada Junior Classical League, is to encourage an interest in and an appreciation of the language, literature, and culture of ancient Greece and Rome, and to impart an understanding of the debt of our own culture to that of Classical antiquity. JCL includes attending or hosting the State Convention. Sage Ridge School hosted the 2024 Convention.

Mock Trial: In Mock Trial, students role play a trial, acting as various legal professionals and witnesses to learn about the legal process and what a trial may actually look like. For any student who wants to learn about the law or even just about public speaking, Mock Trial is a great opportunity. Both witnesses and attorneys use acting skills and critical thinking to beat opponents in real courtrooms. Mock Trial concludes each year with regional and state competitions.

Speech and Debate: Students prepare for and compete at local, regional and national tournaments that are hosted by the National Speech and Debate Association. In this process, students put to use all the skills they acquire at Sage Ridge: they research, organize, and present arguments for both sides of important, real-world issues. Students learn quickly how to present themselves with confidence, and they gain the invaluable ability to think on their feet and control their thoughts even as they are being cross-examined. Besides the numerous skills they gain, they also join a unique, cohesive community that values camaraderie and support at the same level it values competition. The Speech and Debate team has a unique flexible structure. Students do not need to commit for the entire year, or even a season, but gain activity credit based on the number of tournaments they choose to attend.

Theatre: SRS Theatre Productions produces at least three shows each year. The fall show is a play chosen from a variety of genres ranging from historical non fiction to farcical comedy. Material is advanced and challenging for the student performer which makes each performance a showstopper! Along with intense direction, students may have the opportunity to design, construct, stage manage, design lighting, and operate sound depending on their role in the production. In the middle of the year, SRS Theatre Productions produces a Lower School show for grades 3-5, which is directed by upper school students to increase leadership skills and build our community. The Lower School play is a fully produced one-act performance that ranges from fairytale stories to shortened versions of contemporary plays. In addition to the plays, SRS Theatre Productions also produces a Broadway musical featuring students of multiple ages, abilities, and talents. The musicals are carefully selected based on content, songs, and the students in the current program. From *The Wizard of Oz* and *The Sound of Music* to *Mamma Mia!* and *Shrek the Musical*, styles range from classical to contemporary.

Academic Placement (AP)

Placement in Upper School Honors and AP Courses

Students currently enrolled in College Preparatory classes are placed in Honors and Advanced Placement courses if they meet the following prerequisites:

1. Have the desire and drive to participate in an advanced class (Honors) or college-level course (AP)
2. Earn at least a 92 average for all four quarters with no quarter grade lower than 89.5 and no exam grade lower than 85 in the preceding CP level class
3. Consistently turn in high-quality work on time
4. Actively and productively participate in class
5. Consistently attend school and not have absences that exceed the School's attendance policy

Students currently enrolled in Honors and Advanced Placement classes must maintain a B average to be placed in an Honors or Advanced Placement course at the next grade level. Additionally, students must be in good standing with the School's attendance policy.

If students do not meet these requirements and wish to join a certain Honors or AP course, they may petition their current teacher, the appropriate department chair, and Assistant Head of School.

If recommended, students may take three (3) AP courses in one academic year. If they wish to take more than three AP courses, they must confer with their advisor and complete a formal request.

Final decisions on placement rest with the Assistant Head of School.

Middle and Upper School Course Placement for New Students

Students entering Sage Ridge in grades 8-12 will be given placement tests for math and language to help determine the most appropriate course selection.

Math Placement Philosophy

Sage Ridge School aims to provide flexibility to meet the needs of each student in their math journey. Our goal for every scholar is that they will:

- Develop confidence in their math skills that will carry through their entire academic career;
- Be challenged to reach their potential as math students;
- Reach and surpass their goals on the SATs or ACTs; and
- Be able to succeed with excellence in AP Calculus AB or BC

At Sage Ridge, we want students to have the strongest possible foundational skills to ensure that they can be successful at every level as they progress through more advanced math in the Upper School. It's important to acknowledge that we value the most appropriate placement that will both challenge and support each individual student's growth. Students develop at their own unique pace, and Sage Ridge offers pathways for each student's individual needs. As the only independent college preparatory school for grades 3-12 in Northern Nevada, we are focused on supporting our students by offering the most rigorous curriculum available.

As we look to challenge each student, we are also aware that advancing or progressing too quickly before students are developmentally prepared for abstract concepts can have long-term effects as they progress through the math curriculum. For most middle school students, taking Pre-Algebra in 7th grade facilitates higher success at building the skills that will enable them to reach their potential in their math study. The following resources provide some additional information about math progression and students' development as math students:

- "In What Grade Should You Take Algebra I?" *US News and World Report*
- "Algebra: Not 'If' But 'When'" National Council of Teachers of Mathematics

While for most students, building strong foundations before picking up the pace of math study is most beneficial later on, we acknowledge that some students may be prepared for math sequence compaction in their middle school experience. We use the term "compaction" to describe the practice of covering material more quickly than prescribed by educational learning standards. When evaluating student readiness for compacting their math study, we use the following criteria:

- Current/Previous math teacher's recommendation for advancement, which considers
    a. Student desire and drive to participate in an advanced class;
    b. Earning test grades consistently in the A range throughout the year preceding the math advancement;
    c. Consistently turning in high-quality work on time; and
    d. Active and productive participation in class;
- Student consistently attends school and does not have absences that exceed the School's attendance policy;
- Student scores above the 95% percentile on the math MAP test

So that you can fully understand the math pathways for your child, we have provided the chart below. This Curriculum Guide provides more information on each course. Students may take Geometry as their elective while concurrently enrolled in Algebra II.

The following options displayed in the chart on the next page will ensure that each child will be challenged and successful. However, if there are exceptional circumstances that you would like to discuss, please reach out to the Assistant Head of School for further consultation.

Flexible Pathways in Math:

	6th Grade	**7th grade**	**8th grade**	**9th grade**	**10th grade**	**11th grade**	**12th grade**
Math Pathway	Math 6	Pre-Algebra	Algebra I	Geometry	Algebra II H Algebra II	Pre-Calculus AP Pre-Calculus (+ AP Statistics option)	CP Calculus AP Calculus AB AP Calculus BC AP Statistics
Middle School Compacted Math Pathway	Math 6 or Pre-Algebra	Algebra I	Geometry	Algebra II H Algebra II	Pre-Calculus AP Pre-Calculus (+ AP Statistics option)	CP Calculus AP Calculus AB AP Calculus BC AP Statistics	H Multivariable Calculus H Linear Algebra
Upper School Compacted Math Pathway	Math 6	Pre-Algebra	Algebra I	Algebra II H Algebra II	Pre-Calculus AP Pre-Calculus (+ AP Statistics option)	CP Calculus AP Calculus AB AP Calculus BC AP Statistics	H Multivariable Calculus H Linear Algebra
			Geometry (over summer, online, or as elective in 9th grade)				

Non-Sage Ridge Coursework

Sage Ridge School does not accept outside course work for graduation credit. If students wish to take an online course as an independent study class, they may do so with the permission of the Assistant Head of School.

Independent Study

Because initiative and curiosity are values central to the Sage Ridge experience, within reason the School supports Upper School students who wish to conduct independent study projects.

- Independent study is available to students on a case by case basis. Successful independent study candidates are motivated self-starters with initiative to pursue an interest or passion. They are independent thinkers and are well organized. Additionally, candidates for independent study are problem solvers with strong time management skills.
- Independent study classes may be assessed on the letter scale or PASS/FAIL and will appear on students' transcripts.
- The project should fall outside the school's formal curriculum.
- Independent study projects are not to replace courses offered by the School for graduation credit.

The Curriculum

Lower School Coursework

The classes below are required each year in Grades 3-5. The school does not take requests for specific teachers and placement depends on multiple factors.

Full Year Courses	**Quarter-Length Courses**
English	Music
History	Theatre
Science	Studio Art
Math	Computer Science
Physical Education	
Spanish	

Additionally, Lower School students participate in week-long Outdoor Education experiences and the two-week Sage Session experience.

Middle School Coursework

The classes below are required each year in Grades 6-8. The school does not take requests for specific teachers and placement depends on multiple factors.

Grade 6:

Full Year Courses	Quarter-Length Courses
English	Music
History	Theatre
Science	Studio Art
Math	Computer Science
Language (one semester of Spanish & one semester of Latin)	
Physical Education	
Advisory	

Grade 7:

Full Year Courses	Quarter-Length Courses
English	Music
History	Theatre
Science	Studio Art
Math	Computer Science
Language (either Spanish or Latin)	
Physical Education	
Advisory	

Grade 8:

Full Year Courses	Semester-Length Courses
English	Choice of two: Music 8 Theatre 8 Visual Art 8 Computer Science 8
History	
Science	
Math	
Language (either Spanish or Latin)	

Physical Education	
Advisory	

Additionally, Middle School students participate in week-long Outdoor Education experiences, the two-week Sage Session experience, and two different clubs over the course of the year.

Upper School Coursework

Graduation Requirements
Upper School students must earn a minimum of 26.5 credits (including Sage Sessions, the senior thesis, and the senior internship), and achieve a grade point average (GPA) of 2.00 on a four-point scale in order to be eligible to receive the Sage Ridge School diploma. Middle School classes do not count toward or meet graduation requirements.

The Diplomas
Upper School students are awarded one of three different diplomas. The requirements are described below.

The College Preparatory Diploma–26.5 credits, 2.00 GPA

English	5 credits (ancient/medieval, American, and British literature required; Freshman Seminar required)
History	4 credits (ancient/medieval, modern, and American history and Senior Seminar required)
Math	3 credits (3 levels of Upper School math)
Science	3 credits (physics, biology, chemistry required)
Foreign Language	3 credits (3 levels in one Upper School language) *Note: International students may qualify for a foreign language exemption*
Arts	1.5 credits - 1 credit in Visual, Music, or Performing Arts Foundations is required in grade 10
Electives	5 credits
Sage Session	1/4 credit each year; ⅛ credit for each class
Community Service	20 hours in grades 10, 11, and 12 *Note: All hours may be completed over the summer preceding the school year*
Senior Thesis	3/4 credit, passing grade required
Senior Internship	½ credit, minimum “low-pass” required
Extracurriculars	6 seasons required out of 12 total seasons
Outdoor Education	Annual Outdoor Education trips are required

The Honors Diploma

- Successful completion of the requirements for the Sage Ridge College Preparatory diploma

- An unweighted GPA of 3.2
- No semester grade of D or F in Grades 11 and 12
- 40 hours of community service in both Grades 11 and 12
- Completion of 2 AP courses with no semester grade lower than a B-
- Successful completion of 4 levels (or AP level) of math in the Upper School
- Active participation in Sage Ridge extra-curricular programs in Grades 11 and 12
- A grade of no less than a B- on the senior thesis
- A grade of no less than “pass” on the senior internship

High Honors Diploma

- Successful completion of the requirements for the Sage Ridge College Preparatory diploma
- An unweighted GPA of 3.5
- No semester grade of D or F in Grades 11 and 12
- 60 hours of community service in both Grades 11 and 12
- Completion of 4 AP courses with no semester grade lower than a B-
- Successful completion of 4 levels (or AP level) of math in the Upper School
- Successful completion of 4 levels (or AP level) of foreign language in the Upper School
- Active participation in Sage Ridge extra-curricular programs in Grades 11 and 12
- A grade of no less than a B+ on the senior thesis
- A grade of no less than “high pass” on the senior internship
- Completion of at least one AP in history or English
- Completion of at least one AP in Math or Science

Note: International students may qualify for a foreign language exemption.

The Art Department Curriculum

The Sage Ridge School Arts Department nurtures the creative talents of all of our students from Grade 3 through graduation. Through opportunities in visual arts, music, and theatre, the department strives to offer experiences that foster creative and critical thinking, self-discipline, and lifelong learning for students. The department incorporates developmental benchmarks from the National Standards for Arts Education, the 21st Century Skills Map for the Arts, and the National Association for Music Education Standards. With these standards as a guide, students learn to understand themselves and their world by creating, expressing, and communicating meaning through the arts. The arts are a universal language and fundamental to the healthy development of children’s minds and spirits for future educational growth.

Our college prep art classes nurture students' creative talents in grades 3–12. Students in grades 3-7 take quarter-long visual arts, music, and theatre classes. In grade 8, students take two semester-length classes in arts or computer science. Upper School students complete a minimum of 1.5 credits in visual art, theatre, or music classes.

In our arts classes, students learn about artistic perception, creative expression, historical and cultural context, and aesthetic valuing. They learn about the connections, relationships, and application of art. Teachers lead students in demonstrations, discussions, lectures, reflections, and interdisciplinary work. Students perform and create, but they also read, research, and write as a way to reflect on their own observations, experiences, and ideas about visual arts, music, and theatre.

Sage Ridge students enter competitions such as the Scholastic Arts Competition, display their art at various venues in the Reno community, participate in musicals and plays, and sing and play instruments in concerts in both formal and informal settings. Our art class offerings are extensive and include college preparatory as well as Advanced Placement opportunities; our theatre program produces three productions a year and coaches students for regional, state, national, and international competitions. The talent, subject-area knowledge, experience, and passion of the arts faculty are the foundations of our program. Additionally, the intimate teacher-to-student ratio in the arts classes allows teachers the time to mentor young artists, shepherding them through artistic peaks and valleys.

VISUAL ARTS

Visual Art 3–4

What are the Elements of Art and traditional methods of making? Who are the masters in Art History and what's the story behind their processes?

The beginning of this course will be an exploration of art materials. We will learn different techniques and discuss best practices using these materials. Moving on, we will explore the Elements of Art. We will touch on color theory concepts and how colors evoke certain feelings and emotions. Basic illusion of depth in two dimensional works (painting, drawings, prints) will be introduced. We will investigate Prehistoric through Baroque periods on the Art History timeline. Students will explore form by learning about sculpture (3D multimedia pieces & ceramics).

Visual Art 5

What are the Principles of Design? How does art act as a language of self-expression?

The beginning of this course will be an exploration of art materials, methods, and applications. Then we will focus on lessons that focus on expressing personal identity. Students will touch on realism by investigating still life artwork and painting techniques. Next, we will cover Impressionism through Expressionism on the Art History timeline. We will learn how to employ the Principles of Design: repetition, rhythm, and balance into our own artwork.

Visual Art 6–7: Arts and Exhibitions (semester elective)

This course invites 6th and 7th grade students to explore current exhibitions at the Nevada Museum of Art through field trips and studio practice. Students will engage directly with art from around the world by exploring current exhibitions at the Nevada Museum of Art. Each semester includes two field trips to the museum, where students will observe, sketch, and discuss professional works of art. Back in the classroom, students will create their own artworks inspired by what they've seen. Sixth-grade students will apply the Elements of Art in their creative work, while seventh graders will focus on the Principles of Design. Students will respond to contemporary and historical artwork using various media, developing visual literacy, creativity, and personal expression.

Visual Art 6–7: Ceramic Sea Dragons: Sculpting Prehistoric Creatures in Clay (semester elective)
Students will study ancient marine reptiles featured in the exhibition *Deep Time: Sea Dragons of Nevada* and respond by designing and sculpting their own imaginative "sea dragon" using kiln-fired clay. This project introduces students to the world of **ceramics**, including essential hand-building techniques (pinch, coil, and slab), sculptural design, and the kiln-firing process.

Visual Art 8 (Semester elective)
How does art act as a language? How do I confidently communicate my interests, thoughts, and beliefs using art as a vehicle for self-expression?

Visual Art 8 recalls previous knowledge of the Elements of Art and Principles of Design while exploring art as a visual language for self-expression. This course builds upon concepts learned in Visual Art 6–7. Students will experiment, innovate, and take risks to hone in on their creative areas of interest. We will learn how to properly label and prep our work for a formal exhibition. Some of the mediums explored include drawing, painting, printmaking, fiber art, and mixed media.

Upper School Visual Art Foundations (Grade 10)
What connections can I make to my art and why?
What connections can I make to other times, places and cultures?
What connections can I make to my own experiences?
How does art relate to life?

Art Foundations is a semester-length class and is designed to acquaint students with multiple perspectives related to the visual arts and the role the arts play in all cultures. This course engages in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of art pieces, which leads to the creation of a portfolio of the student's efforts in this class. Students search for meaning, significance, and direction in their own work by producing art in a wide variety of mediums. At this level, students produce work that demonstrates a willingness to explore a wide variety of ideas and visual problems. Studio thinking habits including development of craft, envisioning, observing, expressing and reflecting, engaging and persisting are explored. Historical connections, visual art career options and aesthetic considerations are also incorporated.

Upper School Studio Art 1

What connections can I make to my art and why?
What connections can I make to other times, places and cultures?
What connections can I make to my own experiences?
How does art relate to life?
How do art and history connect?
Are artists true documentarians of history?

Upper School Studio Art is designed to engage the student in various aspects of art studio thinking habits. National Standards for visual art appropriate to the developmental level of high school students are used as a guide in assigning projects in this class. The Principles of Design are emphasized in projects which are personal and reflective of the student's understanding of the many aspects of art and art making. A variety of two- and three-dimensional media are used in studio projects. Each project includes an overview of historical and cultural influences on art styles and movements, as is choosing and evaluating subjects, symbols, and ideas in the students' work.

Upper School Studio Art 2

What connections can I make to my art and why?
What connections can I make to other times, places and cultures?
What connections can I make to my own experiences?
How does art relate to life?
How do art and history connect?
Are artists true documentarians of history?

Upper School Studio Art 2 is designed to follow up on concepts explored in Upper School Studio Art 1. This class may serve as a transitional course from Upper School Studio Art to AP Studio Art. The student is engaged in various aspects of art studio thinking habits. National Standards for visual art appropriate to the developmental level of high school students are used as a guide in assigning projects in this class. The Principles of Design are emphasized in projects that are personal and reflective of the student's understanding of the many aspects of art and art making. A variety of two- and three-dimensional media are used in studio projects. Each project includes an overview of historical and cultural influences on art styles and movements, as well as choosing and evaluating subjects, symbols, and ideas in the students' work.

Upper School Ceramics and Sculpture 1

What connections can I make to my art and why?
What connections can I make to other times, places and cultures?
What connections can I make to my own experiences?
How does art relate to life?

Ceramics and Sculpture 1 is a semester-long class in which students delve into the versatile art medium of clay, exploring its use in both functional and fine art sculptural forms. Through a variety of projects, students practice hand-building techniques, decorating, glazing, and experimenting with different firing methods, all while gaining an understanding of the aesthetics and expressive potential of ceramics. They are encouraged

to create personal artistic journal entries and to develop their ideas through research, planning, and project outlines, documented in a dedicated sketchbook for drawn and written explorations. Class critiques foster critical thinking and collaborative growth, while historical and cultural studies of clay art provide context and inspiration. This comprehensive approach allows students to connect technical skills with creative expression, broadening their appreciation of ceramics as an art form.

Upper School Ceramics and Sculpture 2

What connections can I make to my art and why?
What connections can I make to other times, places and cultures?
What connections can I make to my own experiences?
How does art relate to life?

Ceramics and Sculpture 2 In the second semester of Advanced Ceramics the school year and Sculpture, students refine their technical skills and deepen their conceptual approach to working with clay as an expressive medium. Emphasis is placed on advanced techniques such as wheel throwing, complex hand-building methods, surface treatments, and experimentation with alternative firing processes. Students will push their creativity by developing cohesive bodies of work that explore personal themes and ideas, guided by project outlines and ongoing research. Class critiques focus on analyzing form, function, and conceptual intent, encouraging students to articulate and elevate their artistic vision. Historical, cultural, and contemporary ceramic practices will inspire students to connect their work to broader artistic and social contexts, fostering the creation of innovative and meaningful sculptural pieces.

Upper School Advanced Ceramics and Sculpture

What connections can I make to my art and why?
What connections can I make to other times, places and cultures?
What connections can I make to my own experiences?
How does art relate to life?

Advanced Ceramics is offered as an elective to the ceramics student who wishes to further explore the use of clay as an art-making material. Students in Advanced Ceramics are asked to use knowledge they have gained from previous ceramics classes and apply this to making well thought out, and well crafted clay artworks. At this level, students are given more freedom in choice of direction they wish to work, be it functional pottery or three-dimensional sculptural form. Aesthetic concerns including design and form are addressed in-depth, as are structural concerns related to making complex ceramic artworks. Students will push their creativity by developing cohesive bodies of work that explore personal themes and ideas, guided by project outlines and ongoing research. Class critiques focus on analyzing form, function, and conceptual intent, encouraging students to articulate and elevate their artistic vision.

Prerequisites: Ceramics 1 and 2

AP Studio Art

What connections can I make to my art and why?
What connections can I make to other times, places and cultures?
What connections can I make to my own experiences?
How does art relate to life?
How do art and history connect?
Are artists true documentarians of history?

Advanced Placement Studio Art is intended for highly motivated students who are seriously interested in the study and creation of art. The focus of this course is the portfolio of artworks which the students submit in May for evaluation by AP examiners. The course addresses the three major concerns of the portfolio: a sense of quality in the student's work; the student's concentration on a particular visual interest or problem; and the student's need for breadth of experience in the formal, technical and expressive means of the artist. Students work intensively in a variety of media, themes, approaches, concepts and styles as they learn to make art that is both personal and reflective of an increased understanding of the many aspects of art and art making. The course builds thinking and creating skills in a variety of ways and, like any of the other AP courses offered at the high school level, it allows the student a chance to earn college level credit for work produced in high school.

Prerequisites: US Studio 1 and 2, instructor approval.

Media Arts I-IV (Grades 9-12)

Media Arts is a unique medium of artistic expression that can amplify and integrate the four traditional art forms by incorporating the technological advances of the contemporary world with emerging skill sets available to students and teachers. Media arts students cultivate both artistic abilities and a technological aptitude. The media artist utilizes a fundamental understanding of the mediums of analog and digital media to integrate digital technologies with traditional forms of artistic expression.

Media Arts is a branch of art education that encompasses a range of disciplines, technologies, and critical frameworks. It is more constructive to think of Media Arts as an ethic, attitude, or behavior than as a single artistic medium. It is rather an approach to the creative process that is in constant flux, in which artists learn and engage with emerging technologies in pursuit of unique, expressive uses. Media artists are interested in what each medium offers in pursuit of their work, and the ways in which they can be combined in new and innovative ways. Media Arts, therefore, is an intrinsically interdisciplinary practice.

Sage Ridge School Media Arts Curriculum Focus Areas: Yearbook, Graphic Design, Typography, Journalism, Creative Development, Photography, Video Production and Social Media. This is a deadline-based curriculum and all students must function as a team and meet all deadlines. Graphic Design, Articles, Creative Development Projects and Photography must be submitted into each student's individual drive as shown in class.

Programs Used: Adobe Creative Suite Illustrator, InDesign, Photoshop and Premiere.

Mash Up Studio Art (Grade 9-12)

What connections can I make to my art and why?
What connections can I make to other times, places and cultures?
What connections can I make to my own experiences?
How does art relate to life?

How can we use the inherent qualities of materials to inspire our working process and the content of our work? How can we create meaning by layering images, techniques, and materials? Mash Up Studio Art is as the name suggests–a melding or mash up of all art mediums and methods of making. This class is a mix of independence and structural guidance. Students work from a prompt and then have creative freedom to explore independent projects. Art mediums that will be covered: Drawing, Painting, Printmaking, Ceramics, Sculpture, Fiber Art, and more. We investigate contemporary artists who create meaning by layering materials and techniques, for inspiration and insights.

THEATRE

Theatre 3: Tableau

How can we take the skills, techniques, and strategies developed through the performing arts curriculum and incorporate it into real world situations?

Theatre 3 teaches students the art of tableau and telling stories through a collaborative process. The students will understand the elements of working as an ensemble and why it is so vital to our creative process. They learn how to make up their own stories and apply them to a performative presentation. They will also learn the skills in making frozen pictures that tell these stories (tableaux) and work in groups to present their creations.

Theatre 4: Basics of Theatre

How can we take the skills, techniques, and strategies developed through the performing arts curriculum and incorporate them into real world situations?

Theatre 4 offers our fourth graders an introduction to theatre as an art form. Students connect with the basic elements of theatre and the actor-audience relationship by performing a series of games, exercises and monologues. The importance of self-reliance, accountability and teamwork will be stressed as students perform pantomimes, and mini scenes.

Theatre 5: Voice

How can we take the skills, techniques, and strategies developed through the performing arts curriculum and incorporate them into real world situations?

Theatre 5 offers our fifth graders an intensive training on the beginning elements of vocal techniques through various learning skills, strategies, exercises, and theatre games. Students will collaborate together

and learn to give positive feedback to their peers and utilize constructive feedback from the instructor. Students will practice much of their learned material on selective monologues and original monologues for a public audience. The class will work towards a mini showcase of monologues to be performed in front of peers and or parents/guardians.

Theatre 6: Pantomime

How can we take the skills, techniques, and strategies developed through the performing arts curriculum and incorporate them into real world situations?

Theatre 6 students will be introduced to the art of pantomime. They will learn how to tell stories using gestures, facial expressions and music to communicate without a voice. They will learn how to devise stories for pantomime as individual performers and then as groups. They will understand the basic skills of pantomime, such as “keeping it simple,” “over-exaggerated expressions,” object tracking and facing the fourth wall.

Theatre 7: Developing Character

How can we take the skills, techniques, and strategies developed through the performing arts curriculum and incorporate them into real world situations?

Developing Character is designed to strengthen the actor’s role when developing a specific character for the stage. Students will advance in practice through student-based performance. Students will demonstrate this goal through numerous acting techniques with emphasis on character analysis, victory/obstacle, actor intention, tactics, imagination, theater exercises through monologues, and scene work per NV State Theatre Standards.

Theatre 8: Methods of Acting and Improvisation (semester elective)

How can we take the skills, techniques, and strategies developed through the performing arts curriculum and incorporate them into real-world situations?

The Methods of Acting class advances the students’ understanding of theatre as a collaborative art form. The elements of independence and teamwork will be stressed as students work individually as well as in a variety of ensembles. Students will review the fundamentals of performance through monologues and scene work, learning and practicing the Alexander, Stanislavski, and Uta Hagen methods. Students will learn how to interpret meaning from the text, analyze and develop their character(s), and express purposeful and realistic meaning to an audience by “suspending disbelief” (Konstantin Stanislavski) and object exercises built from Stanislavski’s work. They will also engage in acting exercises developed by the famous acting coach, Uta Hagen, to better prepare them for realistic acting on stage. At the end of the second quarter, students will dive into the theatrical art form of improvisational theatre and learn how to accept the number one rule of "Yes, and'' and build upon their fellow actor's offers onstage!

Theatre Foundations (Grade 10)

How can we take the skills, techniques, and strategies developed through the performing arts curriculum and incorporate it into real world situations?

Theatre Foundations is a semester-length class in which students will go through the history of theatre from Ancient Greek through Medieval and Renaissance and ending with modern day theatre. They will take the knowledge they gain from their lectures and apply them to projects, such as creating commedia dell'arte masks, writing morality scripts, building theaters and mock producing a modern show.

Theatre Composition (Grades 9-12) - Fall Semester (Offered 2025-2026)
How can we take the skills, techniques, and strategies developed through the performing arts curriculum and incorporate them into real world situations?

In Theatre Composition, the students will learn about all of the elements needed in putting on a theatrical production. The students will gain an understanding of theatre design (Costuming, Make-up, Set, Lighting, Sound), theatre management, directing, and acting. In the second semester of the class, the students will work together in creating a production of their choosing. They will write, direct, perform in, and design the entire performance.

Prerequisite: Must have taken theatre in 8th grade or have instructor approval

Advanced Acting Methods (Grades 9-12) - Fall Semester (Offered 2026-2027)
This class will provide theatre students with in-depth acting training in the Constantin Stanislavski, Anne Bogart, David Mamet, rasa boxes and Tadashi Suzuki methods. The students will be treated as a professional acting ensemble as they work together through acting warm-ups, deep discovery within the acting method techniques, and post exercise discussions. Students will perform monologues using psycho-physical techniques, monologues in realism and then the students will perform an abstract physical scene derived from a scene of realism.

Prerequisite: Must have taken theatre in 8th grade or have instructor approval

MUSIC

Music 3–5
How do I express myself through the language of music on my own and with others?

This course introduces students to the basic elements of music through singing and playing the ukulele. Students will learn a foundation of basic rhythmic, melodic, and harmonic skills. The course offers a basic introduction to the history of Western music, musical structure, and musical elements. The course will develop students' abilities to perform, both alone and with others. The students will be able to present much of their learning at home, while also having "informances" throughout the quarter(s) to present their comprehensive achievement. The students will be assessed through composition projects and performance-based assessments that demonstrate an understanding of learned material.

Music 6–7

How do I master, and perform songs on an instrument on my own and with others? How do I express myself through the language of music using the elements of music? How do musicians's lives play a role in their development as artists?

In music 6-7, students will study musical structure, and musical elements including the foundational popular music chords of C, G, A minor and F. Students will learn and perform multiple compositions that demonstrate their understanding of the fundamental elements of music and will conduct a research project on an artist of their choice. Students will be able to demonstrate much of their learning at home. The students will be assessed through research projects, critiques of musical material, and performance-based assessments that demonstrate an understanding of the learned material.

Music 8

How do I master, and perform songs on an instrument on my own and with others? How do I express myself through the language of music using the elements of music? How does activism & music demonstrate a symbiotic relationship? What is activism through music?

Music 8 is a comprehensive course that combines instrument mastery and performance, aimed at enhancing students' understanding of the fundamental concepts of harmony, melody, and rhythm through various songs learned on the ukulele & the guitar. The foundational chords of C, G Am and F will be a focal point in class. The course will also expose students to different rhythms, songs, and dances from various cultures and discuss their significance, providing them with the opportunity to present their research at the end of the semester. Students will also dive into the significance of music and activism, music and the brain, and how learning to play music is a skillset that enhances other scholastic disciplines such as writing and math.

Music Foundations (Grade 10)

What are the ingredients to creating a contemporary rock band? What is my role?

This course is designed to teach students necessary skills and knowledge to actively participate in music as a popular music ensemble (i.e. rock band). Students will develop various musical techniques, including drumming, singing, guitar, bass, ukulele, piano and percussion. Students will perform on multiple occasions, lead the all school songs at Coffee Houses, and will learn the basic elements introduced in the book, 'The Music Lesson' by Victor Wooten. As a final project, students will record the song they feel they have mastered the most.

Upper School Music Ensemble I (Grades 9-12)

What is performance based mastery? What are the ingredients to a successful performance?

This course is designed to explore the mastery of contemporary songs as an ensemble. Students will choose a home instrument and will develop the necessary skills to contribute to the creation of performance ready material. Song choices will focus on the foundational chords C, G, Am, and F and pop formulas to facilitate mastery for the beginner. In addition, students will be introduced to the art of recording. There will be a culminating performance involving service work and the material we have mastered as a class.

Upper School Music Ensemble II (Grades 9-12)

What is performance based mastery? What are the ingredients to a successful performance?
What is my strength in an ensemble setting? How do I support the whole ensemble with my skill set?

In this class, students will further their exploration of contemporary music through an ensemble approach. Building a repertoire for performance is a priority in this class. Students will be required to record a musical selection of their choice as a final product. In addition, there will be a culminating performance involving service work and the material we have mastered as a class.

Prerequisite: Music Ensemble I or Music Foundations

The English Department Curriculum

The main objective of the Sage Ridge School English Department is to equip students with the skills to think critically and incisively, communicate powerfully, read carefully, analyze accurately and insightfully, and respond authentically to complex works of literature. Students hone essential writing and reading skills throughout lower, middle, and high school, spiraling back to and reinforcing these skills while at the same time advancing in their skill level in preparation for college. As students gain these skills, they also engage in self-exploration and self-discovery, expressing themselves and reflecting upon their worlds. Literature is a vehicle to expand our understanding of ourselves and others, and students are exposed to a diverse array of authors.

Engaging in robust classroom discussion in every grade, students develop their own perspectives and voices, and learn to articulate these in class discussion, writing assignments and presentations. Beginning in grade 3 and continuing through grade 12, students master narrative, descriptive, persuasive, creative, and then analytical writing, producing paragraphs and essays that are written in rhetorically effective and grammatically correct prose and coming to an understanding of the expectations of college writing. Grasping grammatical concepts of mounting difficulty, students write sentences of increasing syntactic complexity and punctuate them correctly. Students become attentive to stylistic considerations, acquiring the ability to select words aptly and precisely and to vary sentence length and structure. With the goal of achieving clarity, concision, and control, students write sentences that are appropriately formal and avoid repetition and wordiness. Students also gain presentation as well as research skills, learning how to summarize, analyze, and synthesize sources and document them appropriately.

What we do in our English Department sets us apart. The classrooms are places of active learning, as teachers use a variety of pedagogical approaches to engage students, such as discussion-based learning and

student-centered teaching. At Sage Ridge, students read whole books rather than selections from readers and are introduced to all major literary genres. They practice close reading and analysis in every grade, in the process gaining an appreciation for historical and cultural context. Lower and middle school students read challenging texts with confidence and upper school students read college-level material with ease and become aware of the dialogue among authors that extends over generations and even millenia. Sage Ridge students are writers. We guide students through the writing process and emphasize the importance of writing frequently and receiving feedback from faculty and peers. Beginning in Grade 3, students receive written feedback from teachers. High school students write and receive feedback weekly. Throughout their time at Sage Ridge, students meet with teachers to discuss their writing and how to improve it. Students leave Sage Ridge as well rounded, lifelong readers and writers.

Integrated Literacy I (Grade 3)

How does broadening my vocabulary impact me on a daily basis?
Why does spelling matter, and in what ways does spelling cross into other curricular domains and impact me as a student?
Why do we need to read a wide variety of genres, and how does the author relay their messages?
How is learning English and grammar/mechanics going to benefit me as a student and writer?
In what ways does word choice and voice change how people view me as a writer?

Through direct instruction, games, and a variety of written activities, students will learn to correctly identify and use prefixes, suffixes, compound words, synonyms, antonyms, homophones, multiple meaning words, and more. Students will use this newly gained knowledge to enhance their reading comprehension, writing, and complete written assignments across the curriculum.

Students will engage in regular spelling activities after some direct instructions to review word meanings and patterns. All spelling lessons are developed around specific word/letter patterns that reinforce correct usage of written words. Students will learn spelling words through a variety of hands-on activities and games, have weekly assessments, and be able to incorporate new skills into their writing and across other curricula as they complete assignments and projects.

When reading, students will engage with fiction, non-fiction, and more, across the curriculum. Each unit begins with a class-guided literature experience in which students read, respond, and participate in daily discussion to set the stage and goals for the unit. Students will then have opportunities to participate in “just right” reading, where they will read in reading clubs as well as engage in independent exploration within each reading genre. Reading is strongly integrated into all academic areas. In third grade, students are no longer “learning to read”; they are now “reading to learn.” This means that they are learning that this type of reading requires the reader to slow down, read intently, and most importantly, think about what they have read.

In writing, students will write fictional stories, personal narratives, opinion essays, historical informational pieces, and more. Students become confident writers who use checklists, rubrics, and feedback to reflect on their writing, and set goals to raise the quality of their work, through teacher and peer reviews. The writer’s workshop model provides daily lessons, opportunities for students to engage and practice new skills,

independent work time, and time to share/present their work with/to the class. Students learn to give and receive kind, specific and helpful feedback to assist in editing and revising their final written pieces.

Throughout the year students will learn more about grammatical topics such as simple and complete subjects, simple and complete predicates, subject and object pronouns, and proper nouns. They will learn what constitutes and how to identify a fragment and run-on sentence, and how to write compound and complex sentences. They will also learn to identify and use adjectives, adverbs, and to use proper verb tenses. Students will integrate these new skills in their writing and use them across the curriculum as they complete other assignments and projects. Through class practices, quick checks, and assessments, students will be supported throughout the year to become proficient in grammar/mechanics and confident writers.

Summer Reading: Spinelli, Jerry. *Third Grade Angels*

Required Texts:
Applegate, Katherine. *Crenshaw*
Brown, Peter. *The Wild Robot*
Cameron, W. Bruce. *Ellie's Story*
Davies, Jaqueline. *The Lemonade War*
E. B. White. *Charlotte's Web*
Hodkinson, Kenneth & Sandra Adams. *Wordly Wise 3000*
Aesop. *Aesop's Illustrated Fables*
Spelling Connections, Grade 3
Worldly Wise, Book 3
Zaner-Bloser Handwriting
Teacher-supplied composition and grammar materials

Integrated Literacy II (Grade 4)
What can I learn from what I read?
Why is reading a necessary life skill?
How do authors surprise us?
How do writers achieve their goals?
What do writers need to ask before they start writing?

When reading, students engage with realistic fiction, general fiction, non-fiction, historical non-fiction, historical fiction, and more. Each unit begins with a class-guided literature experience in which students read, respond, and discuss daily to set the stage and goals for the unit. Students then have opportunities to participate in "just right" reading level book clubs as well as independent exploration within each reading genre. Reading is strongly integrated into all academic areas. In fourth grade, students "read to learn" and learn that this type of reading requires the reader to slow down, read intensely, and most importantly, think about what has been read.

In reading class, students will complete reading assignments in class and at home. When a reading passage is assigned for homework, students are responsible for contributing to discussion and/or for completing

quizzes or other activities related to the reading. At school, students should always have a “just-right" level book to read independently. Students are free to borrow books from the classroom library. Books from home are also encouraged, keeping "just-right" reading levels in mind. At the beginning of the year each student will be carefully assessed to determine accurate reading levels. At the first conference, we will discuss how to best support your child's reading growth. *It is a requirement that fourth graders read a minimum of 30 minutes every night.* Building a reading lifestyle is very important for every student. Fourth grade will be a very important year for reading because students are no longer learning how to read; rather they are learning how to build a deeper, more accurate comprehension of what they are reading. This work may be challenging for some and frustrating to a degree. Throughout the year, each reader is supported at his or her individual reading level and will work towards reaching their goals.

Students in 4th grade write realistic fiction stories, personal essays, informational essays, opinion essays, and more. Students become confident writers who use checklists, rubrics, and feedback to reflect and set goals to raise the quality of their own writing. The writer's workshop model provides daily lessons and opportunities for students to engage and practice new skills, independent work time, and opportunities to share their progress with their peers. Students learn how to give and receive kind, specific, and helpful feedback to edit and revise their final writing pieces. Students will also engage in regular grammar and spelling activities to help support their growth as writers. Students work on weekly spelling to progress and improve their spelling skills. Writing is also integrated into all academic areas.

Summer Reading: DiCamillo, Kate. *Because of Winn-Dixie*

Required Texts:
DiCamillo, Kate. *Tiger Rising*
Juster, Norton. *The Phantom Tollbooth*
Park, Linda Sue. *A Long Walk to Water*
Roald Dahl. *The BFG*
Spelling Connections, Grade 4
Wordly Wise, Book 4
Zaner-Bloser Handwriting
Webster’s Dictionary
Webster’s Thesaurus
Teacher-supplied composition and grammar materials

Integrated Literacy III English: Reading, Writing, and Thinking (Grade 5)
What do stories tell me about myself and the world I live in?
What important life lessons can I learn from a character's struggle?
How can I express my ideas through writing in the clearest way possible?

In English, students read from a variety of literary forms and genres including folk tales, fairy tales, short stories, poems, news articles, and novels. Through reading different genres, students analyze the purposes of different kinds of writing and continuously refine comprehension skills. Additionally, students develop

the skills of listening, reading, thinking, speaking, and writing about literature. While both analysis and synthesis are central to this course, students also develop skills in spelling, grammar, and mechanics. Focusing on effective word choice and sentence construction, students analyze their own writing and others, mastering a well-constructed paragraph. Students engage in a writer's workshop to develop the structure of their writing and to demonstrate the process of writing for different purposes.

Summer Reading: DeCamillo, Kate. *The Tale of Despereaux*

Required Texts:
Carbone, Elisa, Blood on the River.
Paulsen, Gary. *Woods Runner.*
Speare, Elizabeth George. *The Witch of Blackbird Pond*.
Worldly Wise, Book 5
Spelling Connections, Grade 5
Zaner-Bloser Handwriting
Webster's Dictionary
Webster's Thesaurus
Teacher-supplied texts: a biography, a book in verse, and a book from the *Dear America* series
Teacher-supplied composition and grammar materials
Recommended Text: Kelly, Jacqueline, *The Evolution of Calpurnia Tate*

Introduction to Literary Analysis (Grade 6)
What does critical reading mean?
How might I identify themes and find supporting evidence from the literature?
How do I choose words thoughtfully and effectively?

In this course, Grade 6 students develop skills central to the study of English Language and Literature. Students think and read actively and sharpen their written and verbal communication skills through practice and repetition. Students write for various purposes and audiences throughout the school year, while instruction focuses on grammar, mechanics, and the conventions of academic writing. Students use complete sentences, learning to experiment with structure and style, while enhancing their ability to craft clear paragraphs and transitions. Students examine and evaluate an author's ideas, organization, word choice, sentence structure, use of literary conventions, and voice.

Students read a variety of genres to foster comprehension, while building analytical skills. They gain an appreciation for how their understanding of the work is enriched by contextualizing it in time and place. Students are encouraged to participate in Socratic discussions, ask questions, learn new words, and find personal connections between the themes studied in the course and their own life experiences. Students examine an author's choices and consider the effects that different creative choices have on the piece as a whole.

Summer Reading: L'Engle, Madeleine. *A Wrinkle in Time*

Required Texts:
Hatala, Mark. *MLA Made Easy: Your Concise Guide to the 9th Edition*
Jiang, Ji-Li. *Red Scarf Girl*
Rushdie, Salman. *Haroun and the Sea of Stories*
Alcott, Louisa May. *Little Women*
Erdrich, Louise. *The Birchbark House*
Moss, Lauralee. *The English Grammar Workbook for Grades 6, 7, and 8*
Fifer, Norma. *Vocabulary from Classical Roots – Level A*
Teacher-supplied composition and grammar materials

Introduction to World Literature (Grade 7)
Why do we tell stories?
What is the value of reading stories?
What makes a story important and long lasting through the years?
How does analyzing and writing about stories help us understand other people and gain insight into experiences we might not otherwise have?

In this course, students will come both to understand and appreciate the vital role that *stories* play in giving meaning and continuity to the human experience. Introduction to World Literature explores novels, plays, poems, and short stories from all parts of the globe by a multitude of different voices. Many of these works, passed down through the ages, continue to raise questions that defy easy answers. In addition, students will become better acquainted with the terms, techniques, and conventions commonly used in formal literary discussions while comparing, classifying, and examining these vital stories. This course emphasizes learning to effectively read and interpret texts. Moreover, students will explain their interpretation in formal essays by using evidence and insight to create an accurate thesis. They also learn that such close study yields progressively greater understandings of the often complex messages left to them by authors, and that, in fact, literary texts are not simply records of experience but works of art deliberately created to please, puzzle, or provoke their readers. While practicing the craft of effective writing within a variety of styles, students will focus on how to write a convincing and well-organized essay, tie support directly to the thesis, and conclude in a confident manner. They will also pay close attention to grammar and mechanics, and will learn to craft the tone and point of view that contributes to a strong, effective argument. As clear written communication also depends upon a competent grasp of standard English grammar and usage, instruction and guided practice in these areas is another goal of this course.

Summer Reading: Evslin, Bernard. *Heroes, Gods and Monsters of the Greek Myths*

Required Texts:
Orwell, George. *Animal Farm*
Fifer, Norma. *Vocabulary from Classical Roots—LEVEL B*
Golding, William. *Lord of the Flies*
Hatala, Mark. *MLA Made Easy: Your Concise Guide to the 9th Edition.*
McCaughrean, Geraldine. *One Thousand and One Arabian Nights*

Wiesel, Elie. *Night*
Moss, Lauralee. *The English Grammar Workbook for Grades 6, 7, and 8*
Teacher-supplied composition and grammar materials

Introduction to American Literature (Grade 8)

What does it mean to be an upstander?
What are our responsibilities, if any, to participate and improve our citizenry?
How do complacency and/or societal pressures impact our actions and outcomes?
How does analyzing and writing about Americans who have used their voices help me understand the role of language in shaping public opinion, mobilizing support, and driving social/political change?

This course introduces students to the major voices of American literature. Students read prose and poetry, fiction and nonfiction, in order to gain a working knowledge of the development of an American perspective communicated through literature. Through the theme of "American upstanders," this course examines how individuals rise to confront injustice, challenge the status quo, and support those in need, demonstrating the power of courage and empathy in the face of adversity.

Students in this course will practice the craft of effective writing within a variety of rhetorical modes. Having written many essays in seventh grade, students begin down the path to even more sophisticated and specialized writing. In addition, students will work heavily on grammar and mechanics, learning to combine sentences effectively, modify clearly, and subordinate ideas.

Students will learn to recognize the political, social, and cultural impact that is inherent in the telling of stories. A national consciousness is formed through many different avenues and the written word is a vital one. As students analyze what they read, they learn that close study of the literature they are reading is an integral and inseparable part of the fabric of our lives as human beings. In order to grow as readers and writers, students will hone their communication skills through constant practice, revision, and peer editing of their writing. While there will be plenty of classroom direction, students will begin to take individual responsibility for the formulation of their arguments, while drawing on the support of not only the teacher but also their peers.

Summer Reading: Bradbury, Ray. *Fahrenheit 451*

Required Texts:
Fifer, Norma. Vocabulary from Classical Roots—LEVEL C
Hansberry, Lorraine. *A Raisin in the Sun*
Hatala, Mark. *MLA Made Easy: Your Concise Guide to the 9th Edition.*
Lee, Harper. *To Kill a Mockingbird*
Moss, Lauralee. *The English Grammar Workbook for Grades 6, 7, and 8*
Teacher-supplied composition and grammar materials

Ancient and Medieval Literature (Grade 9)

Why should we read "great literature"?
How does our understanding of a culture help us appreciate its literature?
How does reading critically and writing analytically enhance the study of English?

Students consider the roots of the English language tradition as they sample some of the greatest stories of the ancient and medieval world. These works have been passed down through the ages because they continue to challenge and entertain their readers, and because the thoughts and fundamental questions they present penetrate into the heart of human experience. As students immerse themselves in these works, they explore the relationship between literature and culture and learn to analyze major philosophies and concepts. Students gain the ability to analyze texts through close reading, and learn to identify literary devices working together to make meaning. Learning a claim-evidence-warrant model of argumentation and selecting evidence carefully, students focus on paragraph logic and develop the ability to generalize from particulars. They learn how to arrive at a thesis, how to support claims, and how to make their arguments relevant to a broader audience. Students review clauses, phrases, and punctuation as they gain the ability to write sentences of increasing syntactic complexity and variety. Students become adept with MLA style citations. Additionally, students have the opportunity to read three modern texts – a novel, a collection of short stories, and a play – as a complement to our ancient texts.

Summer Reading: Mitchell, Stephen. *Gilgamesh*

Required Texts:
Dante. *Divine Comedy*
Homer. *Odyssey*
Ovid. *Metamorphoses*
Sophocles. O*edipus Cycle of Sophocles: Oedipus Rex, Oedipus at Colonus, Antigone*
Sir Gawain and the Green Knight, translated by Brian Stone
Hacker, Diana & Nancy Sommers. *A Pocket Style Manual & MLA Guide*
Teacher-supplied composition and grammar materials
Recommended Texts:
Haddon, Mark. *The Curious Incident of the Dog in the Night-Time*
Auburn, David. *Proof*
Dahl, Roald. *The Wonderful Story of Henry Sugar and Six More*

Freshman Seminar (Grade 9)
What does college readiness mean?
What sets students up for success?

The Freshman Seminar equips students with the dispositions, skills, and knowledge that set them up for success in Upper School, college, and life. Students gain an awareness of Upper School expectations and an understanding of how to meet them. They also strengthen organizational skills and develop strategies that will help them thrive, such as managing time and stress and avoiding perfectionism. The course promotes habits of mind that enable students to face challenges, bounce back from setbacks, and learn from failure,

while developing resilience, confidence, and growth mindsets. The Freshman Seminar is grounded in our five pillars. Units on critical thinking, media literacy and digital citizenship, public speaking, civics, finding your passions, respecting our differences and serving our communities, and college counseling distill our pillars and extend them into the classroom.

Required Texts: Covey, Sean. *The 7 Habits of the Highly Effective Teen*

<u>World Literature (Grade 10)</u>
What can world literature teach us about ourselves and our world?
Why analyze complex literature?
What counts as an argument, and why and how do we make effective arguments?

World Literature investigates many of the cultural and historical contexts in which modern world literature has developed. Students will read an array of texts that move them around the globe and from the early modern period to the present. In addition, students strengthen their composition skills, learning to construct sound, well-supported arguments and to consider multiple points of view to arrive at a complex position. Students will become proficient writers of analytical essays who can craft sentences with complex and varied syntax, make appropriate and effective stylistic choices, develop an awareness of diction and choose words aptly, and make conscious decisions about paragraph and essay organization. Further, students master all significant grammatical topics. Students use MLA-style citations throughout the year and then hone their research skills through producing a short research paper.

Summer Reading: Brook, Timothy. *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*

Required Texts:
Camus, *The Stranger*
The Norton Anthology of World Literature, Volume 1
The Norton Anthology of World Literature, Volume 2
Shakespeare, *The Tempest*
Hacker, Diana & Nancy Sommers. *A Pocket Style Manual & MLA Guide*
Teacher-supplied composition and grammar materials

<u>World Literature Honors (Grade 10)</u>
What can world literature teach us about ourselves and our world?
Why analyze complex literature?
What counts as an argument, and why and how do we make effective arguments?

World Literature Honors is designed for students who wish to read and write at an advanced level. The course investigates many of the cultural and historical contexts in which modern world literature has developed. Students will read an array of texts that move them around the globe and from the early modern period to the present. In addition, students strengthen their composition skills, learning to construct sound, well-supported arguments and to consider multiple points of view to arrive at a complex position. Students

will become proficient writers of analytical essays who can craft sentences with complex and varied syntax, make appropriate and effective stylistic choices, develop an awareness of diction and choose words aptly, and make conscious decisions about paragraph and essay organization. Further, students master all significant grammatical topics. Students use MLA-style citations throughout the year and then hone their research skills through producing a short research paper.

Prerequisite: Meet Sage Ridge placement criteria for honors.

Summer Reading: Brook, Timothy. *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*

Required Texts:
Camus, *The Stranger*
The Norton Anthology of World Literature, Volume 1
The Norton Anthology of World Literature, Volume 2
Shakespeare, *The Tempest*
Hacker, Diana & Nancy Sommers. *A Pocket Style Manual & MLA Guide*
Teacher-supplied composition and grammar materials

American Literature - College Preparatory (Grade 11)
How does studying American literature of the past help us understand American culture today?
What factors (historical, social, etc.) have driven the changes in American literature?
How does analytical writing enhance the study of English?

Using as its backdrop a survey of American literature from the colonial period to the present, American Literature examines the complex and manifold relationships among thought, language, and action as it pertains to the development of American culture. Reading authors such as Franklin, Douglass, Hawthorne, Emerson, Dickinson, Twain, and Fitzgerald, students gain an understanding of the forces behind each literary period and the discourse between authors in successive generations. Students also trace the evolution of the American literary consciousness through discussion of recurring topics such as spirituality, war, race, and the American Dream. Regarding composition skills, students continue to practice and refine those they learned in 9th and 10th grade. Thesis development, clear and effective expression, and argumentation strategies are reinforced as students sustain higher levels of analysis in longer papers. As readers, students become increasingly sensitive to nuance in texts; as writers, they become more attentive to the implications in their arguments. Students can also read two contemporary American texts – a novel and a collection of short stories – as enrichment opportunities to complement our study of canonical American literature. Students end the year with a 6-8 page research paper.

Summer Reading: Frederick Douglass, *Autobiography of Frederick Douglass*

Required Texts:
Great American Short Stories
Fitzgerald, F. Scott. *The Great Gatsby*

Miller, Arthur. *Death of a Salesman*
Twain, Mark. *The Adventures of Huckleberry Finn*
Hacker, Diana & Nancy Sommers. *A Pocket Style Manual & MLA Guide*
Teacher-supplied composition and grammar materials
Recommended Texts:
Vonnegut, Kurt. *Slaughterhouse-Five*
Packer, ZZ. *Drinking Coffee Elsewhere*

American Literature - Honors (Grade 11)
How does studying American literature of the past help us understand American culture today?
What factors (historical, social, etc.) have driven the changes in American literature?
How does analytical writing enhance the study of English?

Using as its backdrop a survey of American literature from the colonial period to the present, American Literature Honors examines the complex and manifold relationships among thought, language, and action as it pertains to the development of American culture. Reading authors such as Franklin, Douglass, Hawthorne, Emerson, Dickinson, Twain, and Fitzgerald, students gain an understanding of the forces behind each literary period and the discourse between authors in successive generations. Students also trace the evolution of the American literary consciousness through discussion of recurring topics such as spirituality, war, race, and the American Dream. Regarding composition skills, students continue to practice and refine those they learned in 9th and 10th grade. Thesis development, clear and effective expression, and argumentation strategies are reinforced as students sustain higher levels of analysis in longer papers. As readers, students become increasingly sensitive to nuance in texts; as writers, they become more attentive to the implications in their arguments. Students can read two contemporary American texts – a novel and a collection of short stories – as enrichment opportunities to complement our study of canonical American literature. Students end the year with a 6-8 page research paper. American Literature Honors will have more rigorous academic expectations than the College Preparatory class does, such as reading supplementary material and/or secondary sources, doing presentations on these sources, and synthesizing them into their writing assignments. The writing assignments will use a different grading scale.

Summer Reading: Frederick Douglass, *Autobiography of Frederick Douglass*

Required Texts:
Great American Short Stories
Fitzgerald, F. Scott. *The Great Gatsby*
Miller, Arthur. *Death of a Salesman*
Twain, Mark. *The Adventures of Huckleberry Finn*
Hacker, Diana & Nancy Sommers. *A Pocket Style Manual & MLA Guide*
Teacher-supplied composition and grammar materials
Recommended Texts:
Vonnegut, Kurt. *Slaughterhouse-Five*
Packer, ZZ. *Drinking Coffee Elsewhere*

AP Language and Composition (Grade 11)

How does studying American literature of the past help us understand American culture today?
What factors (historical, social, etc.) have driven the changes in American literature?
How do secondary sources enhance the study of a primary text?

American Literature AP is taught through an in-depth focus on American literature and is designed for students who wish to read and write at an advanced level. Using as its backdrop a survey of American letters from the colonial period to the present, American Literature examines the complex and manifold relationships among thought, language, and action as it pertains to the development of American culture. Reading authors such as Franklin, Douglass, Hawthorne, Emerson, Twain, Fitzgerald, and Ellison, students gain an understanding of the forces behind each literary period and the discourse between authors in successive generations. Students also trace the evolution of the American literary consciousness through discussion of recurring topics such as spirituality, war, race, and the American Dream. Regarding composition skills, students continue to practice and refine those they learned in 9th and 10th grade. Thesis development, clear and effective expression, and argumentation strategies are reinforced as students sustain higher levels of analysis in longer papers. As readers, students become increasingly sensitive to nuance in texts; as writers, they become more attentive to the implications in their arguments. Students can read two contemporary American texts – a novel and a collection of short stories – as enrichment opportunities to complement our study of canonical American literature. Finally, students end the year with a 6-8 page research paper.

Prerequisite: Meet Sage Ridge placement criteria for AP.

Summer Reading: Douglass, Frederick. *The Autobiography of Frederick Douglass*

Required Texts:
Franklin, Benjamin. *Autobiography of Benjamin Franklin*
Great American Short Stories
Twain, Mark. *The Adventures of Huckleberry Finn*
Faulkner, William, *As I Lay Dying*
Fitzgerald, F. Scott. *The Great Gatsby*
O'Neill, Eugene. *Long Day's Journey Into Night*
Hacker, Diana & Nancy Sommers. *A Pocket Style Manual & MLA Guide*
Teacher-supplied composition and grammar materials
Recommended Texts:
Vonnegut, Kurt. *Slaughterhouse-Five*
Packer, ZZ. *Drinking Coffee Elsewhere*

British Literature (Grade 12)

What is British Literature?
How are British and global history reflected in the literature that we read?
What makes writing effective?

The course introduces students to British literature from the medieval period to the present. Students explore the development of a national literature and its conventions and forms and read representative works of all genres and major subgenres. They then consider the development of global English and Anglophonic literature. Additionally, students learn to craft complex literary analyses, synthesizing multiple sources and perspectives while articulating their own positions. Further, students review and practice the skills they have learned at Sage Ridge, practicing writing with concision and precision and working particularly on style. Students leave Sage Ridge School able to write logically sound, thoroughly developed, rhetorically effective prose that is free of errors.

Summer Reading: Smith, Zadie. *White Teeth*

Required Texts:
Achebe, Chinua. *Things Fall Apart*
The Norton Anthology of English Literature: The Major Authors, Volume 1
The Norton Anthology of English Literature: The Major Authors, Volume 2
Shakespeare, *Hamlet*
The MLA Handbook for Writers of Research Papers, 9th edition
Teacher-supplied composition and grammar materials

British Literature Honors (Grade 12)
What is British Literature?
How are British and global history reflected in the literature that we read?
What makes writing effective?

British Literature Honors is designed for students who wish to read and write at an advanced level and will have more rigorous academic expectations than the College Preparatory class does, such as reading supplementary material and/or secondary sources, doing presentations on these sources, and synthesizing them into their writing assignments. The writing assignments will use a different grading scale. The course introduces students to British literature from the medieval period to the present. Students explore the development of a national literature and its conventions and forms and read representative works of all genres and major subgenres. They then consider the development of global English and Anglophonic literature. Additionally, students learn to craft complex literary analyses, synthesizing multiple sources and perspectives while articulating their own positions. Further, students review and practice the skills they have learned at Sage Ridge, practicing writing with concision and precision and working particularly on style. Students leave Sage Ridge School able to write logically sound, thoroughly developed, rhetorically effective prose that is free of errors.

Prerequisite: Meet Sage Ridge placement criteria for honors.

Summer Reading: Smith, Zadie. *White Teeth*

Required Texts:

Achebe, Chinua. *Things Fall Apart*
The Norton Anthology of English Literature: The Major Authors, Volume 1
The Norton Anthology of English Literature: The Major Authors, Volume 2
Shakespeare, *Hamlet*
The MLA Handbook for Writers of Research Papers, 9th edition
Teacher-supplied composition and grammar materials

AP Literature and Composition
What is British Literature?
How are British and global history reflected in the literature that we read?
What makes writing effective?

Advanced Placement Literature and Composition is taught through an in-depth focus on British literature and is designed for students who wish to read and write at an advanced level. The course introduces students to British literature from the medieval period to the present while preparing them for the AP exam. Students explore the development of a national literature and its conventions and forms and read representative works of all genres and major subgenres. They then consider the development of global English and Anglophonic literature. Additionally, students learn to craft complex literary analyses, synthesizing multiple sources and perspectives while articulating their own positions. Further, students review and practice the skills they have learned at Sage Ridge, practicing writing with concision and precision and working particularly on style. Students leave Sage Ridge School able to write logically sound, thoroughly developed, rhetorically effective prose that is free of errors.

Summer Reading: Smith, Zadie. *White Teeth*

Required Texts:
Achebe, Chinua. *Things Fall Apart*
Austen, Jane. *Pride and Prejudice*
The Norton Anthology of English Literature: The Major Authors, Volume 1
The Norton Anthology of English Literature: The Major Authors, Volume 2
Shakespeare, *Hamlet*
The MLA Handbook for Writers of Research Papers, 9th edition
Teacher-supplied composition and grammar materials

Prerequisite: Meet Sage Ridge placement criteria for AP.

Creative Writing (Semester Course, grades 9-12)
Creative Writing is designed for students who want to create original writing pieces. The class will provide a supportive, encouraging environment in which students can explore ideas and be creative. No prior experience is necessary. Students will journal frequently and will practice descriptive writing, memoir, poetry, drama, and fiction. All students will take part in writing workshops. We will also examine different creative writing techniques so that students can develop their own processes.

Competitive Speech & Debate (Semester Course, grades 9-12)
Speech & Debate benefits students in their high school careers and beyond. Students not only learn major concepts of logic, philosophy, and rhetoric, but actively employ them in a monthly competition. While the core skills that debate teaches are as ancient as Aristotle, the topics we research are as new as the headlines. Deep understanding and critical thinking are fostered as debaters must argue both sides of all resolutions, which have recently included "The United States ought to guarantee universal child care," "The benefits of urbanization in West Africa outweigh the harms," and "Nations should ban autonomous weapons." Speech & Debate: Fall Term is designed as both an introductory course for new debaters and as a mentoring opportunity for veterans, who can also use the time to construct their cases. Students must be approved to take Speech & Debate: Spring Term, as they will need to commit to remaining tournaments.

The Foreign Language Department Curriculum

The Sage Ridge School Foreign Language Department offers students the opportunity to broaden their definitions and knowledge of cultures and make connections between their own community and culture(s) and what they are studying. The department offers instruction in Spanish and Latin currently. Students work toward the ultimate goal of reading authentic Spanish literature and unadapted Latin by the end of high school.

Our language department is unique. In grades 3-5 students begin learning Spanish a few times a week to gain exposure to and an interest in another language and other cultures. Grade 6 students take one semester of Latin and one semester of Spanish so they can make an educated choice on which language they want to continue beyond that exploratory course. Whichever language they choose, students will be enrolled in it for 7th and 8th grades. In high school, the department offers first- and second-year languages and either regular third-year or honors courses. Both Advanced Placement (AP) and literature courses round out the options for students who wish to continue their studies beyond Spanish 3 or Latin 3.

Our small class sizes allow all students to have individual support and many opportunities to practice the target language. Activities are student-centered so learners can connect personally with the language and see their abilities improve over time. Students are involved in a variety of activities to develop their language skills.

In Latin classes, students focus on the written word and may also experiment with spoken Latin. They engage with the language through history, cultural topics, grammar, and translation. Latin students have the opportunity to participate in the Junior Classical League, an international organization for students of classics, and travel to compete in state and national conventions.

In Spanish classes, teachers work to develop students' language skills in reading, writing, speaking, and listening. Students learn by engaging in class discussions, individual and group work, storytelling, cultural projects, formal presentations, essay writing, and games. Teachers use the target language as much as possible to communicate so that students are learning and speaking in Spanish.

SPANISH

Spanish 3rd, 4th, 5th Grades

What can I learn by exploring a new language and different cultures?

In Lower School Spanish, students explore both the language and the cultures of various Spanish-speaking countries. Throughout this year-long course, they acquire Spanish phrases, vocabulary, and foundational phonics through interactive activities such as play, songs, poems, and projects. Grammar structures are introduced through engaging storytelling, reading, and writing, or TPRS (Teaching Proficiency through Reading and Storytelling). Daily practice of basic conversation helps students build confidence in speaking. Additionally, students learn about and celebrate the Spanish-speaking countries that are part of our school community. The "Five Cs" of Foreign Language learning—Communication, Cultures, Connections, Comparisons, and Communities—are integrated into the curriculum to enhance their learning experience.

Spanish 6th Grade

What can I learn by exploring a new language and different cultures?

Sixth-grade Spanish is a semester-long course that introduces students to the Spanish language through song, art, and conversation. The goal of the course is to give all students a glimpse of what they will continue to study and build on should they choose to take Spanish as their foreign language option for both 7th and 8th grades. They will be working with a variety of basic grammar and vocabulary concepts such as introducing yourself; talking about interests, likes and dislikes; discussing the weather and seasons; elaborating about your school and much more! Students will be actively involved in the learning process, and by the end of the course, they will grow in comprehension, confidence and enthusiasm to use Spanish in their daily life, as well as begin to gain awareness for and appreciation of the Spanish-speaking world.

Spanish 7th Grade (IA)

Why don't I just need Google Translate?

Seventh-grade Spanish is a year-long course in which we will be learning foundational Spanish vocabulary and grammar structures with a focus on developing strong reading, writing, listening and speaking skills in Spanish. The students will work to communicate authentically when meeting individuals who speak Spanish, and share information about who they are, what interests they have, tell time, describe their classes and school, talk about foods and drinks, describe their family, elaborate on shopping and clothing and more. The class follows the natural acquisition process and incorporates the "Five Cs" of Foreign Language learning into instruction: Communication, Cultures, Connections, Comparisons and Communities. Cultural projects will be interwoven into the curriculum as well, as students explore and present information

on famous Spanish-speaking people and notable holidays. Overall, the students will gain confidence in their understanding of the Spanish language and cultivate a broader cultural awareness.

Required Texts:
Vargas Bonilla, Alejandro. *¡Qué chévere! 1.* 2020. EMC Publishing.
Fajardo, Karin D. *¡Qué chévere! 1-Workbook.* 2020. EMC Publishing.

Spanish 8th Grade (IB)
Why don't I just need Google Translate?

Eighth-grade Spanish is a year-long course in which we will be continuing to learn foundational Spanish vocabulary and grammar structures with a focus on developing strong reading, writing, listening and speaking skills in Spanish. Students will begin the year reviewing key information studied in Spanish IA, and then jump into learning new material such as describing their home, places around the city, talking about chores they do, planning parties and celebrations, playing sports and how to stay healthy, elaborating about leisure activities they enjoy, describing their daily routine, as well as elaborating about vacations and bargaining for souvenirs. They also will begin expressing in the past tense and using reflexive verbs in addition to the present tense. Cultural projects will be interwoven into the curriculum as well, as students explore and present information on notable celebrations and destinations all over the Spanish-speaking world.

Required Texts: (returning students use the same texts from 7th grade)
Vargas Bonilla, Alejandro. *¡Qué chévere! 1.* 2020. EMC Publishing.
Fajardo, Karin D. *¡Qué chévere! 1-Workbook.* 2020. EMC Publishing.

Prerequisite: Second semester grade of C or higher in Spanish 7.

Upper School Spanish I
Why don't I just need Google Translate?

Spanish I is a year-long course in which students will be learning the basics of Spanish vocabulary and grammar structures with a focus on the present tense and developing strong reading, writing, listening and speaking skills in Spanish. The class follows the natural acquisition process and incorporates the “Five Cs” of Foreign Language learning into instruction: Communication, Cultures, Connections, Comparisons and Communities. No prior experience with the Spanish language is needed, as this is a beginner-level class. However, the pacing of the class will be fairly swift, as the goal is to complete most of the text. Overall, the students will be given the opportunity to establish a very strong grasp of the Spanish language and cultivate a broad cultural awareness.

Required Texts:
Vargas Bonilla, Alejandro. *¡Qué Chévere! 1.* 2020. EMC Publishing.
Fajardo, Karin D. *¡Qué Chévere! 1 - Workbook.* 2020. EMC Publishing.

Upper School Spanish II

How can I improve intelligence, culture, health, and job opportunities by learning Spanish?

Spanish II is a year-long course in which students continue learning the basics of Spanish vocabulary and grammar structures with a focus on the past tenses. Upon finishing the course, students are expected to demonstrate proficiency in discussing daily activities, telling others what to do/giving orders, asking for and giving information, expressing doubt/uncertainty, describing actions in progress and telling stories in the past. Students will learn to be more culturally competent in basic etiquette for greetings and leave-takings. Students will demonstrate increasing control and fluency of vocabulary. Finally, students will increase their knowledge and understanding of culture through discussions and activities that compare their own culture to those of cultures of the Spanish-speaking world.

Required Texts:

Vargas Bonilla, Alejandro: *¡Qué Chévere! 2*. 2020. EMC Publishing.
Fajardo, Karin D: *¡Qué Chévere! 2 - Workbook*. 2020. EMC Publishing.

Prerequisite: Second semester grade of C or higher in Spanish I.

Upper School Spanish III/Honors Spanish III

How can I improve intelligence, culture, health, and job opportunities by learning Spanish?

In this Spanish 3/Pre AP Spanish combined class we will be continuing to learn a great variety of more advanced Spanish vocabulary and grammar structures with a focus on strengthening reading, writing, listening and speaking skills in Spanish. In addition, this class will touch on culture including customs, music, art, historical figures, food and much more. This is a fast-paced class designed to challenge each individual learner. Class will be conducted almost entirely in Spanish and the expectation for students is to work to communicate in Spanish as much as possible. Students will build their vocabulary not only through learning words listed in each chapter of their textbook but also through songs, films and readings. Pre-AP Spanish is also meant to prepare students to take AP Spanish Language and/or Literature classes. Therefore, students working at this level will have a larger load of practice and assignments during class time and also for homework and will review on their own additional grammar lessons. Furthermore, expectations for assignments and assessments are higher for Pre-AP students.

Required Texts:

Vargas Bonilla, Alejandro. *¡Qué Chévere! 3.* 2020. EMC Publishing.
Fajardo, Karin D. *¡Qué Chévere! 3 - Workbook.* 2020. EMC Publishing.

Spanish III Prerequisite: Second semester grade of C or higher in Spanish II.
Honors Spanish III Prerequisite: Meet Sage Ridge placement criteria for honors.

AP Spanish Language and Culture

How can I improve intelligence, culture, health, and job opportunities by learning Spanish?

The AP Spanish Language and Culture course is designed to help students be successful in advancing their abilities to communicate in Spanish, and more specifically to acquire the skills and knowledge needed to do well on the AP Spanish Language and Culture Examination. The program provides a solid framework for students to develop language skills through the analysis and discussion of engaging and culturally-relevant texts. Students will be taught to think critically about and express their opinions on contemporary issues in a global context, gaining insights as they compare and contrast Spanish-speaking cultures with their own. The course will integrate authentic readings, audio and films organized around the themes of the AP Spanish Language and Culture examination. These themes consist of: families and communities, science and technology, beauty and aesthetics, contemporary life, personal and public identities and global challenges.

Required Texts:
Draggett, P. et al. *Temas: AP Spanish Language and Culture.* Vista Higher Learning. 2020.
Frisancho, J. et al. *AP Spanish Language and Culture Exam Preparation.* Vista Higher Learning. 2020.
Textbook and SuperSite license required.

Prerequisite: Meet Sage Ridge placement criteria for honors, Spanish III/Honors Spanish III class

Upper School Spanish Literature
How can I improve intelligence, culture, health, and job opportunities by learning Spanish?

This is a year-long course and an advanced survey of Iberian and Latin American literature. The course will explore the many sub-cultures of the Spanish-speaking world via reading short stories, poetry, and journalism. Throughout this survey the course will utilize cultural studies as a point of departure for regular discussion, reading, viewing and listening on cultural production of a given region or country. We will use a communicative approach employing skills learned in past courses including: reading, listening, speaking and writing. Student interactions with literature will review and expand a thorough understanding of Spanish grammar, vocabulary and culture.

Required Texts:
Diaz, J.M. & Nadel, M. F. *Abriendo Paso: Lectura.* Pearson Education. 2012.

Prerequisite: Second semester grade of C or higher in Spanish III, Honors Spanish III, or AP Spanish.

LATIN

Latin 6th Grade
Why learn Latin?

During this semester-long introduction, students will not only learn some of the Latin language, they will also explore this big question and focus on the relationship which Latin has with our modern world. They will accomplish this goal by studying the influence of Latin on such things as law, culture, medicine, myths, and society in general. While studying the influence of Latin, students will gain a rudimentary knowledge of the language itself and how it functions. The Latin language permeates all facets of modern life and is an essential tool for an active, engaged member of modern society. By the end of the semester, students will have the background they need to make an informed decision to study Latin in 7th and 8th grade.

Latin 7th Grade (1A)

How does studying Latin unlock history, culture, and connections?

Students in this course will focus on developing Latin reading comprehension, the key skill they need to be able to enjoy texts written by the Romans (and other speakers of Latin). They will study grammar and sentence structures through the lens of comprehension - grammar as a support for understanding the meaning of language. Specific language skills studied in Latin 1A include present, perfect and imperfect tense use; forms of irregular verbs; and the use of three of the six Latin noun cases. Through their readings, students will also explore a variety of topics dealing with daily life in the Roman world in the 1st century CE. Successful completion of this course prepares students for Latin 1B.

Required Texts:

Suburani: A Latin Reading Course (Book 1). Hands Up Education, 2020.

Latin 8th Grade (1B)

How does studying Latin unlock history, culture, and connections?

Students in this course continue to focus on developing Latin reading comprehension, the key skill they need to be able to enjoy texts written by the Romans (and other speakers of Latin). They will study grammar and sentence structures of increasing complexity through the lens of comprehension - grammar as a support for understanding the meaning of language. Specific language skills studied in Latin 1B include: the future tense; the remaining three Latin noun cases; relative clauses; and indirect statements. Through their readings, students will continue to explore a variety of topics dealing with daily life in the Roman world in the 1st century CE. Successful completion of this course prepares students for Upper School Latin II.

Required Texts:

Suburani: A Latin Reading Course (Book 1). Hands Up Education, 2020.

Prerequisite: Second semester grade of C or higher in 7th grade Latin.

Upper School Latin I

How does studying Latin unlock history, culture, and connections?

Students in this course will focus on developing Latin reading comprehension, the key skill they need to be able to enjoy texts written by the Romans (and other speakers of Latin). They will study grammar and sentence structures of increasing complexity through the lens of comprehension - grammar as a support for understanding the meaning of language. Specific language skills studied in Latin I include present, perfect, future and imperfect tense use; forms of irregular verbs; the six Latin noun cases; relative clauses; and indirect statements. Through their readings, students will also explore a variety of topics dealing with daily life in the Roman world in the 1st century CE.

Required Texts:
Suburani: A Latin Reading Course (Book 1). Hands Up Education, 2020.

Upper School Latin II
How do languages make meaning?

Students in this course will focus on continuing to develop Latin reading comprehension, the key skill they need to be able to enjoy texts written by the Romans (and other speakers of Latin). They will study grammar and sentence structures of advanced complexity through the lens of comprehension - grammar as a support for understanding the meaning of language. Specific language skills studied in Latin II include: the pluperfect tense; infinitives and participles, including the ablative absolute construction; the passive voice; fourth and fifth declension nouns; and several types of subjunctive subordinate clauses. Through their readings, students will also explore a variety of topics dealing with daily life in the Roman world in the 1st century CE and focus on making connections to the modern world.

Required Texts:
Suburani: A Latin Reading Course (Book 2). Hands Up Education, 2021.

Prerequisite: Second semester grade of C or higher in Latin I.

Upper School Latin III/Honors Latin III
How do languages make meaning?

All students in this combined Latin III/Honors Latin III class will transition from reading Latin primarily from textbooks and other adapted sources to reading Latin as the Romans wrote it, both poetry and prose. They will complete their studies of advanced Latin grammar and sentence structures and continue to focus on how grammar can help them understand language. Similarly, they will begin to study literary and rhetorical devices, including meter, and strive to understand how these features contribute to the richness and complexity of Latin literature. Gaining familiarity and ease with the language features of both prose and poetry will help prepare students for either AP Latin or Latin Literature. Honors-level Latin III is particularly meant to prepare students to take AP Latin. Therefore, students working at this level will have a larger load of practice and assignments during class time and as homework, in addition to higher expectations on assignments and assessments.

Required Texts:
Suburani: A Latin Reading Course (Book 2). Hands Up Education, 2021.
Suburani: A Latin Reading Course (Book 3). Hands Up Education, 2024.
Colakis, Marianthe and DuBose, Gaylan. *Excelability in Advanced Latin: A Workbook for Students*.

Latin III Prerequisite: Second semester grade of C or higher in Latin II.
Honors Latin III Prerequisite: Meet Sage Ridge placement criteria for honors.

Upper School AP Latin
How do languages make meaning?

The AP Latin curriculum is designed with a focus on both prose and poetry, through two authors: Pliny the Younger and Virgil. Students will read selections of Pliny's *Letters* and Virgil's *Aeneid* in the original Latin, as well as a selection of other prose and poetry writers selected by the instructor. They will analyze, discuss, and write about Latin literature, and complete a required AP project based on texts selected by the College Board. Their understanding of the Latin they read will incorporate language (ie, the ability to explain the grammar of what they read), literary effect (ie, word choice, rhetorical devices, meter, and so on) and historical context. They will also review grammar and vocabulary to prepare for the AP Latin exam.

Required Texts:
Carlon, Jacqueline M. *Pliny: 20 Letters and Suggested Companion Texts*. Bolchazy, 2025
Boyd, Barbara Weiden. *Vergil: Selections and Suggested Companion Texts.* Bolchazy, 2025

Prerequisite: Meet Sage Ridge placement criteria for honors/AP

Upper School Latin Literature
How do languages make meaning?

The purpose of this advanced reading course is to allow students an opportunity to apply the years of effort that they have put into learning Latin towards reading original and unadapted works. There are no set authors for this course and the material to be covered each year will be established by discussion between the students and the instructor to ensure the material chosen is of interest to students. The goal of this course, whatever the chosen author(s) and reading(s), is to improve students' reading fluency in unadapted Latin, to further their familiarity with the literary qualities of Latin literature, and to enhance their understanding of the Roman world through extensive engagement with a Roman writer or writers.

Required Texts:
Colakis, Marianthe and DuBose, Gaylan. *Excelability in Advanced Latin: A Workbook for Students*.
Traupman, John C. *The Bantam New College Latin & English Dictionary*.

Prerequisite: Second semester grade of C or higher in Latin III, Honors Latin III, or AP.

The History Department Curriculum

The Sage Ridge School History Department provides students with opportunities to examine past and contemporary events, civilizations, and personalities from around the world and then to consider how these events, key ideas, and people have shaped the world today. The History Department course of study addresses topics with a sensitivity to the past in order to help students better understand the present while preparing to cope with the challenges of the future. Beginning in Grade 5, students work with primary sources and learn to think historically as they examine the words, images, and materials of the past. Students in all Lower, Middle and Upper School grades learn that understanding and writing about history is a work of exploration, and they are encouraged to ask questions and examine sources to find answers.

Our curriculum spans a wealth of periods and topics such as geography, world and U.S. history. Our teachers layer content so students can acquire historical information from multiple perspectives. Sage Ridge seniors participate in a yearlong seminar-style discussion class where they are exposed to scholarly articles and award-winning monographs that help them make connections with the wider world of government and international affairs as well as develop an understanding of contemporary issues. The course also incorporates a rigorous writing component where students hone their skills in preparation for college courses. Our Senior Seminar is designed to be a bridge course between high school and college. Offering this type of a unique developmental course sets us apart as a college preparatory school. What we do is unique as our teachers use a wide array of teaching modes to bring the excitement of the past into the classroom. Students engage in class discussions, interactive lectures, hands-on activities, role-playing, and one-on-one feedback sessions with teachers. They learn by closely reading texts, doing guided research, preparing presentations, and writing on a regular basis.

With the goal of interdisciplinary interactions, the History Department works closely with the English Department to create a rich humanities program with a vertically aligned grades 3–12 research and writing sequence. Our goal is to graduate students who are knowledgeable about history and who have the well developed research and writing skills necessary for college success.

History 3: Movement Around the World

What makes a community?
How do geography and natural resources impact the way people live?
Why do people migrate, and how does migration affect communities?

In third grade social studies, students explore key concepts such as communities, economics, migration, and historical figures. They learn how communities function, focusing on the roles of producers and consumers and understanding basic economic principles like trade and resources. Students study why people migrate and how migration impacts both individuals and communities. They also explore the lives of historical

figures, examining how their actions have shaped the world. Additionally, students investigate the continents, learning about geography, cultures, and the diverse ways people live around the globe. These topics help students build a strong foundation in history, economics, and geography while fostering an understanding of their role in the world.

History 4: Nevada State History

How have Native American cultures and traditions shaped Nevada's history and identity?
Why did people come to Nevada, and how did their arrival impact the land and communities?
How has Nevada's geography and natural resources influenced its history and economy?
What role has Nevada played in the history of the United States?

Students will explore Nevada's history, geography, economics, and civics by examining the people, places, and environment that shaped the state. They will develop historical thinking skills to understand how geography, natural resources, and significant events like Westward Expansion and mining influenced Nevada's development. Students will learn about Native American groups, early settlers, and the role of conflict, cooperation, and compromise in shaping Nevada's identity. The course will also explore how Nevada's environment and resources continue to sustain its communities and contribute to life in the state today.

Required Texts:

BeDunnah, Garry P. *Nevada Our Home, 2006*

History 5: A History of the Early United States

How did the cultural practices, lifestyles, and environments of early Native American groups in the Americas compare and contrast with one another?
What factors motivated European exploration and colonization in the Americas, and how did this shape the development of the Thirteen Colonies?
How do the geographical, cultural, and economic characteristics of the regions of the United States shape their identities?

Through the use of a standard history text, primary sources, and visual aids, students engage with history and learn through discussion and activities. They will learn how the indigenous people of North America developed different cultures in response to the environment they settled in. Students will learn how Europeans explored and colonized the Americas in their quest for land, wealth and power. Students will explore the settlement of colonial North America that became the thirteen English colonies. They will understand reasons why the English colonies declared independence in response to changes in British economic and governmental policies. Students will understand that a new constitution was written to create a stronger federal government after the Articles of Confederation proved to be too weak. Additionally, to add relevance to events of the past, students will study current events in search of connections to the present and future.

Required Texts:

Oliver, Dr. Andrea. *A History of the United States: Chapters 1-5.*

National Geographic Kids United States Atlas, September 2020, 6th Edition

History 6: World Geography

How does our location affect how we live?
What is my role as a global citizen?

History 6: World Geography introduces students to the wonders of the Earth and its over 8 billion inhabitants. Students explore the interactions between Earth's physical features and cultures that have taken root upon its motley surface. Students become geographers, reading informational texts, studying maps, decoding charts and tables, studying other primary and secondary sources, and writing to explain observable patterns throughout history. As a result of this work, students learn the process of finding answers to questions about the world. Additionally, students engage with the research process, adhering to MLA style, as they complete the Grade 6 Country Project. In this course, students learn note-taking skills and practice synthesizing the information that they collect.

Required Texts:

Discovery Education Techbook: World Geography and Cultures
Hatala, Mark. *MLA Made Easy: Your Concise Guide to the 9th Edition.*

History 7: Ancient World History

How do cultural circumstances shape thinking and impact society in different civilizations?
What factors contributed to the growth and development of civilizations and societies throughout history?
How did early civilizations interact with one another?
What did early civilizations have in common and how did they differ?

The goal for this course is to familiarize the student with a fundamental body of history, ideas, and concepts that form the basis for understanding the world in which we live. The course begins with the study of the Neolithic Revolution and its impact on the development of humanity. Units include River Valley Civilizations, Mesopotamians, Greece, Rome, China, India, the Islamic world, and world religions. Students explore cultures from all over the world, and work to understand their similarities and differences. Students learn to think historically by reading and analyzing primary and secondary sources, synthesizing historical arguments supported with illustrative examples, and conceptualizing day-to-day life in historical periods. They use these skills to write thesis-driven essays, create analytical projects, and become successful test-takers.

Summer Reading:

Coelho, Paulo. *The Alchemist*

Required Texts:

Discovery Education Techbook: 7th Grade History, *World History (Prehistory - Present)*

History 8 United States History

How do historians craft and defend interpretations of the past?
What are the tenets of our constitutional republic?
What are the rights and responsibilities of citizens?
How have different groups of people contributed to our understanding of what it means to be an American?

Eighth-grade United States History begins with a study of the American Revolution and the formation of the US government. Students then learn about the political debates of the early republic, how the market revolution reshaped the American economy, the tensions that led to the Civil War, and the attempts to put the country back together again during Reconstruction. Over the course of the year, students will do the work of historians, investigating both primary and secondary sources to form their own opinions on a series of historical questions debated by scholars to this day. Students prepare for their high school career by learning to annotate sources, plan and write essays, engage in classroom discussions and debates, and by the end of the year, conduct their own research.

Summer Reading:
Anderson, Laurie Halse. *Chains: The Seeds of America Trilogy*

Required Texts:
Discovery Education Techbook: 8th Grade History, *United States History (Prehistory-Reconstruction)*
Hacker, Diana and Nancy Sommers. *A Pocket-Style Manual, 10th Edition.*

<u>World History and Religions to 1400 (Grade 9)</u>
What are different reasons and ways people have recorded the past?
How have people in different societies understood the world and their place in it?
What affects stability and instability in a society?

This course covers world history from human origins to the beginning of the modern era. Students study the major world civilizations of the Ancient Near East and Mediterranean, India, China, Africa, the Americas, Europe, the Islamic world, and Central Asia. Students develop a narrative understanding of world events and civilizations during this time period, as well as knowledge of the major religious traditions. Throughout the course students consider similarities and differences in social and political organization, artistic traditions, economic activity, philosophies and worldviews. Students practice the study of History as an inquiry-driven field, and engage with real historical questions that are debated by historians of various time periods and civilizations. They continue to use the basic methodology of assessing primary sources, and are introduced to disciplines that are useful in historical inquiry such as Archaeology and Art History. Research is an important component of the course, and students practice finding and assessing sources, using MLA citations, and incorporating primary and secondary sources into their work. Argumentative, thesis-driven writing is emphasized throughout as the medium by which students engage with the work of other historians.

Summer Reading: Hammer, Joshua. *The Mesopotamian Riddle: an Archaeologist, a Clergyman, a Soldier and the Race to Decipher the World's Oldest Writing*

Required Texts:
Hacker, Diana and Nancy Sommers. *A Pocket-Style Manual, 10th Edition.*
Stephen Mitchell (tr). *The Bhagavad Gita*
This course uses the free online version of OpenStax *World History Vol. 1: to 1500*. Students may purchase the print edition if they wish, but this is not required.

College Prep Modern World History (Grade 10)
What is modernity, and how should its story be told?
What challenges, new and old, does the contemporary world face?

College Prep Modern World History covers world history from ca. 1400 to the present day, and is intended as the second part in the World History sequence, following World History and Religions to 1400. Students focus on various cultures, civilizations, and regions throughout this time period, with particular focus on East Asia, South Asia, the Islamic world, sub-Saharan Africa, Europe, and Latin America. Themes that recur throughout the course are economic development, environmental challenges, the interplay of nation and empire, art history, and European intellectual history. This course builds on and progresses the skills begun in ninth grade in research, use of primary and secondary sources, assessment of historical arguments, writing thesis-driven pieces, and citation in MLA format. This class is run in conjunction with Honors Modern World History.

Summer Reading: Brook, Timothy. *Vermeer's Hat*.

Required Texts:
Hacker, Diana and Nancy Sommers. *A Pocket-Style Manual, 10th Edition.*
Spence, Jonathan D. *The Death of Woman Wang*
Blaisdell, Bob (ed). *The Communist Manifesto and Other Revolutionary Writings*.
Kapuscinski, Ryszard. *Shah of Shahs*
This course uses the free online version of OpenStax *World History Vol. 2: from 1400*. Students may purchase the print edition if they wish, but this is not required.

Honors Modern World History (Grade 10)
What is modernity, and how should its story be told?
What challenges, new and old, does the contemporary world face?

Honors Modern World History covers world history from ca. 1400 to the present day, and is intended as the second part in the World History sequence, following World History and Religions to 1400. Students focus on various cultures, civilizations, and regions throughout this time period, with particular focus on East Asia, South Asia, the Islamic world, sub-Saharan Africa, Europe, and Latin America. Themes that recur throughout the course are economic development, environmental challenges, the interplay of nation and empire, art history, and European intellectual history. This course builds on and progresses the skills begun in ninth grade in research, use of primary and secondary sources, assessment of historical arguments, writing

thesis-driven pieces, and citation in MLA format. The Honors version of this course is designed to have students engage in a more advanced way with the historiography of world history, as well as building a deeper knowledge base that helps to answer the course's guiding questions. Students can expect additional short readings for each unit, as well as more rigorous standards for research projects and assessments than the College Prep course.

Summer Reading: Brook, Timothy. *Vermeer's Hat*.

Required Texts:
Hacker, Diana and Nancy Sommers. *A Pocket-Style Manual, 10th Edition.*
Spence, Jonathan D. *The Death of Woman Wang.*
Blaisdell, Bob (ed). *The Communist Manifesto and Other Revolutionary Writings*.
Kapuscinski, Ryszard. *Shah of Shahs.*
This course uses the free online version of OpenStax *World History Vol. 2: from 1400*. Students may purchase the print edition if they wish, but this is not required.

AP World History: Modern (Grade 10)
How have people throughout history dealt with change?
How do culture and perspective influence opinions and views?
How are people across the world interconnected?

The Advanced Placement World History: Modern course covers world history from 1200 AD to present and prepares students to take the AP exam. Students will analyze primary and secondary sources to develop historical arguments and understand the events, individuals, developments, and processes that have shaped modern world history. Students will make historical connections to trace continuity and change over time, and craft historical arguments with illustrative examples to support their thesis. The course is divided into six themes which will allow students to gain a more nuanced understanding of the world's development: humans and the environment, cultural developments in different times and places, governance, economic systems, social interactions and organization, and technology and innovation.

Summer Reading: Eco, Umberto. *The Name of the Rose*

Required Text: Pollard, Elizabeth, Clifford Rosenberg, and Robert Tignor. *Worlds Together, Worlds Apart, AP Edition. 2nd edition.*

AP Human Geography (Grades 9-10)
What are the characteristics of different urban forms and patterns of settlement?
What are the geographic patterns of resource distribution and their implications for human societies?
How do migration patterns impact the distribution of people and cultural landscapes?
What does it mean to be a global citizen?

Advanced Placement Human Geography is an introductory college-level course. Over the course of the year, students explore economic, cultural, political, and urban geography. Emphasis is placed on students developing geoliteracy, learning how to use maps, tables, charts, satellite images, photographs, and other geospatial technologies to investigate the world around them. Students use these skills to examine contemporary global issues, including population change, economic development, globalization, decolonization, environmental change, and political conflicts. By the end of the year, students will have a deeper understanding of the issues the world will confront as they enter adulthood and their role as global citizens.

Summer Reading: Satrapi, Marjane. *Persepolis: The Story of a Childhood*. Pantheon, 2003.

Required Texts:
Hildebrandt, Barbara, Max Lu, Kenneth Kellter, and Roderick P. Nuemann. *Human Geography for the AP® Course*. First edition.
Palmer, David. *Advanced Placement Human Geography* 2nd Edition.

College Prep and Honors United States History (Grade 11)
How do historians conduct independent research?
How have different understandings of liberty and freedom emerged across time and place?
How does America's past continue to shape its present?

College Prep and Honors United States History covers American history from pre-contact through the twentieth century. Over the course of the year, students explore how different groups have understood the meaning of liberty and freedom across time and space. Students prepare for college by not only learning about history, but developing the tools to form their own conclusions about the past. From corroborating multiple primary and secondary sources to conducting independent research on a historical topic of their choice, students are encouraged to take ownership of both the material and their education. Students who elect to take the Honors version of the course will be challenged with additional primary and secondary readings, encouraging them to delve deeper into particular subjects. Honors students will also be required to complete more rigorous independent research, including a deeper analysis of how their research contributes to the existing historiography of their chosen subject.

Summer Reading:
Buccola, Nicholas. *The Political Thought of Frederick Douglass: In Pursuit of American Liberty*

Required Texts:
Foner, Eric. *Give Me Liberty! An American History,* Volumes 1 & 2*,* Seagul 6th Edition.
Hacker, Diana and Nancy Sommers. A Pocket-Style Manual, 10th Edition.

AP United States History (Grade 11)
Where can we see changes in trends and patterns in American history over time?
How do changes in American society, government, economics, and international relations occur?

Can individuals create social or political change?

The Advanced Placement United States History course covers American history from pre-contact to the present and prepares students to take the AP exam. Students will analyze primary and secondary sources to develop historical arguments and understand the events and factors that shaped the United States. Students will make historical connections to trace continuity and change over time in American history. The course is divided into eight themes which will allow students to gain a more nuanced understanding of America's development: social structures, American and national identity, American and regional culture, America in the world, politics and power, migration and settlement, geography and the environment, and work, exchange, and technology.

Summer Reading: Morgan, Edmund S. *American Slavery, American Freedom*.

Required Text: Stacy, Jason, and Ellington, Matthew, J. *Fabric of a Nation: A Brief History with Skills and Sources.*

AP United States Government and Politics - (Grades 10-12)

What are the foundational beliefs of American democracy?
How does the United States political system operate?
What are the rights and responsibilities of US citizens?

Advanced Placement U.S. Government and Politics is a non-partisan, introductory college-level course in the United States political system. Students begin by investigating the origins of American democracy. Then, students examine politics today, including the interactions between the branches of government, civil liberties and civil rights, political ideologies and beliefs, and political participation. Throughout the course, students explore how the following themes have shaped the US political system: constitutionalism, liberty and order, civic participation, competing policymaking interests, and methods of political analysis. Students are encouraged to both learn about politics and engage in the political system by analyzing news sources, participating in rigorous academic debate surrounding contemporary events, and completing an applied civics project.

Required Texts:

Abernathy, Scott and Karen Waples. *American Government: Stories of a Nation*. Second Edition.
Abernathy, Scott and Karen Waples. *Document Reader for American Government: Stories of a Nation: For the AP® Course.* First edition.
Hatala, Mark. *MLA Made Easy: Your Concise Guide to the 9th Edition.*

CP History Capstone

What does it mean to be a citizen of a democratic society?
What is a life well-lived?

The History Capstone is a two-semester, college-level course which together with the Senior Thesis project marks the culmination of the Sage Ridge humanities sequence. It is therefore rigorous and demands close attention, academic discipline, and intellectual courage. This course asks students to examine the historical and cultural genesis of beliefs about the individual, society, and government that form the basis of American society. The readings explore the tradition, beginning with Socrates, of critically examining oneself and one's beliefs in the pursuit of self-realization, and the resulting conversation from antiquity to the present day about how—and whether—society and government can be structured to best facilitate this pursuit. The relationship between the individual and society, the role of discourse, and contemporary discussions about identity, history, and belonging will be considered in this extended discussion on ethics and citizenship. This class is run in conjunction with Honors History Capstone.

Summer Reading: Paxton, Robert O. *The Anatomy of Fascism*.

Required Texts:
Plato. *The Republic*.
Locke, John. *Second Treatise of Government and a Letter Concerning Toleration.*
Levitsky, Steven and Daniel Ziblatt. *How Democracies Die.*
Booth, Wayne et. al. *The Craft of Research* (used for Senior Thesis).
Graff, Gerald and Kathy Birkenstien. *They Say, I Say* (used for Senior Thesis).

Honors History Capstone
What does it mean to be a citizen of a democratic society?
What is a life well-lived?

Honors History Capstone is a two-semester, college-level course which together with the Senior Thesis project marks the culmination of the Sage Ridge humanities sequence. It is therefore rigorous and demands close attention, academic discipline, and intellectual courage. This course asks students to examine the historical and cultural genesis of beliefs about the individual, society, and government that form the basis of American society. The readings explore the tradition, beginning with Socrates, of critically examining oneself and one's beliefs in the pursuit of self-realization, and the resulting conversation from antiquity to the present day about how—and whether—society and government can be structured to best facilitate this pursuit. The relationship between the individual and society, the role of discourse, and contemporary discussions about identity, history, and belonging will be considered in this extended discussion on ethics and citizenship. This class is run in conjunction with College Prep History Capstone, and will require additional readings addressing contemporary discussions of our readings, as well as additional source and length requirements for larger assignments.

Summer Reading: Paxton, Robert O. *The Anatomy of Fascism*

Required Texts:
Plato. *The Republic*.
Locke, John. *Second Treatise of Government and a Letter Concerning Toleration.*

Levitsky, Steven and Daniel Ziblatt. *How Democracies Die.*
Booth, Wayne et. al. *The Craft of Research* (used for Senior Thesis).
Graff, Gerald and Kathy Birkenstien. *They Say, I Say* (used for Senior Thesis).

The Mathematics Department Curriculum

The Mathematics Department of Sage Ridge School understands its mission to meld both the college preparatory part of mathematics and the personal understanding of logic as a tool to see and understand the world. Whether a student plans on majoring in mathematics in college or is taking it to fulfill a requirement, the philosophy is the same. Students leave equipped to successfully take mathematics in college and use logic to problem solve.

Mathematics opens doors for everyone, regardless of where they end their mathematics education. The primary goal of any college preparatory mathematics department is to produce the greatest number of students who have the potential and interest to pursue advanced academic learning in mathematics and related fields, and students who are able to use mathematics within non-math fields. As part of this, all students must start college prepared for any mathematics courses necessary to their chosen field of study. That goal starts with student mastery of mathematics while still in high school. The final outcome for the students will be the broadest possible range of career choices after college. The goal of mathematics education is to open up doors for the learner that would not be open otherwise.

On an individual level, when students delve deeply into mathematics, they gain knowledge of and experience with pure reasoning. Later, they learn to connect logic to the greater world. Mathematics starts with principles and concepts. Everyone must be able to find the sum of two and three before they can see more, but the sum is only the start. An adult, through experiences with numbers, sees the logic behind the sums. Two plus three does not equal five because an elementary teacher said so, but because it is an intrinsic part of this world where two plus three always equals five. The power of mathematics comes from the link between pure mathematical reasoning and how it underlies everything. Mathematics is a concise way of symbolizing the world. It takes things that appear disparate and shows them as the same. Mathematics is a beautifully simple way to model the ways in which the world works. Learning mathematics teaches the student logic, which later translates to understanding the world more fully, more simply and more beautifully.

Math 3
How do we better represent the word through mathematical symbols?
How do I learn mathematics?

Through direct instruction, games, activities, and discovery students will learn to read, write, and count numbers to 10,000 in standard form, expanded form, and word form. They will learn multiplication (with and without regrouping) and division, how to use (read and illustrate) bar models for all four operations, fractions as part of a whole, equivalent fractions, and how to compare fractions. Students will also learn metric and standard measurements, area and perimeter, converting time with hours and minutes and elapsed time, graphs and line plots, as well as lines, angles, and two-dimensional figures, and more.

Required Texts:
Cavendish, Marshall. *Math in Focus* (Student Edition & Extra Practice/Homework 3A & 3B).

Math 4
Why is it important to ask questions?
What do mistakes teach us?
How can I prove my answers are correct?

Fourth-grade mathematics will require students to have strong addition, subtraction, multiplication, and division skills. However, students will be supported at their level. In fourth grade, students will further develop their multiplication and division skills, data, graphing and probability, decimals, geometry, symmetry, and tessellations. Lessons will provide students with direct instruction with examples, hands-on activities, explorations, and enrichment work to further challenge students. Through quick checks, review assessments, and cumulative reviews, students will be supported throughout the year to become knowledgeable math students. Students will be required to show all work and check all work on math assignments and homework, with the exception of mental math exercises. Students will be expected to complete math homework most nights.

Required Texts: Cavendish, Marshall. *Math in Focus* (Student Edition & Extra Practice/Homework 4A & 4B).

Math 5
How do we represent partial values in our world?
How do we contextualize our answers for meaning?

The fifth-grade math course consists of a review of mathematical operations and transitions to algebraic thinking. Students build a solid understanding of the base-ten system, place value and number sense. Topics covered in the course include operations, fractions, decimals, measurement, and graphing. Students are introduced to basic algebra, geometry, ratios, percentages, and probability. Critical thinking, mathematical vocabulary, and problem-solving are integrated throughout the year. Students are required to show all work in math assignments, with the exception of lessons focused on mental math.

Required Texts:
Cavendish, Marshall. *Math in Focus* (Student Edition & Extra Practice/Homework 5A & 5B).

Math 6

How should things be compared?
Are there absolutes that can be stated?

This course asks students to approach mathematical thinking from a concrete, a pictorial, and an abstract perspective. The four main topics covered include ratios and proportions, number systems, algebra, and statistics. Students will learn the "why" and the "how" through instruction, hands-on activities, and problem-solving. Mastery of Math 6 concepts set students up for success in future, higher-level courses.

Required Texts:
Cavendish, Marshall. *Math in Focus* (Course 1A and Course 1B).

Pre-Algebra
What is the foundation of algebra?

This course sets students up for mastery of Algebra and success in future mathematics courses. In Pre-Algebra, students will begin to solve multi-step equations and inequalities. Students will also be introduced to operations with negative integers and exponents. Students will also be exposed to geometry topics. Students will work with the distributive property, probability, exponents, square roots, and measurement, area, and volume.

Required Texts:
Larson et. al. *Pre-Algebra,* Holt McDougal 2012.

Algebra I
What is a good way to model the real world mathematically?
When is a line not enough? Then what do we do?

This class leads students into the college preparatory mathematics sequence, which culminates with Trigonometry, Advanced Placement Calculus or other advanced math classes. While aligned with the Common Core State Standards for Algebra I, this course extends beyond standard expectations, emphasizing mathematical reasoning, creative problem-solving, and a deeper understanding of algebraic concepts. Students learn to use symbols and sets; variables and open sentences; solve equations and systems of linear equations; solve linear inequalities and systems of linear inequalities; use exponents, polynomials and factoring; solve quadratic equations and functions; and explore probability and statistics. The course emphasizes numerical, analytical and graphical approaches to problem solving. Students in this class solidify and expand upon skills learned in preliminary math classes, and are expected to comfortably utilize mathematical symbols, translate words into mathematical statements, perform operations on real numbers and polynomials, use and manipulate fractions, use functional notation, solve linear and quadratic equations and inequalities.

Prerequisite: C or higher in second semester Pre-Algebra

Required Text: Larson et al. *Algebra I* (Common Core Edition)

Formal Geometry

What are the relationships in our world that can be modeled in a two- or three-dimensional space? How can we use these models?

The geometry course capitalizes on one year of preparatory algebra. This foundation allows for an exploration of Euclidean and non-Euclidean topics, triangle and unit circle trigonometry, vectors and logic. The course content follows the guidelines set forth by Common Core State Standards for Geometry. The class emphasizes the understanding and interrelationship of geometric and algebraic concept vocabulary and theorems. The course begins with necessary introductory vocabulary and continues with algebraic and geometric proofs based on an axiomatic, deductive system. Students learn to complete geometric proofs. Other topics include similar polygons, constructions, the area of plane figures, right angle trigonometry, area and volume of solids, coordinate geometry and transformations. Students have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. Students use the traditional tools of a compass and a straightedge as well as dynamic geometry software (Geogebra) that models these tools to assist in their investigations.

Prerequisite: C or higher in second semester of Algebra I

Required Text: Carter, et al. *Geometry* (Common Core Edition)

College Preparatory Algebra II

Is there more depth to the relationship between the real world and numeric or graphic representations of it?

This course will include advanced topics in algebra and will increase the breadth and depth of understanding of the basic algebraic concepts. It will also build upon the basics of analytic geometry while introducing sequences and series necessary for the student to ultimately progress to trigonometry, calculus, and other advanced math classes. Topics include numerical, analytical and graphical analysis of linear, polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. Applications of these functions to various disciplines are also included in the course.

Prerequisite: C or higher in second semester of Geometry

Required Text: Larson et al. *Algebra 2 (*Common Core Edition)

Honors Algebra II

Is there more depth to the relationship between the real world, and numeric or graphic representations of it?

This course will include advanced topics in algebra and will increase the breadth and depth of understanding of basic algebraic concepts. It will also rely upon the basics of analytic geometry while introducing sequences and series that are necessary for the student to ultimately and sinusoidal functions on to trigonometry, calculus, and other advanced math classes. Topics include numerical, analytical and graphical analysis of linear, polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. Applications of these functions to various disciplines are also included in the course. As an honors course, the material will at times be broader, deeper, or more complex to accommodate the interests of the students.

Prerequisite: Meet Sage Ridge placement criteria for honors

Required Text: Larson et al., *Algebra 2 (*Common Core Edition)

College Preparatory Statistics

How can we use statistics to better understand the form and format of the world around us?
What does the future most likely hold for us?

The course is intended as an introduction to statistical techniques for students who have completed Algebra II and who desire a strong understanding of the concepts of basic statistics and probability. Descriptive statistics topics include measures of central tendency and dispersion, graphical representations of data and regression. Students learn to design, administer, and tabulate results from surveys and experiments. Inferential statistics topics include estimation, significance testing and the analysis of data distributions to draw conclusions from data. Students reason about uncertain situations and make decisions based on the likely outcomes based on basic probability rules. Students use statistical software to investigate statistical concepts and generate projects. To develop effective statistical communication skills, students are required to prepare frequent written and oral presentations of data analysis.

Prerequisite: Completion of Algebra II

Required Text: Moore, Starnes, and Tabor. *The Practice of Statistics 6th ed.*

College Preparatory Precalculus with Limits

What is the foundation of Calculus?
How do infinite limits transform Precalculus to Calculus?

This is an intermediate course in mathematics with a focus on trigonometry and a conceptual understanding of introductory calculus. The course includes an in-depth study of quadratic, polynomial, exponential, and logarithmic equations with an emphasis on applications. This course will cover the full spectrum of trigonometry including dual definitions in terms of the unit circle and right triangles. Further concepts covered include analytic trigonometry, sequences, series, and matrices. An introduction to calculus focuses on limits from both a graphical and analytical basis, with the extension from the average rate of change to the concept of the derivative. Extended concepts may include polar and parametric equations.

Prerequisite: C or higher in second semester of Algebra II

Required Text: Blitzer, R. *Precalculus* 6th edition.

Advanced Placement (AP) Precalculus

What is the foundation of Calculus?
How do infinite limits transform Precalculus to Calculus?

AP Precalculus offers students interested in advancing in math studies an opportunity to prepare for higher-level math and science classes through their study of precalculus. In this course, students will practice modeling real-world data, exploring multiple representations, and mastering symbolic manipulations. Topics of study include polynomial and rational functions, exponential and logarithmic functions, and trigonometric and polar functions. As with any AP Course, there is an emphasis on applications, critical thinking, explanation of process, and justification of answers. As an AP course, the material will at times be broader, deeper, or more complex to accommodate the interests of the students. Link to College Board Description.

Prerequisite: Meet Sage Ridge placement criteria for AP

Required Text: Blitzer, R. *Precalculus* 6th edition

Advanced Placement (AP) Statistics

How can we use statistics to better understand the form and format of the world around us?
What does the future most likely hold for us?

AP Statistics is the high school equivalent of a one-semester, introductory college statistics course. In this course, as they prepare to take the AP Statistics exam, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in construction models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-Nspire graphing calculator to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral presentations of data analysis. A comprehensive course description is available on the College Board website. Link to College Board Description.

Prerequisite: Completion of Honors Algebra II or CP Precalculus, Meet Sage Ridge School placement criteria for honors

Required Text: Moore, Starnes, and Yates. *The Practice of Statistics*

College Preparatory Calculus

How do we model a changing world, a world in flux, using static equations?

Using an application and discovery-based approach to learning, this course covers an introduction to limits, differentiation, and integration. A constructivist approach will be used where applicable, and problems will be heavily application-based. Students will learn to see and understand the direct links between calculus, and the sciences, engineering, and business. Because of the more deliberate pace of this approach, not all topics on the AP Exam can or will be covered, so it should not be used as preparation for the test. However, it would be appropriate for a student seeking to continue their study of calculus to take AP Calculus AB after this course. Also, if a student has done exceptionally well, they could be ready to take AP Calculus BC as the next course.

Prerequisite: C or higher in second semester of Precalculus with Limits

Required Text: Larson, R. *Calculus: An Applied Approach.*

Advanced Placement (AP) Calculus AB

How do we model a changing world, a world in flux, using static equations?

The curriculum for AP Calculus AB is equivalent to that of a first-semester college calculus course. The course is intended to be challenging and demanding and is designed to be taught over a full academic year. AP Calculus AB is devoted to topics in differential and integral calculus. In this course, broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of the course. Class instruction will focus on the use of the TI-Nspire graphing calculator to prepare for the calculator section of the AP Exam while extensive training will also take place without a calculator because of the section of the AP Exam that does not allow one to be used. Through the use of the unifying themes of derivatives, integrals, limits, approximations, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. These themes are developed using several types of functions (linear, polynomial, rational, exponential, logarithmic, trigonometric and piecewise).
Link to College Board Description.

Prerequisite: Completion of Precalculus with Limits, Meet Sage Ridge placement criteria for honors

Required Text: Larson, R. *Calculus: An Applied Approach.*

Advanced Placement (AP) Calculus BC

How are infinite limits used to create the fundamental relationships describing change and accumulation?

AP Calculus BC is equivalent to a first-semester college calculus course and the subsequent single-variable calculus course. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. The course is intended to be challenging and demanding and is designed to be taught over a full academic year. AP Calculus BC extends the content learned in AB to different types of equations and introduces the topic of sequences and series. In this course, broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facilities with manipulation and computational competence are important outcomes, they are not the core of the course. Class instruction will focus on the use of the TI-Nspire graphing calculator for the calculator section of the exam and on computation without a calculator for the non-calculator section of the AP Exam. Through the use of the unifying themes of derivatives, integrals, limits, approximations, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. These themes are developed using several types of functions (linear, polynomial, rational, exponential, logarithmic, trigonometric and piecewise). Link to College Board Description.

Prerequisite: Completion of AP Calculus AB or teacher recommendation if student has not completed AP Calculus AB

Required Text: Larson, R. *Calculus: An Applied Approach.*

Honors Multivariable Calculus

What is a whole new way of looking at the constant motion of the three-dimensional world we live in, accessible through the realm of mathematics?

Multivariable calculus is an extension of AP Calculus BC and is generally the third quarter or semester of college calculus. It is considered a second-year university level course that extends the tools and techniques of single variable calculus to functions of several variables and applications in three-dimensional space and beyond. The purpose of offering this course at Sage Ridge is to offer a challenging math course for seniors who finished AP Calculus junior year and to keep calculus and math skills fresh for these mathematically oriented students. The College Board does not yet offer an AP course in multivariable calculus. Thus, this class is not designated AP and will not require an AP exam. This course will examine the calculus of real functions of two or more variables. The course begins with reviewing several AP Calculus BC topics, including polar coordinate systems and vector calculus. In addition, differential calculus topics include functions of several variables and their derivatives, continuity, directional derivatives, tangent planes, and maximum-minimum theory. The course also extends into integral calculus and incorporates the following concepts: double and triple integrals, and surface area.

Prerequisite: Completion of AP Calculus BC and teacher recommendation

Required Text: Stewart, et al. *Calculus 8th ed. Multivariable Calculus*

The Physical Education Department Curriculum

The Sage Ridge School Physical Education Department meets and exceeds standards set by the National Standards for Physical Education, which is endorsed by the Society for Health and Physical Educators. The department provides students with the knowledge, skills, and motivation to pursue healthy lifestyles. Teachers use a variety of sports, games and activities that help students work on athletic and social skills. Physical education classes are venues through which students sharpen their sportsmanship, teamwork, negotiation, and conflict-resolution skills.

Students in Grades 3-8 all participate in physical education classes. Because of their participation in our physical education classes, students are often introduced to sports they would never otherwise play. It is not uncommon for students to participate in a sports unit in physical education and then join a Sage Ridge sports team. Some sports units students participate in include badminton, pickleball, soccer, flag football, volleyball, track and field, cricket, team handball, golf, tennis, disc golf, archery, and basketball. In class, they not only play, but they learn by watching videos, visiting with guest speakers, participating in class discussions, taking notes, completing self and peer evaluations, reading articles, and doing peer teaching. Our physical education teachers are also dedicated to sharing their life-long pursuit of physical health with their students by teaching lessons on health and wellness. Some health and wellness topics include hygiene, tobacco, alcohol and drug use, nutrition, disease prevention, goal setting, self-esteem, sun safety, sleep hygiene, and stress.

Physical Education 3-5

How will working on the 5 components of health-related fitness help me to achieve any of the other things I want to achieve throughout my life?
How will developing physical skills help to keep me active and healthy throughout my life?
How will working on social skills during physical education class help me be more successful in other areas of my life?

Good health and physical fitness are essential elements that help students to be successful in all other aspects of life, including the academic, social, emotional and spiritual realms. This physical education class utilizes a variety of activities and resources to provide students with the knowledge, skills, confidence and motivation to pursue a healthy, fit lifestyle. Students will participate in physical activity to improve skills and fitness, practice social skills, and study basic wellness concepts.

Physical Education 6-8

How will working on the 5 components of health-related fitness help me achieve any of the other things I want to achieve throughout my life?
How will developing physical skills help to keep me active and healthy throughout my life?
How will working on social skills during physical education class help me be more successful in other areas of my life?

Good health and physical fitness are essential elements that help students to be successful in all other aspects of life, including academic, social, emotional and spiritual realms. This physical education class utilizes a variety of activities and resources to provide students with the knowledge, skills, confidence and motivation to pursue a healthy, fit lifestyle. Students will participate in physical activity to improve skills and fitness, practice social skills, and study wellness concepts.

The Science Department Curriculum

The Sage Ridge School Science Department offers many opportunities for aspiring scientists through our College Preparatory (CP), Honors (H), and Advanced Placement (AP) classes with laboratories, field trips, collaborations, and a wide range of hands-on learning, projects, and science activities. We produce science-literate students who successfully matriculate to the best and most selective colleges. Our goal is to integrate science, technology, engineering, art, and math (STEAM) throughout the science program. In the Middle School, a spiral curriculum encompasses studies in Life Science, Physical Science, Environmental, and Earth Science. Middle School students dissect squid and frogs, apply the engineering design process, and utilize scientific methods.

Upper School students have access to a wide variety of fundamental and contemporary content in Physics, Chemistry, Biology, and Environmental Science. Learning outside of the classroom with field trips, laboratory visits, and collaborative environmental programs are examples of unique educational opportunities that the SRS Science Department offers within its curriculum.

Teachers strive to cultivate students' natural curiosity and passion for learning while eliciting mastery of laboratory, data analysis, and problem solving skills. Science students learn to understand and apply the unifying principles of science and math to describe and analyze natural phenomena using research writing and logical argument. In our science classrooms, students participate in discussions, labs, research, reading, data collection and calculations with interpretive writing, oral presentations, online activities, hands-on classroom and field activities, and problem-solving. Students work both individually and in small and large group settings. Students learn from a variety of methods such as discussion-, project-, and problem-based learning, scientific inquiry, and student-centered teaching using laboratory experiences, field trips, scientific collaborations, and guest visits, lectures, labs, and presentations.

Our Science Department is unique in many ways: we utilize creative pedagogy with students' college preparatory goals in mind instead of focusing on fad educational approaches. Our students' acquisition and application of knowledge is measured by a variety of assessment strategies as opposed to traditional standardized tests. Our Science Department faculty is committed to conducting at least one lab, demonstration, or hands-on, inquiry-based activity each 10-day cycle to promote student engagement. Over the past 20 years, many SRS graduates have gone on to undergraduate, graduate, and professional

programs in environmental science, medicine, bioengineering, biotechnology, and assorted health science fields at the very best public and private science institutions.

Science 3

How can we prevent a storm from becoming a disaster, and what steps can we take to stay safe during extreme weather events?
How do butterflies survive over time in a changing environment, and what adaptations help them thrive in different conditions?
What makes an individual humpback whale unique, and how do the traits of whales help them survive in the ocean?
Why do objects move differently in space than they do on Earth, and what are the forces at play that affect their motion?
How do weather and climate affect the survival of living things, and how can we predict and prepare for weather changes in our environment?

In 3rd grade science, students will explore key concepts related to weather and climate, survival, traits, and forces and motion. Through hands-on activities and real-world examples, students will investigate how weather affects our environment, learn how animals adapt to changing conditions, and discover what makes each living thing unique. The course will also focus on the fundamental principles of forces and motion, allowing students to understand how objects move differently in space and on Earth. Using inquiry-based learning, students will engage in experiments, observations, and discussions to build their understanding of the natural world, develop problem-solving skills, and cultivate an appreciation for the interconnections between living organisms and their environments.

Resource: CK-12 Third Grade Science
Required Text: *PhD Science Level 3 Science Logbook Set (Modules 1-4)*

Science 4

What natural processes are responsible for shaping Earth's landscape over time?
How do windmills change wind into energy, and how can we use this energy to power devices like lights and machines?
How do animals use their senses to interact with the environment?
How can understanding Earth's features, weather patterns, and navigation help explain challenges in exploration?
How does light travel, and what are some ways light interacts with different materials to create effects like shadows, colors, or reflections?

In 4th grade science, students will explore the fascinating world of Earth features, energy, sense and response, and light. Through hands-on investigations and interactive lessons, students will learn how natural processes, such as erosion and weathering, have shaped Earth's landscapes, including iconic features like the Grand Canyon. The course will introduce students to the principles of energy, focusing on

how windmills can convert wind into power, and how light interacts with materials to create effects like shadows and reflections. Students will also examine how animals, such as elephants, use their senses to respond to environmental changes, and explore how scientific discoveries have shaped human exploration. This course encourages critical thinking, problem-solving, and a deeper understanding of how the physical world operates, fostering curiosity and scientific inquiry.

Resource: CK-12 Fourth Grade Science
Required Text: *PhD Science Level 4 Science Logbook Set (Modules 1-4)*

Science 5

How can we use scientific principles to explain the effects of weathering and erosion on materials?
How can trees support so much life, and what role do plants play in sustaining ecosystems and maintaining balance in nature?
What can we learn from the relationship between agriculture and the environment in creating sustainable practices?
How can we explain our observations of the Sun, the Moon, and stars from Earth, and how do their movements and positions affect life on Earth?
How do Earth's systems—such as the atmosphere, hydrosphere, and geosphere—interact to shape the planet's environment and climate?

In 5th grade science, students will dive into the study of matter, ecosystems, Earth systems, and the relationship between the Earth, Moon, and Sun. Through interactive lessons and hands-on experiments, students will explore the properties of matter, how it changes, and its role in the world around us. They will examine ecosystems, learning how different organisms interact and how energy flows through the environment. Students will also study Earth systems, including the atmosphere, biosphere, hydrosphere, and geosphere, to understand how they interact to shape our planet. The course will explore the fascinating movements of the Earth, Moon, and Sun, helping students understand their relationship and impact on life on Earth. Throughout the year, students will develop inquiry skills, engage in scientific investigations, and apply their learning to real-world scenarios with engineering challenges, fostering a deeper understanding of the natural world.

Resource: CK-12 Fifth Grade Science
Required Text: *PhD Science Level 5 Science Logbook Set (Modules 1-4)*

Integrated Science (Grade 6)

How do Earth's layers—such as the crust, mantle, and core—affect its structure and processes?
What are the forces that shape Earth's surface, and how do processes like weathering, erosion, and plate tectonics contribute to the changing landscape?
How do natural cycles, like the water cycle, affect the environment and support life on Earth?
What are the different types of rocks, and how do the rock cycle and geological processes lead to the formation of new rocks?

How do weather patterns, including temperature, humidity, and pressure, influence the Earth's climate and the ecosystems around us?

In 6th grade science, students will explore the foundational concepts of Earth science, focusing on the processes that shape our planet and the forces that influence the natural world. Through hands-on investigations and interactive lessons, students will study Earth's layers, the forces of plate tectonics, and how weathering, erosion, and deposition contribute to the ever-changing surface of the Earth. They will investigate the water cycle, climate systems, and the role of weather patterns in shaping ecosystems. The course will also delve into the rock cycle and the types of rocks and minerals that make up the Earth's crust. Students will examine natural processes and human impacts on the environment, learning how our actions affect the planet. This course promotes critical thinking, scientific inquiry, and problem-solving skills, encouraging students to connect classroom learning to real-world phenomena.

Prerequisite: Successful completion of Integrated Science 5.

Resource: CK-12 Earth Science for Middle School

Note on Curriculum Alignment for Grades 7-8: Due to a transition in curriculum sequencing, both 7th and 8th grade science courses will focus on life science topics in the upcoming year. However, the 8th grade curriculum is designed with greater depth, complexity, and academic rigor to align with the developmental and intellectual needs of rising 9th graders, ensuring they are challenged appropriately while building on their prior physical science foundation from 7th grade.

Integrated Science (Grade 7)

How do cells function as the basic unit of life, and what are the key differences between prokaryotic and eukaryotic cells?
What is DNA, how is it structured, and how does it control genetic traits and inheritance in living organisms?
How do the principles of genetics explain the inheritance of traits, and how does genetic variation contribute to evolution?
How does the process of evolution lead to the diversity of life, and what are the major factors that drive natural selection?
How do the characteristics and classification of organisms illustrate the diversity of life forms on Earth?
How do ecosystems function, and how do human activities impact their balance and sustainability?

In 7th grade science, students will embark on an engaging exploration of life science, aligned with the FOSS Next Generation curriculum. Through hands-on investigations, inquiry-based activities, and collaborative projects, students will dive into the fundamental concepts of biology. They will explore the structure and function of cells as the basic units of life, distinguishing between prokaryotic and eukaryotic cells. Students will investigate the structure of DNA, its role in heredity, and how genetic variation drives evolution through natural selection. The course will also examine the diversity of life, including the classification of organisms and the interconnectedness of ecosystems. Students will explore how human activities impact ecosystems and discuss strategies for promoting environmental sustainability. This course fosters critical thinking,

scientific inquiry, and a deeper appreciation for the complexity of living systems, preparing students for future scientific studies.

Prerequisite: Successful completion of Integrated Science 6.

Resource: FOSS Next Generation Life Science and CK-12 Life Science for Middle School

Integrated Science (Grade 8)

How do cellular processes and structures support the survival and function of complex organisms?
How does the structure of DNA influence gene expression, genetic variation, and evolutionary processes?
How do genetic mutations and environmental factors interact to shape the evolution of species?
How do the interactions within ecosystems, including biotic and abiotic factors, maintain balance and support biodiversity?
How can advanced scientific techniques and hands-on investigations deepen our understanding of biological systems and their interconnectedness?
What are the ethical considerations of studying and manipulating living systems, and how do they inform scientific responsibility?

In 8th grade science, students will build on their prior knowledge of life science, engaging with the FOSS Next Generation curriculum at a level tailored to their developmental and academic rigor. Through advanced inquiry-based labs, hands-on dissections, and analytical projects, students will deepen their understanding of cellular processes, exploring how cells support the survival of complex organisms. They will examine the structure of DNA, its role in gene expression, and how genetic mutations and environmental factors drive evolutionary change. The course will also explore ecosystem dynamics, emphasizing the interplay of biotic and abiotic factors in maintaining biodiversity and balance. Students will engage in sophisticated hands-on investigations, such as dissections, to study organismal structure and function while grappling with the ethical implications of biological research. This course is designed to challenge students with increased academic rigor, preparing them for Upper School biology while fostering critical thinking, scientific reasoning, and a nuanced understanding of life's interconnected systems.

Prerequisite: Successful completion of Integrated Science 7.

Resource: FOSS Next Generation Life Science and CK-12 Life Science for Middle School

Conceptual Physics (9th Grade)

How do Newton's Laws explain both everyday motion and complex phenomena in our universe, and what patterns can we observe in the relationship between forces and motion?
In what ways does energy flow and transform in physical systems, and how can we track these changes to better understand and predict natural phenomena?
How do waves transfer energy through different media, and how does this explain the behavior of both sound and light in our daily experiences?

Conceptual physics introduces students to core physical concepts such as mechanics, waves and sound, energy and energy transformations, electricity and magnetism, and light and optics. Energy and energy transformations is an important through-line of this course, including kinetic energy, potential energy and thermal energy. Students are introduced to the material through discussion, interactive readings, observation, and inquiry-based labs. This course requires some use of skills from Algebra I, most notably solving and graphing linear equations. Students in Conceptual Physics learn about the laws that govern the natural world, while drawing connections to mathematical applications at a level that is accessible at their grade.

Prerequisite: Successful completion of Integrated Science 8, completion of or concurrent enrollment in Algebra I or Geometry.

Resource: CK-12 Physics

Computational Physics (9th Grade)

How can mathematical models and graphs help us describe, predict, and understand physical phenomena?
How can we use computational tools and sensors to measure, analyze, and model physical phenomena, and what insights do these quantitative approaches reveal about the natural world?
How do mathematical models and experimental data help us understand and predict the relationships between force, motion, and energy in mechanical systems?
In what ways can we collect and analyze data to explore wave phenomena, and how do these measurements help us understand both sound and electromagnetic waves?
How do quantitative measurements and data analysis help us understand energy transformations across different physical systems?

Computational physics introduces students to core physical concepts such as mechanics, energy and energy transformations, waves and sound, electricity and magnetism, and light and optics. Energy and energy transformations is an important through-line of this course, including kinetic energy, potential energy and thermal energy. Students are introduced to the material through discussion, interactive readings, observation, and inquiry-based labs. A special focus is given to data collection and analysis using PASCO sensors and Capstone software. Students are expected to have proficiency in basic algebra, graphing, and data/trend analysis prior to their freshman year. Algebraic work includes solving second-order equations with multiple terms, and some vector geometry in two-dimensional analysis.

Prerequisite: Successful completion of Integrated Science 8, recommendation from 8th grade math teacher or concurrent enrollment in Algebra II

Resource: CK-12 Physics
Recommended Text: Paul Hewitt's *Conceptual Physics*, 13th Edition

Advanced Placement (AP) Physics 1

How do Newton's Laws help us analyze and predict both linear and rotational motion in complex mechanical systems?

How do the principles of energy conservation and transformation explain mechanical interactions, and how can we verify these principles through experimentation?
What patterns exist in wave behavior, and how do these patterns help us understand both mechanical waves and sound?
How do the fundamental principles of electric circuits explain the behavior of charges in both simple and complex circuit configurations?
How can we use laboratory investigations and data analysis to verify physical laws and understand the relationships between different physical quantities?

This course prepares students for the Advanced Placement Physics 1 Examination and is intended for students who have completed Conceptual or Computational Physics. This comprehensive, algebra-based course covers topics in Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound; and an introduction to electric circuits. The course has a major laboratory component complete with data collection, interpretation and analysis.

Prerequisite: Successful completion of 9th grade physics. Successful completion of or concurrent enrollment in at least Pre-Calculus. Along with teacher recommendation, students must meet the school's placement criteria for this AP course.

Required Text: *College Physics, AP Edition*

Advanced Placement (AP) Physics C

How does calculus help us develop deeper insights into motion, forces, and energy transformations that go beyond algebraic relationships?
How can we use differential equations to model and predict complex mechanical systems, from simple harmonic motion to orbital dynamics?
In what ways do conservation laws serve as fundamental principles for analyzing mechanical systems, and how can we verify these principles through student-designed experiments?
How do Maxwell's equations unify our understanding of electric and magnetic phenomena, and what do these relationships reveal about the nature of electromagnetic interactions?
How can we use calculus to analyze electric and magnetic fields in various geometries, and what does this tell us about field behavior in real-world applications?
How do the principles of electromagnetic induction explain both natural phenomena and modern technological applications?
How can we design and execute meaningful experiments to test theoretical predictions in both mechanics and electromagnetic systems?
How do mathematical models and experimental evidence work together to build our understanding of physical systems?

AP Physics C is an advanced course intended for students who have completed Conceptual Physics or Computational Physics and who are currently enrolled in or have completed Chemistry and some level of Calculus. AP Physics-C is a comprehensive, calculus-based course covering topics for two separate AP exams. Mechanics is covered first, and sometimes taken as a single year-long class, and Electricity &

Magnetism can also be studied in the same year, or as a standalone semester course after completion of Mechanics. The course builds understanding and critical thinking skills through theoretical reasoning and inquiry-based laboratory investigations. Students in this course are expected to design their own laboratory procedures.

Prerequisite: Successful completion of 9th grade physics. Successful completion of or concurrent enrollment in at least AP Calculus AB. Along with teacher recommendation, students must meet the school's placement criteria for this AP course.

Required Text: Halliday, Resnick, and Walker. *Fundamental of Physics*, 11th Edition

College Preparatory (CP) Biology

How do mechanisms of evolution and inheritance shape the diversity of life across different scales, from molecules to ecosystems?
How do structure and function relationships at molecular, cellular, and organismal levels enable life processes and adaptation?
How do organisms maintain homeostasis through the complex interactions of biological molecules, cellular processes, and organ systems?
In what ways do energy and matter flow through biological systems, from individual cells to entire ecosystems?
How do we use scientific inquiry, data analysis, and biotechnology to understand and potentially influence biological systems?
What relationships exist between human activities and biological systems, and how do these interactions affect both human and environmental health?

This 10th grade course explores major themes in contemporary biology with emphasis on cellular, genetic, evolutionary, ecological, and physiological mechanisms. Topics investigate evolutionary theory and biology, Linnaean classification and taxonomy; Mendelian and molecular genetics; biochemistry of nucleic acids, genes, proteins, enzymes, and macromolecules; cell structure and function; molecular biology; metabolism and energy transfer; current techniques and methods in biotechnology and bioengineering; and human ecology. The goals and emphases of this course include: learning and utilizing specific vocabulary to explain biological phenomena, acquiring scientific skills such as obtaining and analyzing data generated in laboratories; report writing and scientific oral and poster presentations; use of laboratory tools and equipment; and understanding how various levels of organization in dynamic biological systems work in concert to allow organisms to survive, adapt, flourish, reproduce, and evolve; or perish (extinction).

Prerequisite: Successful completion of Conceptual or Computational Physics.

Required Text/Materials: CK-12 Biology for High School; Pivot Interactives license

Honors (H) Biology

How can we use experimental evidence and data analysis to understand the mechanisms that drive biological processes across different scales of organization?

How do evolutionary processes create and maintain biodiversity through the interaction of genetic variation, environmental pressures, and molecular mechanisms?
How do energy transformations and molecular interactions enable life processes, from cellular metabolism to ecosystem dynamics?
What patterns and principles emerge when we examine biological systems at different scales, from molecules to organisms to populations?
How do modern biotechnology and research methods help us understand and potentially influence biological systems?
How can we design and conduct investigations to test hypotheses about complex biological phenomena and communicate our findings effectively?

Students in 10th grade Honors Biology complete in-class investigations, research, laboratory and field assignments. With some exceptions, scientific content is the same as that in the CP Biology class, but with applications at a more complex level with more in-depth and longer assessments. The course explores major themes in contemporary biology with emphasis on cellular, genetic, evolutionary, ecological, and physiological mechanisms. Topics investigate evolutionary theory and biology, Linnaean classification and taxonomy; Mendelian and molecular genetics; biochemistry of nucleic acids, genes, proteins, enzymes, and macromolecules; cell structure and function; molecular biology; metabolism and energy transfer; current techniques and methods in biotechnology and bioengineering; and ecology. The goals and emphases of this course include: learning and utilizing specific vocabulary to explain biological phenomena, acquiring scientific skills such as obtaining and analyzing data generated in laboratories; report writing and scientific oral and poster presentations; use of laboratory tools and equipment; and understanding how various levels of organization in dynamic biological systems work in concert to allow organisms to survive, adapt, flourish, reproduce, and evolve; or perish (extinction). Students develop the ability to hypothesize, test, and problem-solve biological phenomena, and explore new ways to explain the interrelationships of all living organisms.

Prerequisites: Successful completion of Conceptual or Computational Physics and teacher recommendation. Students must meet the school's placement criteria for this Honors course.

Required Text: CK-12 Biology for High School; Pivot Interactives license

Advanced Placement (AP) Biology

How do molecular and cellular processes, such as DNA replication, protein synthesis, and cellular respiration, contribute to the functioning and survival of organisms?
What mechanisms drive genetic inheritance, variation, and evolution, and how do these processes influence the diversity of life?
How do organisms maintain homeostasis and respond to internal and external stimuli through physiological and biochemical pathways?
What are the ecological relationships and interactions within ecosystems, and how do they shape the flow of energy, matter, and biodiversity?
How can experimental design, data analysis, and statistical methods be used to investigate and solve biological problems?

In what ways do advancements in biotechnology, medicine, and genetics provide innovative solutions to diseases, environmental challenges, and global health concerns?

The purpose of this course is to prepare students to pass the College Board's AP Biology examination in May, and to prepare them for freshman biology courses at leading universities worldwide. AP Biology coursework explores in depth major themes in contemporary biology with emphasis on molecular, cellular, genetic, evolutionary, ecological, and physiological mechanisms. The emphases of this course include integrating concepts to solve novel problems in the life sciences with special attention and applications to genetics, molecular evolution, diseases and pathologies, medicine, biotechnology, and pharmaceutical development. Students develop specific vocabulary and laboratory skills to inquire, explain, and question traditional and forward looking biological phenomena and their applications. Young scientists design and execute controlled laboratory and field experiments to answer specific scientific questions, use statistical analysis of data and graphical interpretations, and develop strong communication skills to report, discuss, and transfer knowledge for practical biological solutions and applications.

Prerequisites: Successful completion of Biology, Chemistry, and teacher recommendation. Students must meet the school's placement criteria for this AP course.

Required Text: Bedford, Freeman, and Worth, *Biology for the AP Course*; Pivot Interactives license

College Preparatory (CP) Chemistry

How do the principles of atomic structure, electron configuration, and the quantum mechanical model explain the behavior and properties of elements in the periodic table?
What patterns and relationships in the periodic table help us predict the chemical and physical properties of elements?
How can the principles of stoichiometry and chemical reactions be used to quantify and predict the outcomes of chemical processes?
What is the relationship between energy changes, thermochemistry, and the transfer of heat during chemical reactions?
How do chemical bonding theories and intermolecular forces explain the properties and behavior of substances in various states of matter?
How can we understand macroscopic phenomena we see in everyday life based on interactions on the atomic level?

This course explores major themes in contemporary general chemistry with emphasis on the connection between seemingly abstract molecular interactions and human-scale, observable and often measurable processes. Major topics include chemical terms and nomenclature, atomic structure, the periodic table, chemical reactions and stoichiometry, thermochemistry, electron configurations, the quantum mechanical model of the atom, periodic properties of the elements, chemical bonding theories, gasses, and intermolecular forces. Students are expected to strive for systematic understanding of the subject matter using hands-on, algebra-based classroom problem-solving sessions and laboratory experiments to lend relevance and enhance the grasp of conceptual material.

Prerequisite: Successful completion of Conceptual or Computational Physics and Biology.

Resources: CK-12 Chemistry for High School

Honors (H) Chemistry

How do the principles of atomic structure and the quantum mechanical model explain the behavior and properties of elements in the periodic table?
What are the relationships between chemical bonding theories, intermolecular forces, and the observable properties of substances?
How can the concepts of stoichiometry and chemical reactions be used to predict and quantify the outcomes of chemical processes?
How does thermochemistry relate to energy changes in chemical reactions, and how can these changes be measured and analyzed?
How do the properties of gases, liquids, and solutions depend on molecular interactions and the laws governing their behavior?
In what ways do laboratory experiments and problem-solving sessions enhance the understanding of abstract chemical concepts and their real-world applications?
How can we understand macroscopic phenomena we see in everyday life based on interactions at the atomic level?

This course explores major themes in contemporary general chemistry with emphasis on the connection between seemingly abstract molecular interactions and human-scale, observable and often measurable processes. Major topics include chemical terms and nomenclature, atomic structure, the periodic table, chemical reactions and stoichiometry, thermochemistry, electron configurations, the quantum mechanical model of the atom, periodic properties of the elements, chemical bonding theories, gases, intermolecular forces, and the properties of solutions. Students are expected to strive for systematic understanding of the subject matter using hands-on, algebra-based classroom problem-solving sessions and laboratory experiments to lend relevance and enhance the grasp of conceptual material. Students are expected to have a strong grasp on algebraic concepts, graphing, data analysis, and the ability to solve systems of equations readily. They are also expected to grapple with abstract concepts and three-dimensional visualization of atomic structure and chemical reactions.

Prerequisites: Successful completion of Physics, Biology, and teacher recommendation. Students must meet the school's placement criteria for this Honors course.

Resources: CK-12 Chemistry for High School and CK-12 Chemistry - Intermediate

Advanced Placement (AP) Chemistry

How can we invoke elementary physical laws, such as Coulomb's law, to understand and explain macroscopic observations?
How does atomic structure influence the chemical and physical properties of elements and compounds?
In what ways do intermolecular forces and chemical bonding determine the behavior and characteristics of substances?

How can the principles of chemical reactions and stoichiometry be applied to predict the outcomes and yields of chemical processes?
What factors affect the rates of chemical reactions, and how can reaction kinetics be manipulated to achieve desired results?
How do the concepts of chemical equilibrium and thermodynamics govern the direction and extent of chemical reactions?
In what ways can electrochemical principles be utilized to understand redox reactions and their practical applications in energy production and storage?

This course explores major themes in contemporary general chemistry and prepares students to take the AP Chemistry test administered in May by the College Board. Subject matter students learned in Chemistry is revisited in greater depth in this class, and additional topics are presented including: chemical kinetics, chemical equilibrium, acid-base equilibrium, chemical thermodynamics, and electrochemistry. The emphasis of this course involves striving for systematic, detailed understanding of the subject matter using hands-on, algebra-based classroom problem-solving sessions and laboratory experiments to lend relevance and enhance the grasp of conceptual material. Strong algebra skills are required, including solving systems of equations, as are strong reasoning and writing skills.

Prerequisites: Successful completion of Chemistry and teacher recommendation. Students must meet the school's placement criteria for this AP course.

Recommended Text: OpenStax *Chemistry: 2e (free online version)*
Princeton Review AP Chemistry Premium Prep

Resources: CK-12 Chemistry - Intermediate and CK-12 CBSE Chemistry

Advanced Placement (AP) Environmental Science (APES)
How do ecosystems function, and what roles do energy flow and nutrient cycling play in maintaining ecological balance?
In what ways do human activities impact natural systems, and how can we assess and mitigate these effects to promote environmental sustainability?
What are the primary factors influencing population dynamics, and how do they affect resource availability and environmental health?
How do Earth's systems and resources interact, and what implications do these interactions have for land use, water management, and biodiversity conservation?
What are the sources and consequences of pollution, and what strategies can be implemented to reduce environmental contamination and protect public health?
How does global change, including climate change and loss of biodiversity, affect the planet, and what measures can be taken to address these challenges on local and global scales?

This course prepares students to take the Advanced Placement Environmental Science Examination administered in May by the College Board. Environmental science involves an interdisciplinary approach covering a wide range of topics including earth science, biology, ecology, chemistry, geology, and

atmospheric science, among others. The course begins with a discussion of the tools used by scientists to study the environment including the scientific method and environmental indicators, as well as a review of matter and energy. The course then proceeds through a series of diverse topics including ecosystem ecology, global climates and biomes, biodiversity, population, earth systems, water resources, land use, energy, water and air pollution, ozone depletion, waste disposal, human health and environmental risk, and global change and sustainability. Students are expected to have basic algebra skills as well as strong reasoning and writing skills.

Prerequisites: Successful completion of Biology, Chemistry, and teacher recommendation. Students must meet the school's placement criteria for this AP course.

Required Text: Friedland & Relyea, *Environmental Science for the AP Course, 4th Edition, Online*

Human Anatomy and Physiology - Spring Semester (Grades 10-12)

How do the structures of the human body's organ systems relate to their specific functions in maintaining homeostasis?
What are the key interactions and interdependencies among the body's systems, and how do they work together to sustain life?
How do disruptions or diseases in one body system impact the functioning of other systems and the body as a whole?
What role do anatomical and physiological adaptations play in enabling the human body to respond to environmental changes and physical demands?
How can case studies, dissections, and simulations enhance our understanding of the human body and its applications in healthcare and medical science?

Human Anatomy and Physiology is a fast-paced and rigorous course that explores the structure and function of the human body. Students will gain a practical understanding of the body's systems, including the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, endocrine, and excretory systems. Through case studies, dissections, hands-on labs, and simulations, students will connect theoretical concepts to real-world applications. The course emphasizes critical thinking, collaborative problem-solving, and scientific inquiry.

Resource:
CK-12 Biology for High School

Introduction to Engineering Essentials - Fall Semester (Grades 10-12)

How do engineers utilize the engineering design process to develop innovative solutions to real-world problems across various disciplines?
In what ways do mechanical, electronic, process, and logistical systems interact within engineering projects, and how can understanding these interactions lead to more effective designs?
What role do technical skills and engineering tools play in the development and implementation of solutions in diverse industry sectors?
How can statistical analysis and mathematical modeling be applied to enhance problem-solving and decision-making in engineering contexts?

What are the ethical considerations and professional responsibilities that engineers must address when designing solutions that impact society and the environment?

Introduction to Engineering Essentials provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Further, students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community.

The Technology Department Curriculum

Technology, engineering, and computer science are ubiquitous in current society. Nearly every discipline and endeavor contains some aspect of engineering, computers, computational thinking, and computer science. The Sage Ridge School Technology Department offers many opportunities for students to explore age-appropriate use of computers in the early grades through the creation of complex digital artifacts in the upper grades. Overall, the goal of the students' experience is to gain skill using tools of technology as well as becoming a creator of digital and physical artifacts (programs, utilities, mechanisms, and other technology). The goal of the engineering and design focus of the department in upper school is for students to gain facility with the proper design procedures to plan, present, prototype, and build their designs in teams, through an Agile framework for team organization.

Within the Computational Thinking experiences of the department are seven practices students are learning:

- Fostering an Inclusive Computing Culture
- Collaborating Around Computing
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing

Within the context of teaching technology and computational thinking, we emphasize the following:

- The difference between knowledge and skills.
- When teaching skills we want students to be able to actively and productively apply a concept by producing code (digital artifacts).
- Teaching students to plan thoroughly and adaptively.
- Creative problem solving through hands-on projects.
- Encourage challenge-seeking behaviors.

Computer Science 3

How can digital safety and citizenship principles guide responsible and ethical use of technology?
What initial concepts can be learned through unplugged activities?
How do computers help us solve problems in our daily lives?
What makes a set of instructions clear enough for a computer to follow?
How can we break down big problems into smaller, solvable steps?
How do we know if our solution is working the way we want it to?

This quarter-long course introduces 3rd grade students to initial computer science concepts, encouraging creativity, logical thinking, and problem-solving through interactive activities and lessons. It provides our LS students with an introduction to the foundational concepts of computer science. This will include an introduction to computational thinking, basic coding with a visual block language, design principles through engaging activities and lessons that encourage creativity and problem-solving skills.

Computer Science 4

How do computers help us turn our ideas into reality?
How can we use technology to express our creativity?
How do flat designs become three-dimensional objects?
Why is spatial thinking important in design?
How do we break down complex design challenges into manageable steps?
How can computer science skills help us in other subjects?
How can we use computers to create new things?
Why is it important to plan before we create?

This quarter-long course serves as a fundamental introduction to the initial computer science principles and 3D design for fourth-grade students. The course is designed to meet young learners at their developmental level while fostering logical thinking, creativity, and digital literacy skills essential for today's technology-driven world. Students embark on an interactive journey into the world of computer science through lessons that balance screen-based and unplugged activities. The course emphasizes hands-on learning experiences that make abstract computational concepts tangible and accessible to elementary-level students through the initial introduction sequencing instructions and the use of TinkerCAD. This course lays the groundwork for future technology learning and the iterative engineering process while nurturing students' natural curiosity and creativity. The skills and concepts introduced are

designed to support cross-curricular learning and develop digital literacy that will benefit students across all academic areas here at Sage Ridge.

Computer Science 5

How can we use programming to tell our own stories?
How can computers help us express our artistic ideas?
How do small pieces of code work together to create larger programs?
How can we break down complex ideas into programmable steps?
What strategies help us find and fix problems in our code?
How can we learn from and build upon others' ideas?
What makes feedback helpful in improving our projects?
How can we create programs that others will understand and enjoy?

This quarter-long course is a further exploration into computer science and the Scratch programming language, that empowers our 5th grade students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. In this course, students will learn foundational concepts and skills of computer science and programming, and students will explore using computers to solve problems and express themselves. Designed to be engaging and relevant to student life, students build, remix, and share their animations, games, stories, music, and art in an engaging and collaborative environment.

This foundational knowledge allows students to immediately begin programming using the MIT developed Scratch environment, through the introduction of visual blocks used to program events and responses in Scratch. Through projects focused on motion-based computing concepts, students become familiar with Scratch and start to understand computing fundamentals and the wide reach of computer science through its connections to other fields of study.

Computer Science 6

How can we use programming to tell our own stories?
How can computers help us express our artistic ideas?
How do small pieces of code work together to create larger programs?
How can we break down complex ideas into programmable steps?
What strategies help us find and fix problems in our code?
How can we learn from and build upon others' ideas?
What makes feedback helpful in improving our projects?
How can we create programs that others will understand and enjoy?

This quarter-long course is a continuation of computer science and the Scratch programming language, that empowers our 6th grade students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. In this course, students will learn foundational concepts and skills of computer science and programming, and students will explore using computers to solve problems and express themselves. Designed to be engaging and relevant to student life,

students build, remix, and share their animations, games, stories, music, and art in an engaging and collaborative environment.

This foundational knowledge allows students to immediately begin programming using the MIT developed Scratch environment, through the introduction of visual blocks used to program events and responses in Scratch. Through projects focused on motion-based computing concepts, students become familiar with Scratch and start to understand computing fundamentals and the wide reach of computer science through its connections to other fields of study.

Computer Science 7

How do computers "learn" from data and experience?
What responsibilities come with creating AI systems?
What ethical concerns should we consider when developing AI?
How is AI changing the way we live and work?
What are the benefits and challenges of increasing AI in society?
How might AI change our future?
What skills will be important in an AI-driven world?

This quarter-long computer science class is an introductory course to what is currently referred to as artificial intelligence (AI) and its far-reaching societal impacts in our world. The course is centered around engaging activities and learning units that integrate foundational AI concepts and real-world applications with ethical design and responsible use. Students explore how these technologies can help solve problems and improve life for themselves and their communities.

This course is an interactive and collaborative introduction to AI concepts, framed within the broader context of the many applications of AI in the world around us. Through a series of lessons centered around real-world applications of AI and projects, students are introduced to foundational AI concepts that they will return to repeatedly throughout the unit and course. Students will learn to build interactive AI projects through highly scaffolded activities using custom MIT-developed Scratch AI extension blocks, including hand, body, and face tracking blocks. The unit concludes with students developing a program that incorporates a spectrum of AI concepts covered in the unit of their choosing.

**This course is pass/fail. Students with 60% or higher will receive a score of passing.*

Computer Science 8

How do block-based and text-based programming relate to each other?
What makes Python different from visual programming languages?
How can we apply what we know about block coding to text-based coding?
How can we use code to create art and music?
What makes digital creation unique from other forms of expression?
How can programming help us share our ideas with others?
How do different programming platforms serve different creative needs?

This semester-long course is an introduction to computer science that supports the transition from block-based to text-based programming in Python, through engaging learning units and projects that explore CS as a medium for creation, including video design, LED art, music and more. Students also get a chance to explore innovative tools such as Python Pygame, the Micro:bit Python editor platform and the EarSketch music app, as a means for creative and social expression. Each unit and lesson is designed to spark interest and connect coding skills to real-world applications, as students build, remix, and share their own video games, animations, art, and music in a collaborative coding environment.

**This course is pass/fail. Students with 60% or higher will receive a score of passing.*

Advanced Placement (AP) Computer Science A

How can I use my basic knowledge of Java to produce more complex programs and applications?
How can I model problems as objects and interactions between objects?

The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and problem solving and design. These techniques represent approaches for developing solutions that can scale up from small, simple problems to large, complex problems. For a complete listing of the topics addressed, see the Computer Science A topic outline available at the College Board website.

Required Texts:
Horstman, Cay S. *Java Concepts for AP Computer Science*
Horstman, Cay S. *Java Concepts: Advanced Placement Computer Science Study Guide*

Upper School Fitness

Strength Training

This course teaches the fundamentals of weight training. The emphasis will be muscular strength, endurance, agility, flexibility, and safety. The core lifts in this course include Squats, Romanian Deadlifts, Back Rows, and Bench Press. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course. In addition, students will monitor and improve their strength levels by logging their reps/sets each class period. Students will learn the basic principles of periodization; hypertrophy, strength, and power. Technique, safety, and effort will be prioritized above all else.

Upper School H-Period Electives

For 9th grade students:

Media Arts
Studio Art Mash-Up
Theatre Composition
AP Computer Science A
Speech and Debate
Creative Writing
AP Human Geography
Strength Training
Music Ensemble I

For 10-12th grade students:
Media Arts
Studio Art Mash-Up
Theatre Composition (Fall Semester)
AP Computer Science A
Speech and Debate
Creative Writing (Spring Semester)
AP Human Geography
AP United States Government and Politics
Introduction to Engineering Essentials (Fall Semester)
Human Anatomy and Physiology (Spring Semester)
Strength Training
Music Ensemble I
Music Ensemble II
Independent Study