Sayre Upper School Program of Studies

2026 – 2027

SAYRE SCHOOL
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SAYRE UPPER SCHOOL PROGRAM OF STUDY
2026-2027

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GRADUATION REQUIREMENTS, DIPLOMAS AND DISTINCTIONS

Graduation Diploma Requirements

Sayre Diploma

For the Sayre Diploma, a student must earn a minimum of 24 credits[1] with the following courses and requirements:

- 4.0 credits in English
- 4.0 credits in History, which must include:
    - U.S. History
    - History 12
- 3.0 credits in Science, which must include:
    - Any Biology course
    - Any Chemistry course
- 3.0 credits in Mathematics, which must include[2]:
    - Geometry
    - Algebra II
- 3.0 credits in World Language of the same language[3]
- 2.0 credits in Visual and Performing Arts (sequence must be in the same art)
- 0.5 credit in Physical Education
- 0.5 credit in Health
- 0.5 credit in Public Speaking
- 0.5 credit in a Writing Course Elective
- 3.0 Additional credits
- Successful completion of the Senior Internship
- Successful completion of the Don Jacobs Sr. Seminar
- Successful completion of a minimum of 15 hours of community service prior to the start of Senior Internship
- 2.00 GPA

[1] This does not include high school courses taken in the Middle School.
[2] Students who complete Geometry and/or Algebra II in Middle School receive credit for those courses. However, students are required to take at least 3 credits in Mathematics while in the Upper School
[3] Students wishing to fulfill this requirement by taking two years of one language and one year of another language require approval from the World Language Department.

Sayre Diploma with Honors

Pursuing an Honors Diploma requires extra effort, time, and additional and specific coursework. The expectations of students in pursuit of this diploma require a commitment to a more rigorous course of studies. The purpose of the Honors Diploma is to recognize students' scholastic achievement beyond the Sayre Diploma.

Please note that due to the logistical limitations of the schedule a desired pathway to achieve a Honors / High Honors diploma and/or a Distinction may not always be possible. Additionally, the academic expectation and challenge may be more than initially anticipated by the student. In these cases, reviewing possible options, considering priorities and making choices will be required. College Counseling and your advisor can assist with your deliberations in developing viable options.

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

- 4.0 credits in English
- 4.0 credits in History, which must include:
    - US History
    - History 12
- 3.0 credits of Year-long Science courses in three of the four science disciplines[4]: 1. Environmental Science, 2. Biology, 3. Chemistry and 4. Physics
- 4.0 Credits of mathematics in the Upper School, including one post-Algebra II class or an AP math class
- 3.0 credits in World Language of the same language
- 2.0 credits in Visual and Performing Arts (sequence must be in the same art)
- 0.5 credit in Physical Education
- 0.5 credit in Health
- 0.5 credit in Public Speaking
- 0.5 credit in a Writing Course Elective
- Completion of at least 3 AP courses and no semester grade lower than "B-" in 3 AP courses
- 2.0 additional credits
- Successful completion of the Senior Internship
- Successful completion of the Don Jacobs Sr. Seminar
- Successful completion of a minimum of 45 hours of community service during 11th and 12th grades, prior to the start of Senior Internship
- 3.0 GPA, and no semester grade of D/F in 11th and 12th grade
- Sayre extracurricular participation
- 4 consecutive semesters in your junior and senior year
- Students' candidacy will be reviewed by the administration for any Academic or Behavioral Dishonesty incidents in their Junior or Senior year.

[4] Summer Chemistry is not a year long science course, but does count as discipline and therefore qualifies for one of the three required disciplines.

Sayre Diploma with High Honors

Pursuing a High Honors Diploma requires extra effort, time, and additional and specific coursework. The expectations of students in pursuit of this diploma require a commitment to a more rigorous course of studies. The purpose of the High Honors Diploma is to recognize students' scholastic achievement beyond the Sayre and Honors Diplomas.

Please note that due to the logistical limitations of the schedule, a desired pathway to achieve a Honors / High Honors diploma and/or a Distinction may not always be possible. Additionally, the academic expectation and challenge may be more than initially anticipated by the student. In these cases, reviewing possible options, considering priorities and making choices will be required. College counseling and your advisor can assist with your deliberations in developing viable options.

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

- 4.0 credits in English
- 4.0 credits in History, which must include:
    - U.S. History
    - History 12
- 4.0 credits in Science, with the following two options
    - Completion of a Year-long course in Biology, Chemistry, Env. Sci., and Physics OR
    - Completion of one AP science class and three Year-long courses in three of the four science disciplines[5] (i.e., Environmental Science, Biology, Chemistry, and Physics).[6]
- 4.0 credits of Math, including at least one AP math class
- 4.0 credits the same World Language in the Upper School
- 2.0 credits in Visual and Performing Arts (sequence must be in the same art)
- 0.5 credit in Physical Education
- 0.5 credit in Health
- 0.5 credit in Public Speaking
- 0.5 credit in a Writing Course Elective
- Completion of at least 5 AP courses and no semester grade lower than "B-" in 5 AP courses
- Successful completion of the Senior Internship
- Successful completion of the Don Jacobs Sr. Seminar
- Successful completion of a minimum of 60 hours of community service during 11th and 12th grades, prior to the start of Senior Internship
- 3.5 GPA, and no semester grade of D/F in 11th and 12th
- Sayre extracurricular participation
- 4 consecutive semesters in your junior and senior year
- Students' candidacy will be reviewed by the administration for any Academic or Behavioral Dishonesty Dishonesty incidents in their Junior or Senior year.

[5] Summer Chemistry is not a year long science course, but does count as discipline and therefore qualifies for one of the three required disciplines.

[6] If a student takes Summer Chemistry, a year of Advanced Research Design can count as the 4th year of Science.

Diploma Comparison Chart

REQUIREMENT	SAYRE DIPLOMA	SAYRE HONORS DIPLOMA	SAYRE HIGH HONORS DIPLOMA
English	**4**	**4**	**4**
History	**4**	**4**	**4**
Math	**3**	**4**	**4**
Science	**3**	**3**[7]	**4**[8]
World Language	**3**	**3**	**4**
Physical Education	**0.5**	**0.5**	**0.5**
Visual and Performing Arts	**2**	**2**	**2**
Health	**0.5**	**0.5**	**0.5**
Public Speaking	**0.5**	**0.5**	**0.5**
Writing	**0.5**	**0.5**	**0.5**
Other credits	**3**	**2**	**0**
TOTAL Credits	**24**	**24**	**24**
Unweighted GPA	**2.0**	**3.0**	**3.5**
AP Courses	**0**	**3**	**5**
Service Hours	**15**	**45**	**60**
Senior Internship	✓	✓	✓
Extra-curricular Involvement		✓	✓
Don Jacobs Seminar	✓	✓	✓

[7] See details above for science specific requirements
[8] See details above for science specific requirements

Diploma Distinctions

Pursuing a diploma distinction requires passion in a topic, extra effort, additional coursework and a commitment to both personal growth and academic excellence. These programs are designed for individuals who are not only driven by a strong interest in the subject but are also willing to go beyond the standard curriculum to develop their skills and knowledge. The dedication required for success in these programs extends beyond the classroom, demanding persistence, self-discipline, and a willingness to put in extra time. Students must take initiative, seek out additional resources, and demonstrate their knowledge in a culminating project. The purpose of the distinctions is to challenge students intellectually and push them to explore their interests in greater depth.

Please note that due to the logistical limitations of the schedule a desired pathway to achieve an Honors / High Honors diploma and/or a Distinction may not always be possible. Additionally, the academic expectation and challenge may be more than initially anticipated by the student. In these cases, reviewing possible options, considering priorities and making choices will be required. College Counseling and your advisor can assist with your deliberations in developing viable options.

Distinction in Creative Arts

Mission Statement

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

Visual and Performing Arts Distinction Requirements

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

Visual Art

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

Music Performance/Music Production

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

Theatre

- Complete four semesters of theatre classes at Sayre School
- Participate in at least two extracurricular theatre productions at Sayre School

OR

- Complete two semesters of theatre classes and participate in at least four extracurricular theatre productions at Sayre School
- Audition for Governor's School of the Arts in a performing arts category
- Participate in at least one summer theatre event (play, camp, workshop, etc.)
- Read at least one play per semester, with faculty discussion and review to follow
- See at least one play per semester, with faculty discussion and review to follow
- Interview a working artist in the community using the provided questionnaire
- Design and complete independent project during Senior year

Distinction in Global Studies

Mission Statement

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

Global Studies Concentration Requirements

- World Language Requirement: 4 years or a designated proficiency level as recommended by the World Language Department. The addition of a second language is encouraged,

including Mandarin or Arabic, which we currently do not offer but students could potentially take outside of school. (Taking an additional language might also fulfill "connecting with a culture" on approval of the program director.)

- Three semesters of Global Studies designated electives (options vary from year to year). A year long AP World Languages course can fulfill one of the three semesters. A maximum of **one** global studies designated elective course may be fulfilled by a designated Sayre School summer course. Summer courses must be approved by a Global Studies coordinator.

- Participation in one "connecting with culture" experience. This will be a minimum of 40 contact hours of organized travel **OR** 20 hours of international service (or local service for global causes.) Options include but are not limited to:
    - Rustic Pathways
    - Mission trip
    - Summer travel organized by Sayre's World Language department

- Continued participation in global cultural events, with a minimum of three documented events such as concerts, exhibits, lectures, etc.

- Culminating event as determined by the Global Studies Director and the student. This could be an ongoing project that would lead to a culminating activity or presentation. It could also be a digital portfolio that students can update as they go along.

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

Distinction in Service Learning

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

Service Learning Concentration Requirements
- Enrollment and successful completion of two semesters of Service to Society.
- Demonstrated commitment, leadership, and regular participation in class and advisory service projects, as well as projects offered by the school and its clubs and honor societies.
- Culminating service event in coordination with the Director of Service Learning. This would be an ongoing project with significant outcomes. This service effort, requiring at least thirty hours, will be designed to address an issue of importance within the Sayre,

local, national, or global community. The project will allow the student to plan, execute, and evaluate the service done on behalf of others. The project may be planned in conjunction with a service agency when appropriate. The project and its outcomes will be presented by the student to interested students and faculty.

Distinction in Sustainability

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

After reading the following details and you are interested in applying for the Distinction in Engineering, please complete the application form linked below.

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

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

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

Distinction in Sustainability Application Form

Distinction in Engineering

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

Course Requirements

Course Requirement	Course Options
2 years of Physics	Physics AP Physics 1 AP Physics 2 AP Physics C
1 year of Calculus	Calculus AP Calculus AB AP Calculus BC
1 year of Computer Science	AP Computer Science Principles AP Computer Science A
1 additional year of AP science, math, or computer science (separate from the courses used to satisfy the above requirements)	AP Biology AP Chemistry AP Environmental Science AP Physics 2 AP Calculus AB AP Calculus BC AP Statistics AP Computer Science Principles AP Computer Science A

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

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

Independent Project

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

These independent projects are long-term projects that typically take multiple months. The project and presentation must be completed before the end of the first semester of senior year. The science department will help facilitate the connection between the student and a partner for their independent project. It is the responsibility of the student to follow through with completing their project. Students will be expected to check in periodically to give updates on their progress.

Engineering Internship

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

NEW Distinction in Medical Health Science

(open to students starting with the Class of 2028)

Mission Statement

Sayre's Medical Health Science Distinction is designed to prepare highly motivated students for college majors and careers in the medical and health sciences. This distinction supports students pursuing pathways such as pre-medicine, nursing, physical therapy, nutrition, and mental health. Students complete a combination of core course requirements and elective options, allowing them to tailor the program to their specific interests and professional goals within the healthcare field.

Core Course Requirements

- AP Biology
- AP Chemistry
- Physics or AP Physics

Math Course (choose one)

- AP Calculus
- AP Statistics

NOTE: *Students must earn a minimum of a B- in core and the math courses.*

Extracurricular and Community Service Requirements for Junior & Senior Year

- 50 hours total (25 hours each junior year and senior year) working on medical research and/or volunteering in a hospital or clinic setting. Students are encouraged to volunteer in different settings each year. Options include…
    - Independent Project in a medical/health related field

    - County Health Department
    - Extension Office
    - Local hospital/VA
    - Lab setting
- Participate in the medical club
- Certified in CPR
- Certified in First Aid
- Assist with campus blood drive
- Attend a health-related educational event or conference

NEW Distinction in Entrepreneurship

Mission Statement
Sayre's Distinction in Entrepreneurship prepares students to meet society's various needs through innovative solutions. Students learn how to found an organization that can develop new products or services and effectively communicate about the organization to the greater community. With a focus on financial literacy, students develop competencies that allow them to maintain and grow these organizations. Coursework and extracurricular activities deeply emphasize the importance of interpersonal skills and productive collaboration. The program centers students in a design thinking model of discovery, creation, failure, and reiteration. Students whether solving a societal problem through a non-profit organization or creating their own business, students will be able to navigate the challenges of the modern economy with independence, creativity, and confidence.

Entrepreneurship Concentration Requirements

Course Requirements
AP Microeconomics or AP Macroeconomics
Post AP Economics and Entrepreneurship

One of the following courses that complement entrepreneurial skills
- AP Statistics
- AP Psychology
- Improvisation or Playwriting
- 2D Drawing or 2D Painting

Extracurricular Activities
- Compete on a Sayre team in an entrepreneurial challenge contest. Competitions will be organized through the Post AP Economics and Entrepreneurship course.
- Create and present an idea and business plan of a new organization, whether non-profit or for profit, to a group of Sayre alumni, parents, staff, and faculty.

ACADEMIC POLICIES

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

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

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

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

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

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

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

External credit is not calculated in a student's GPA, but is applied toward the total credit requirement for graduation.

Repeating Courses
Permission to repeat a course for credit must be approved by the Head of the Upper School. Students who repeat a course they have passed to improve their level of mastery are advised

that the original grade is not erased. Both grades will be recorded on the transcript, but only one credit will be given. The grade in the repeated course will be calculated towards a student's GPA.

Course Load

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

Students wishing to take 5 AP courses or more per year must request permission from the Head of the Upper School.

When considering a Honors or High Honors Diploma and/or a Distinction , students must carefully consider their total course load, especially if they are involved with extracurricular activities, outside school commitments, or other factors that impact their time-management.

Dropping and Adding Courses

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

Adding or dropping a course may be honored only during the first two weeks of each semester. To add a course, all prerequisites or other requirements must be met. All other course changes after this date must be approved by the Head of the Upper School. Students are expected to carry a full schedule per the grade level course load descriptions above.

Course Change Request Form

Computation of Grade Point Average (GPA)
The computation of a student's GPA is based on the standard 4-point scale listed below. AP courses are weighted one point and Honors courses 0.5

Percentage	Grade	GPA Points
97 - 100	A+	4
93 - 96	A	
90 - 92	A-	
87 - 89	B+	3
83 - 86	B	
80 - 82	B-	
77 - 79	C+	2
73 - 76	C	
70 -72	C-	
67 - 69	D+	1
63 - 66	D	
60- 62	D-	
0 - 59	F	0

Only courses taken at Sayre will be used to compute a student's GPA. Only semester grades are computed into the GPA.

Please note that report cards show only the weighted current year GPA. The transcript, which is sent to colleges, shows the weighted current and cumulative GPA.

Determining Co-Salutatorian / Co-Valedictorian

Co-Valedictorian and Co-Salutatorian recognition is presented to the four seniors who have the highest four-year cumulative weighted grade point averages. To be eligible, a student must have attended Sayre's Upper School for eight consecutive semesters. The Co-Valedictorians and Co-Salutatorians are named after the completion of senior grades in May.

In the event of a tie GPA (rounded to the one-thousandths place) among the qualifying candidates, a 3rd Co-Valedictorian or Co-Salutatorian will be honored.

Students' eligibility for Co-Valedictorian and Co-Salutatorian will be reviewed by the administration if they have any behavior incidents (leading to a suspension) or Academic Dishonesty incidents in their Junior or Senior year.

AP Course Expectations

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

In addition to the course specific expectations noted in the table below, student progress and achievement is also considered as part of a student's continued eligibility in the course. If a student falls below expectations, after interventions and a probation period determined by the teacher, the student may be counseled out of the course.

AP Course	Approximate Time for Homework per Week	Major Assessments	Other Expectations
AP Calculus AB	4-5 hours	Students will have a weekly quiz on recent material learned. Each unit there will be a homework packet, AP classroom assignments, and a unit test. An AP style midterm exam will be given in the fall, and we will have graded AP practice exams in the spring	This class can be fast-paced. Students are expected to stay on top of their work. This class involves sequential learning in which each unit builds upon the last and involves previously taught mathematical concepts.
AP Calculus BC	5 hours	The first part of this course is a face paced review of AP Calculus AB, with a goal of finishing review in the first semester. There will be a homework packet, AP classroom work, and a test each unit. During semester two, we will focus on BC only material, and we will have weekly quizzes on the new material. In the fall, we will have an AP style midterm exam, and in the spring we will complete graded AP practice exams	Students should have a good understanding of trigonometry, solving polynomials and transcendental functions, and parent functions. Students should have a love for mathematics.
AP Statistics	About 25-30 minutes per night plus time spent working on larger long-range assignments	Students will have 1-2 big turn-in homework assignments per unit over the course of 1-2 weeks for	For success on turn-in assignments, students need to be able to manage their time and not wait until the last day

		completion. There will periodically be small projects, some of which have a writing component. Unit tests will have MC and FRQ parts, with some tests having a 3rd part. There will typically be a test every two units. Students are also expected to maintain a course glossary that should be kept up-to-date on a weekly basis.	to try to complete an entire assignment. Most tests are taken outside of class time, during E period or Study Halls. There is a large component of the class on making connections between various parts of the course, communication and analysis skills, and learning a large vocabulary for the course.
AP Computer Science Principles	"While many projects will be done in class, slideshow journals, programming activities, and other assignments may be assigned weekly.	In addition to unit exams, students will spend 9 hours of class time creating a performance task (a program they created using Python coding and a video of their program), and finally a 3 hour AP exam in May consisting of multiple choice and free response questions involving the performance task.	Students need not have any programming or coding experience upon entering class. After the first quarter, students will complete and submit weekly coding projects and turn in activity guides that show their thinking and reasoning when coding.
AP Computer Science A	2-3 hours	Weekly homeworks, Bi-weekly programming assignments, quarterly exams	No prior coding experience is required. The class moves at an accelerated pace through material in order to be ready for the AP exam.
AP U.S. Government & Politics	4 hours	Weekly quizzes, 2 cumulative tests per quarter, and 2 final exams. Other tasks range from a civic engagement project to moderated debate and political simulations. Summer work includes reading a book and writing a paper to be submitted upon the start of the new school year.	Students should have an interest in learning about governmental affairs, public policy, political science, political theory, American political development, and constitutional law. Students are expected to stay informed about current events throughout the year and must be willing to contribute to daily discussions.
AP U.S. History	Expect 30-60 minutes of reading in preparation for each class (4x a week), sometimes with guided reading questions and thematic discussion questions.	There are major assessments for each of the nine historical periods in the APUSH curriculum - which include stimulus-based multiple-choice questions, short-answer questions, document-based essays, and long-essay questions.	APUSH is a course that expects sharp critical-thinking and analytical skills as well as the ability to master historical content and make connections between events, ideas, and patterns over multiple time periods.

		Students are also expected to do individual and group research projects on particular historical issues and periods, presenting their findings to their classmates.	
AP Psychology	Approximately 1 hour per day. N.B. Students should commit to *daily* study rather than attempt to combine several days of study into one longer study session.	There are no assignments in this course and grades are based solely on weekly cumulative quizzes. If students opt to fulfill their writing course requirement with this course, then they must successfully complete five assigned writing prompts. There is a semester and final exam. There is a summer assignment that is sent to students in July.	In pursuit of developing college-level study habits, students are supported and expected to seek and commit to study techniques that work for them as individuals.
AP Micro & Macro Economics	2-3 hours	There are 11 major assessments that mirror the AP exam by combining multiple choice with free response questions. Each semester has a major research presentation, one based on providing investment advice and the other based on analyzing the health of the US economy.	Students do not need prior knowledge in economics to be successful. However, students need to be familiar with basic graphs on a Cartesian grid. The class moves quickly through two introductory college economics courses, so the ability to read, understand, and apply new vocabulary is essential.
AP English Language & Composition	3 hours	A variety of drafted and revised writing assignments ranging from formal analytical essays to book reviews, personal narratives, and emails to people in power. AP exam in May contains multiple choice and free response (essay) questions.	Reading a variety of texts short and long, old and new, difficult and straightforward. Open-mindedness, curiosity, generosity, collaboration, eagerness to learn, willingness to change your position in light of new information. An interest in persuasion and openness to being persuaded.
AP Literature & Composition	4-5 hours of homework a week, roughly one hour per class period. Homework includes nightly reading, AP progress checks, Major Works Data Sheets, weekly	There will be an assessment over the summer reading. In the first quarter, students will write a college essay. There will be at least one out-of-class literary analysis essay or	This class, particularly the reading assignments, can be fast-paced; staying on top of homework, particularly nightly reading, is essential. Students will encounter

	poetry responses, and work on major essays and projects.	creative project with explanatory essay per quarter. Students will also write two to four timed free response questions in class per quarter.	complex texts written from the 17th century to the present day. Students will also learn to recognize a wide variety of literary devices and techniques and to analyze their effect on the larger meaning of the text.
AP French Language & Culture	1 hr of homework per class. Occasionally presentations will require up to 1.5 hours (approx. 5 times per quarter). Style of tasks vary and depending on personal strengths and weaknesses. Students may spend less or significantly more time on specific tasks.	Occasional multi-class creative projects. Daily AP-style tasks, 1-2 essays per quarter, complete 1 practice exam in class & 1 practice exam scheduled outside of class (to be done in one sitting)	It is assumed that students have a high level of mastery of grammatical concepts before entering the course. Course resources (listening and reading selections) are all sources intended for native speakers. Much class work is done in pairs, so missing class can result in making up work without the benefit of a partner.
AP Spanish Language and Culture	1 hour of homework per class. May include recordings, readings, watching videos, preparation of presentations, grammar and vocabulary review, as well as practice tests on the AP College Board website.	Group and individual class presentations In-class research projects 1-2 per month podcast listening assignments Occasional quizzes	AP Spanish Language and Culture is a rigorous course, meaning a high level of proficiency (grammar, vocabulary, syntax.) is expected. Students may need to do extra work in order to be ready for the demands of this course. Students are expected to speak Spanish and participate fully in every class. Missing classes and late work will negatively impact grades and exam readiness. Adherence to the course contract is expected.
AP Music Theory	1 to 2 hours of written homework, 30 minutes of guided listening, and 10-15 minutes every day for sight singing, ear training, and dictations exercises	Weekly in-class activities, assignments, dictations, sight-singing, Chapter Quizzes, Chapter Tests, First Semester Exam, Graded AP Practice Exam given in the Spring.	This class covers a full year of college music theory and moves at a fast pace. Memorization of major/minor scales and key signatures, meter, vocabulary, intervals, and chord structures are vital to success. Time is given in class to work collaboratively and individually. If you enjoy solving puzzles and mysteries, this is the class for you.
AP Studio Art Drawing	5-10 hours of work at home. Work will continue on weekends and holidays to	Students will submit a weekly quality art piece as a project grade.	Class work is fast-paced and created individually in the art studio and at home.

	meet the number of works needed for portfolio submission.	AP Portfolio is now currently submitted digitally in May with images of 15 Sustained Investigation Pieces and 5 Selected Works.	One quality piece is turned in each week. Students are responsible for original ideas, resources, and documenting their images, and for writing info on the AP Portfolio site. Instructor is to assist with process, documentation of completed work, and material.
AP Environmental Science	3-4 hours Homework includes textbook reading, math practice, a field notebook in the fall, and other assigned tasks to reinforce understanding of content, including practice tests on the AP College Board website.	An assessment is given over the summer reading and a review of basic math concepts. During the school year, tests or quizzes are given approximately every other week. The exam for the 1st semester is modeled after the College Board exam and is nearly 3 hours in length. Another practice exam is given in the spring outside of class.	Students are expected to attend 2 field trip days before the start of school as well as a 3-day trip to Tremont in the fall to complete AP labs. Some E periods (approximately once a month) will be used for labs or to take tests, particularly in the spring.
AP Physics 1	5 hours of homework per week. The amount of homework might increase if the student is absent and making up work. Homework consists of exercises, readings, lab data analysis, and AP Exam practice problems.	This course will involve regular problem sets, labs and quizzes, and two major tests per marking period.	The class is fast-paced and involves students applying mathematical principles to their study of science. The class involves sequential learning where each unit builds upon the previous unit. Students with frequent absences find mastering the content difficult. Students who are proactive about seeing the instructor outside of class time for extra help are often the most successful.
AP Physics 2	5 hours of homework per week. The amount of homework might increase if the student is absent and making up work. Homework consists of exercises, readings, lab data analysis, and AP Exam practice problems.	This course will involve regular problem sets, labs and quizzes, and two major tests per marking period.	The class is fast-paced and involves students applying mathematical principles to their study of science. The class involves sequential learning where each unit builds upon the previous unit. Students with frequent absences find mastering the content difficult. Students who are proactive

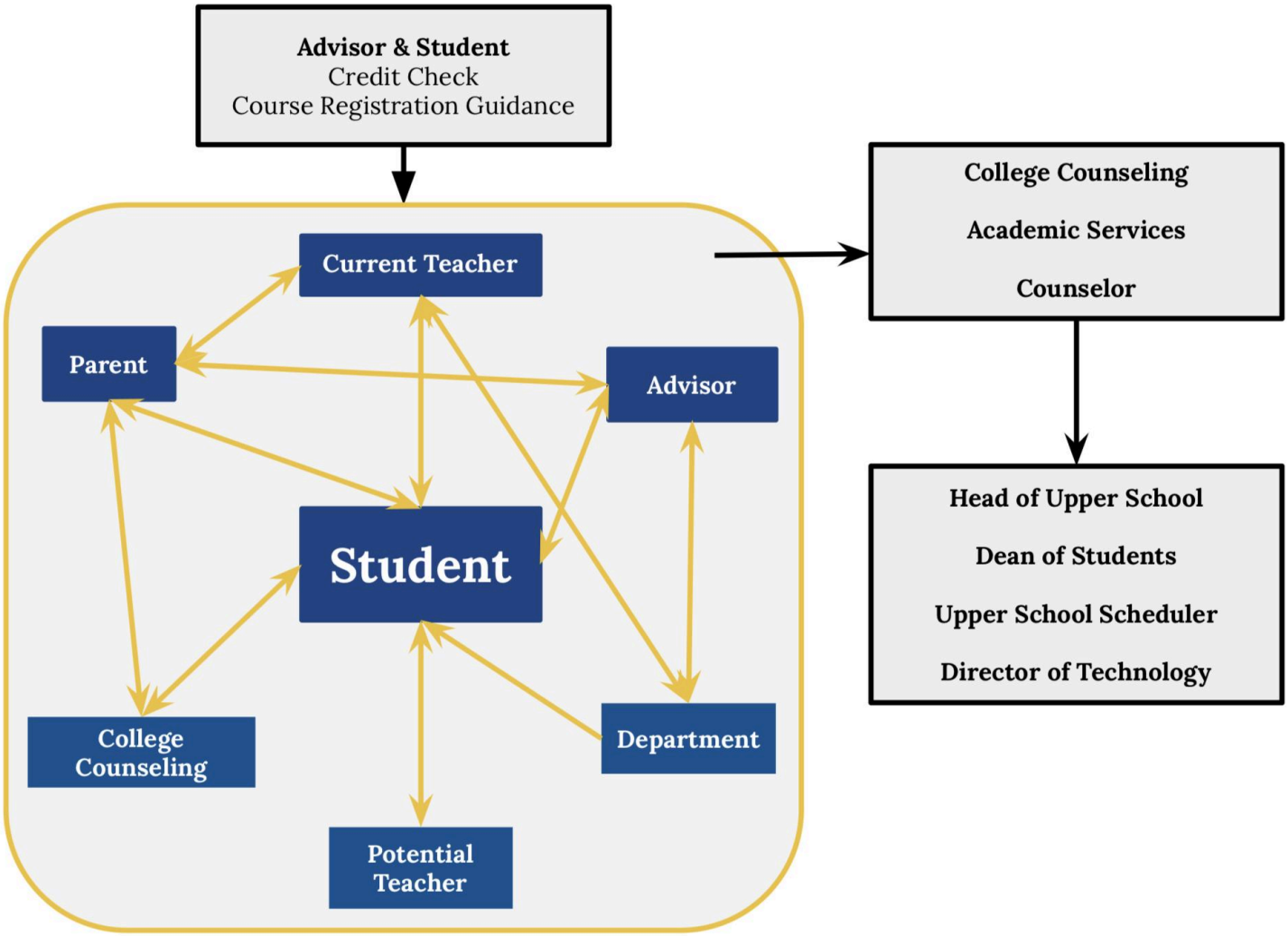
			about seeing the instructor outside of class time for extra help are often the most successful.
AP Physics C	1 hour of homework per class for a total of 5 hours of homework per week. Homework consists of exercises, readings, lab data analysis, and AP Exam practice problems.	This course is fast-paced and involves regular problem sets and assessments.	In this course, students apply differential and integral calculus to their study of physics. This class covers both mechanics and electricity and magnetism and prepares students for both AP Physics C examinations. Students in this course are given greater autonomy to manage their learning. The class involves sequential learning where each unit builds upon the previous unit. Students with frequent absences find mastering the content difficult. Having a solid foundation in both physics and calculus is important to student success.
AP Chemistry	45 minutes/class. More on the weekend. 4-6 hours total depending on acquisition speed. Bulk of homework time is spent working practice problems.	Bi-weekly quizzes. Bi-weekly graded HMWK (FRQ style) 2 tests/term	Fast-paced. Each unit builds on knowledge from the previous unit. Frequent absences make content acquisition difficult. Students are expected to see the instructor outside of class time for questions and help. Labs are completed during part of E period or lunch bi-weekly. Quizzes & tests are taken during E period or other study hall.
AP Biology	Students will be expected to complete the summer reading assignment and be ready to hand in the completed work on the first day of class. There will be an average of 3-4 hours of homework assigned per week. Homework consists of reading course content, practicing AP College Board questions, analyzing data	The AP Biology Course is very fast-paced and will require students to be proactive regarding the workload and assignments. • 8 Units Test using AP Classroom • 10 Investigative Labs with data collection, and data analysis • Reading and Questions from Textbook	Students are expected to attend the Biotechnology Day lab that will be on a weekend in early March. Students with extended time accommodations must start the test during E-period.

	and completing lab reports and working on the modules for the book.	• Presentations on advanced biology topics	

COURSE REGISTRATION

Registration Overview

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



Student Course Registration Timeline & Tasks

Timeframe	Tasks
April 14	Students attend grade-level presentations to review the Course Registration Process. **Grade 8→ Grade 9 Presentation** **Grade 9→ Grade 10 Presentation** **Grade 10→ Grade 11 Presentation** **Grade 11→ Grade 12 Presentation**
April 15 & 16	Department members provide course updates and special announcements.
April 17 - May 1	**Students** ☐ Receive Course Registration Form from their advisor ☐ Review course options and have conversations with teachers, parents, Academic Services, College Counselors to determine which courses will be *challenging and appropriate.* ☐ Acquire all teacher signatures for courses as needed. ☐ Have your parents review and sign your form with you ☐ Have your advisor sign your course registration form. ☐ Enter courses into BlackBaud: Log in to Blackbaud and click on the tab marked "Course Registration." See the **Course Registration Video** to guide you through this process. ☐ **FINAL STEP: Give your course registration form to your advisor**
May 1	**Students** ☐ **DEADLINE**: Approved courses must be entered into Blackbaud and registration form turned into the advisor
May 1 - June 30	Master Scheduling This process includes: • Scheduling all courses, students and teachers into our timetable. • Contacting students and parents if there are conflicts without clear solutions. • Managing potential course request changes to an individual schedule after the deadline (**Course Change Request Form**).

Course Recommendation and Approval Process

English

Students wishing to enroll in AP English Language & Composition or AP English Literature & Composition require the approval of the English faculty. Both these courses require a solid base of critical inferencing and writing skills on which to build more complex, sophisticated literacy and discussions. Approval will be based on demonstrated skill in providing detailed, appropriate evidence and explaining it clearly, as well as demonstrated enjoyment of difficult reading in Sayre English courses. English grades, attendance, focus and engagement in class activities, and academic responsibility demonstrated during the first three quarters of the year may also be considered.

History

- History 11 has open enrollment for juniors and History 12 has open enrollment for seniors.
- Entry into AP history courses will be based on current teacher and departmental/ department approval.
- Students must meet prerequisites for desired courses as noted in the course catalog.
- Application Process:
    1. Teachers will survey students before course registration begins to discuss options, and will respond based on the appropriate fit and demonstrated interest for each student.
    2. Students and teachers will follow up on the survey responses. Students should be proactive in responding to teacher input on the surveys. Conferencing is encouraged.
    3. The current history teacher will seek departmental input and will make a final course recommendation based on grades (term, exams, assessments), work ethic, content knowledge, reading comprehension, stamina, ability to keep up with the pace of the course, analytical ability, demonstrated interest in the topic, attendance, and effective class contributions. Behavior will also be considered.
    4. Recommended students will receive, review, and return a signed contract in order to enroll in AP courses.
    5. Recommendations will be entered in Blackbaud.

World Language

- Students will meet with their current World Language teacher individually before course registration to discuss options and teachers will make recommendations based on prerequisites, department guidelines, and appropriate fit for each student.
- Students must meet prerequisites for desired courses as noted in the course catalog.
- Students seeking Pre-1 Spanish, Spanish IV, Spanish IV Honors, Spanish V, AP Spanish, or AP French must meet with the instructor of those courses and get a signature before registering for these courses.
- If the student's quarterly grades and final exam are passing, yet indicate low achievement (C- or lower) and the instructor anticipates continued struggle at the next level, students may be asked to repeat the course to strengthen their language acquisition.

Visual and Performing Arts

All Arts Courses

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

AP Visual Art and Music Courses

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

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

Math

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

Science

All Science Courses

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

AP Science Courses

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

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

COURSE CATALOG

English

English 9: Finding Your Voice
This course focuses on helping each student develop a unique voice in both their writing and their discussions. The goal of this classroom is to help students read, think, and write their way toward a fuller and more interesting sense of themselves, of their place in the contemporary world, and of their relationship to the larger and more abstract world of ideas. Our work in this class includes intensive study and practice of the art of argument and personal narrative, regular student-led Harkness discussions of model texts, weekly online discussion boards, and frequent one-on-one writing conferences between student and teacher. These practices introduce students to foundational reading habits, discussion principles, and writing strategies they will use in subsequent years.

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

English 10
Building on the exploration of individual voice from Freshman year, Sophomore English aims to grow students' critical literacy and analysis skills so that they can challenge themselves as readers, writers, and thinkers. This course engages with texts from many places, times, cultures, and genres with a focus on close reading, the practice of connecting structural and stylistic details to the impact of the work as a whole. With assigned texts and texts of their choice, students practice literary and rhetorical analysis in class discussions and a variety of written assignments. Through the writing process of brainstorming, drafting, feedback, revision, and reflection, students learn to control the elements of composition and communicate with purpose.

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

English 11
English 11 helps students to respond personally and aesthetically to literature, to hone their vocabulary, and to develop their speaking and listening skills. Students will study classic as well as contemporary literature to foster empathy, critical thinking, and a broader understanding of the world. They will engage in literary and rhetorical analysis, creative writing, argument, and reflection, all with attention to purpose and audience. Students will also practice collaboration, analysis, and arguments in regular student-led Harkness discussions. The English 11 curriculum has been carefully curated as an integral step on the student's path to college readiness and success.

- Prerequisites: English 10

- 1.0 Credit
- Year-long course

English 12

English 12 continues to deepen and broaden the fundamental skills of thinking, reading, writing, and speaking. Students will read a variety of classic and contemporary literature to deepen literary understanding, build empathy and gain general knowledge of the world. Writing assignments will include personal narrative, close reading driven analysis, and real-world argument. A primary mode of classroom learning is student-centered Harkness discussion. By grappling with big questions, timely topics, and the subtleties of written English, this class will ground students' flourishing at the college level and beyond.

- Prerequisites: English 11
- 1.0 Credit
- Year-long course

AP English Language and Composition

In this college-equivalent expository writing course, students will practice analyzing rhetoric, developing their own positions based on multiple sources, and persuading audiences to change their views and to take action. Most of our shared texts will be nonfiction: essays and video essays, op-eds, personal narratives, advertisements, satire, and more. By engaging with stylistically and ideologically challenging texts from the 17th century to the present and with one another, students will hone their critical thinking skills and add to their toolkits for communicating authentically and ethically. At the end of this course, students should accurately represent, acknowledge, and respond to positions different from their own, recognizing the complexity of their world. The course will include much of what is covered in the AP English Course Description.

- Prerequisites: English 10 - Open to Juniors and Seniors
- 1.0 Credit
- Year-long course
- Students are required to take the AP examination at the completion of the course.

AP English Literature and Composition

AP English Literature is a college-equivalent course focused on analysis of poetry, drama, and fiction. As a culmination of the course, students will prepare for and take the AP English Literature and Composition exam. We will continue honing the sophistication of our writing and thinking at Sayre as we closely read complex texts and literary theorists. Our responses to literature will take a wide variety of forms, ranging from traditional argument to art and personal narrative. Above all, we will become better thinkers and communicators, develop mature and compassionate responses to our complex world, and enjoy the fulfillment of personal growth as individuals. The theme for this year's course is *The Journey*. Over the course of our time together, we will be following along with characters as they undertake literal and metaphorical journeys. As we read, we will discuss how characters pursue larger purposes, gain maturity and wisdom from their experiences (or fall short), and encounter others along the way who impact

their development. And, of course, we'll consider how these characters' journeys inform yours as you begin your voyage into senior year and college and reach the end of your time at Sayre.

- Prerequisites: English 11 or AP English Language (open to seniors only), recommendation from your current English teacher
- 1.0 Credit
- Year-long course
- Students are required to take the AP examination at the completion of the course.

Literature and the Environment: Nature Studies

This course will closely examine literature and documentary film about our natural world. We will read stories that take place in the wilderness, read essays about natural history, review psychological studies on the impact of time spent in the greenspace that surrounds us, watch environmental documentaries, keep nature journals, and make intentional efforts to be better observers of our natural surroundings. Good walking shoes and binoculars are recommended.

- Prerequisites: none
- 0.5 Credit
- 2nd semester course
- Fulfills Writing Requirement
- Special note:

Introduction to Creative Writing

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

- Prerequisites: None
- 0.5 Credit
- 1st semester course
- Fulfills writing requirement

Theatre

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

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

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

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

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

These diverse angles of exposure will provide students with a deep understanding, appreciation, and facility with the comedy Improv tradition, technique, and discipline.

- Prerequisites: 10th - 12th grade
- 0.5 Credit
- 2nd semester Course
- Special note: no final exam

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

- Prerequisites: 10th - 12th grade
- 0.5 Credit
- 1st Semester course
- Fulfills Writing Requirement or 0.5 of the Visual and Performing Arts Requirement
- Special note: No final exam

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

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

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

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

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

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

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

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

Music

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

- Prerequisites: none
- 0.5 Credit
- Fulfills 0.5 of the Visual and Performing Arts requirement
- 1st and 2nd Semester course
- Special note: Students who have completed four semesters of piano class (or the equivalent in private lessons) may receive honors credit by participating in the Sayre Recital and/or the KMEA Solo and Ensemble Festival. Honors Piano is a year long course"

Sayre Singers
This performance class is for treble vocalists interested in singing choral music. Emphasis is on performance and sight reading skills needed for singing a variety of musical styles such as vocal jazz, contemporary, show tunes, as well as traditional choral music from all genres. *Attendance is mandatory for all scheduled performances* (3 to 4 per year) *as well as occasional after-school*

rehearsals, festivals, and community functions. Before enrolling in this class, check the performance dates with the Upper School music faculty and complete the required performance contract. Joint performances with the Spartones and Sayre Players Band will be implemented. This class may be repeated.

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

Spartones

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

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

Honors Music Theory

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

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

AP Music Theory

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

- Prerequisites: Honors Music Theory or equivalent training approved by Upper School music faculty
- 1.0 Credit
- Year-long course
- Students are required to take the AP examination at the completion of the course.

Independent Study in Music

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

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

Visual Art

Studio Art I / II

Studio Art I and II are semester-long introductory classes designed for students interested in visual art and who wish to learn various skills with different 2D and 3D media. Media in 2D art may include: Graphite; color pencils, charcoal, scratchboard, pen and ink, and block printing. Sculpture wire, plywood, modeling clay, foam board and carpet rolls may also be included in 3D projects. All work is created in class and outside work from other classes is not permitted. Class time missed will be made up as needed and required. Students are expected to be on time daily. Students will be evaluated on their ability to follow directions, level of creativity, ability to solve visual/spatial concepts, level of participation and work ethic. Students are required to have a portfolio to keep work in. 20" x 26" is an ideal size for general work. All artwork goes home at the end of the semester or school year.

- Prerequisite: None / Studio Art I
- 0.5 Credit (Fulfills 0.5 of the Visual and Performing Arts requirements)
- 1st Semester course / 2nd Semester course

Honors 2D Art

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

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

AP Drawing

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

- Prerequisites: 2D Honors Art
- 1.0 Credit
- Year-long course
- Special note: Requires an average of 5 hours per week of studio work outside of class time.
- Students are required to take the AP examination at the completion of the course.

2D Drawing

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

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

2D Painting

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

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

Publications

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

- Prerequisites: instructor approval
- 1.0 Visual & Performing Arts credit in first year; 1.0 Credit elective credit for each following year
- Year-long course

History

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

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

World History 10: Modern World History
This survey course introduces Sophomores to the major people, events, ideas, and trends that have shaped modern world history, approximately 1400 to the present. Building a foundation on the major eras of Western civilization – from the Renaissance to Revolutions to World Wars, it places events in a global context while broadening students' perspectives and strengthening their intellectual connections between past and present. Through research, critical analysis of sources, evidence-based writing, and differentiated instruction, students come to better understand how people of diverse cultures have overcome obstacles, achieved goals, and sought to shape the world around them - socially, politically, economically, militarily, and geographically.

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

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

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

- Special note: There is an application process in order to be admitted to this course.
- Students are required to take the AP examination at the completion of the course.

History 11: United States History
This survey course covers major themes in American history, from the creation of a new nation from colonial beginnings to the challenges facing a superpower in the 21st century. The historical narrative deepens as students gain depth and precision in their understanding of cause and effect. Through synthesis of primary sources and a college-preparatory text, students explore private and public lives, ordinary and celebrated people, dividing and unifying trends, as well as national and international trends and context. Examining U.S. history through a variety of lenses -political, social, economic, and cultural - we continuously address these essential questions.

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

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

- Prerequisites: None
- 1.0 Credit
- Year-long course
- Fulfills writing requirement (additional coursework assignments)
- Special note: This course is available to sophomores if space is available. Sophomore students must apply directly to the instructor.
- Students are required to take the AP examination at the completion of the course.

AP Microeconomics or AP Macroeconomics
This course covers introductory college-level microeconomics and macroeconomics. The microeconomics section examines individual economic decisions made by members in a free market society such as consumers, laborers, producers, and investors. A great deal of emphasis is placed upon the variables that impact producers such as the factors of production and the signals created by prices in the marketplace. Students will utilize a combination of graphs and persuasive writing to explain rational decisions through the lens of marginal analysis. Also, this part of the course will examine the benefits and pitfalls of government intervention in failed markets. The macroeconomics portion of the course centers around the question, “How healthy is the economy?” By learning and applying a variety of economic metrics such as gross domestic product and unemployment, this course empowers students to be economically literate citizens.

In addition to those skills, students will learn about the vast importance of the financial sector and international trade in a functioning economy. This course utilizes assessments that mirror the AP exam, while also assigning a variety of simulations and research presentations such as an annual “stock pitch”. These courses are offered in rotating years during the fall semester.

- Prerequisites: Algebra II (may be taken concurrently). Open to 11th -12th Graders and permission from the instructor.
- 0.5 Credit
- Semester-long course.
- Students are required to take the AP examination at the completion of the course.

Advanced Entrepreneurial Studies

This is a project-based semester long course focused on teaching students the skills and mindset of an entrepreneur. Students will focus on creating novel solutions to societal problems, designing pitch presentations to explain their solution, fabricating possible prototypes that coincide with the solution, and designing sustainable business infrastructure to scale and produce their solution. The class will be embedded in the Design Thinking process of empathize, define, ideate, prototype and test. All students will be required to present their pitch in a local or national contest at some point in the semester.

- Prerequisites: None
- 0.5 Credit
- Semester-long course
- Special note: This course is available to sophomores if space is available. Sophomore students must apply directly to the instructor.
- Students are required to complete the Capstone Project which includes presenting your entrepreneurial projects to members of the community outside of school hours

Post-AP Entrepreneurial Studies

This course utilizes the same curriculum as Advanced Entrepreneurial Studies, but requires students to utilize the skills and knowledge from their AP curriculum in Macroeconomics or Microeconomics. While students create their solutions and build the infrastructure around that solution, they will also be asked to submit extensive financial reports and prospectuses. Similarly to the Advanced Entrepreneurial Studies course, all students will be required to present their pitch in a local or national contest at some point in the semester.

- Prerequisites: Either AP Macroeconomics or AP Microeconomics
- 0.5 Credit
- Semester-long course
- Students are required to complete the Capstone Project which includes presenting your entrepreneurial projects to members of the community outside of school hours.
- Students that have completed Advanced Entrepreneurial Studies may still take Post-AP Entrepreneurial Studies.

AP United States Government and Politics
This course is structured as a college-level introductory political science course. Alongside historical case studies and foundational documents, this course will help students understand the interconnectedness of the different parts of the American political system as well as the behaviors and attitudes that shape this system and are the byproduct of this system. Along the way, students will examine the constitutional foundations of the government; Federalism; political beliefs and behaviors; political parties, interest groups, and the mass media; the institutions of government; public policy; civil liberties, and civil rights. AP U.S. Government and Politics accomplishes these goals by framing the question of political knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices by using a set of reasoning processes. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes, students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives. Students will apply these skills in the classroom by way of in-class simulations, discussions, debates , projects, and one major, independent research paper.

- Prerequisites: History 9, History 10: U.S. History or AP U.S. History
- 1.0 Credit
- Year-long course
- Students are required to take the AP examination at the completion of the course.

History 12: United States Civics
This course provides a foundational understanding of the American political system, emphasizing the rights and responsibilities of citizenship. Students will explore the Constitution, federalism, the three branches of government, political participation, and the role of media and interest groups in shaping policy. The course also examines key Supreme Court cases, civil liberties, and civil rights, helping students understand how government decisions impact daily life. Through discussions, debates, simulations, independent and collaborative projects, and one major, independent research paper, students will develop the skills to analyze political issues, engage in civic life, and form well-reasoned opinions on contemporary challenges.

- Prerequisites: History 9, History 10, and U.S. History or AP U.S. History
- 1.0 Credit
- Year-long course

Global Studies and International Relations
This elective seminar is an introduction to the many issues facing countries and cultures in an increasingly interconnected world. It is particularly aimed at students who have demonstrated interest in Sayre's Global Studies distinction and who want an opportunity to research, explore and debate those global issues. We will begin the course defining what it means to be a global citizen and identifying and ranking the most pressing global issues – International trade and economic growth? Human Rights? Security? Immigration? Education? Health? Environmental protection? Students will choose topics of interest and develop research-based projects and discussion/writing prompts to educate classmates about these global issues and current events.

We will also focus on the variety of ways that students can engage with and learn about other cultures and countries. Using the "PERSIA" organizational model for social studies, students will conduct in-depth "Continent Case Studies," investigating the political, economic, religious, social, intellectual and area influences for nations students choose. Additionally, we will interact with speakers, exhibits, and other global studies activities in Lexington and the surrounding community. By semester's end, students will have a better understanding of the many influences and challenges facing the global community as well as ways they can engage as local citizens in global issues.

- Prerequisites: None
- 0.5 Credit
- 2nd Semester course
- Fulfills writing requirement
- Fulfills global studies requirement

World-Wide-Women

This global studies elective focuses on the issues of women's rights and gender equality and how different nations compare world-wide. In the first term, we begin with personal stories about the women who have shaped our understanding of gender roles and the opportunities and limitations facing women in our modern world. Using the Smithsonian publication, Women: Our Story, we'll explore six different historical themes and time frames regarding women's impact on world history and how patriarchal societies have often marginalized women's stories and contributions. The second term is rooted in individual and group projects researching topics of students' choosing, from profiles of women leaders in government and business to policy debates and court cases over the expansion or restriction of women's rights. We'll also highlight significant events regarding women's rights in the U.S. and analyze the nation's political, economic, social and cultural progress within an international context as well. For example, we use the "Girl Rising" curriculum to compare challenges facing women around the globe and explore the universal benefits of education as well as the various obstacles that still inhibit that access for women in developing countries.

- Prerequisites: None
- 0.5 Credit
- 1st Semester course
- Fulfills writing requirement
- Fulfills global studies requirement

Italy: History, Politics, and Culture

What makes Italy one of the most influential civilizations in human history, and what does it look like today? In this elective, students will explore Italy from every angle. We will trace the country's history from the Roman Empire through the Renaissance to the modern republic, and examine how Italian politics, culture, and identity continue to shape the world. Along the way, students will be introduced to conversational Italian, analyze landmark films by directors like Fellini and Rossellini, and engage with fiction and poetry in translation. Music will serve as a thread throughout the course, from opera to contemporary Italian pop. Food is central to Italian life, and it will be central to this class as well. Students will cook, eat, and think critically about

Italian food culture and agriculture. No prior experience is required, only a willingness to spend a semester experiencing “La Dolce Vita.”

- Prerequisites: None
- 0.5 Credit
- 1st Semester course
- Fulfills writing requirement
- Fulfills global studies requirement

Film Studies

How did film become one of the most powerful cultural forces of the modern era, and what does it mean to truly understand it? In this elective, students will watch and discuss a wide range of significant films while learning how movies are made, how audiences experience them, and how they reflect the social, cultural, and economic forces of their time. The course emphasizes developing thoughtful, informed viewers who can articulate why films work, how they communicate meaning, and what distinguishes great filmmaking from content that is simply entertaining. Students will engage with film as audience members, as critics, and as emerging connoisseurs. The course also explores the structure of the film industry itself, including studios, theaters, technology, streaming, and the many careers that support filmmaking behind the scenes. No prior experience is required, only a willingness to watch carefully and think deeply about the art of cinema.

- Prerequisites: None
- 0.5 Credit
- 2nd Semester course
- Fulfills writing requirement
- Special Note: Due to the inclusion of films with mature themes, a parent or guardian signature will be required for enrollment in this course.

Mathematics

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

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

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

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

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

- Prerequisite: Algebra I
- 1.0 Credit
- Year-long course

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

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

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

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

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

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

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

- Prerequisites: Students must be recommended by their Algebra II teacher. A prerequisite grade of 95% in Algebra II or 87% in Honors Algebra II is required for admission.
- 1.0 Credit
- Year-long course

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

- Prerequisites: A "B" average in Precalculus
- 1.0 Credit
- Year-long course

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

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

- Students are required to take the AP examination at the completion of the course.

AP Calculus AB

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

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

AP Calculus BC

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

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

AP Computer Science Principles

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

- Prerequisites: Geometry
- 1.0 Credit
- Year-long course
- Students are required to complete a performance task and take the AP examination at the completion of the course.

AP Computer Science A

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

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

Physical Education

Physical Education

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

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

Science

In keeping with David A Sayre's mission of an "education of the widest range and highest order," the Science Department offers four different science disciplines to students and AP courses in all four disciplines. Our philosophy is that students should take a diverse set of courses while in Upper School allowing them to discover the science subject that interests them the most. We recognize the widest range to be a selection of at least three disciplines of science to fulfill the requirements of an Honors Diploma and all four disciplines to fulfill the requirements of a High Honors Diploma. If a student is not interested in taking all four disciplines, we recognize the highest order to be the selection of one or more AP classes in lieu of a fourth discipline.

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

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

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

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

Principles of Chemistry

The Principles of Chemistry course at Sayre provides a solid background in conceptual chemistry ideas through the use of modeling, inquiry lab activities and hands-on manipulatives. Students develop a working knowledge of scientific theories and laws and chemical principles through an emphasis on critical thinking, data analysis, and development of models. Students dive deeper into the ideas presented through independent exploration in topics related to the content. Topics of study include properties, pH, reaction rates, atomic structure and ions, light, periodic table, states of matter, gas laws, and energy.

- Prerequisites: 9th Grade Science, Geometry, and Algebra II or concurrent enrollment.
- 1.0 Credit
- Year-long course
- NOTE: The course provides the basis for the chemistry needed to succeed in Biology 2.

Chemistry

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

- Prerequisites: 9th grade science, Geometry, and Algebra II or concurrent enrollment.
- 1.0 Credit
- Year-long course
- Special note: The course prepares students for the content required for AP Environmental Science, AP Biology, AP Physics 2, and AP Chemistry.

AP Chemistry

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

- Prerequisites: Completion of Chemistry (with at least a B+ assessment average), Algebra II, completion or concurrent enrollment in Precalculus
- 1.0 Credit
- Year-long course
- Special note: The class includes a substantial summer assignment and classes begin

before school starts in August. Additionally, all quizzes and tests are taken during E-period or study halls. Homework assignments are given over each school break.
- Students are required to take the AP examination at the completion of the course.

Physics

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

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

AP Physics 1

AP Physics 1 is a Modeling-based physics course that prepares students to take the AP Physics 1 Exam. This course does emphasize a conceptual understanding, similar to Physics, but a stronger emphasis is placed on mathematical expressions (using Algebra II, Geometry, and trigonometry) and on problem-solving. In addition to utilizing a more mathematical approach, this course moves at a quicker pace, explores concepts covered in Physics at a deeper level, and covers additional topics not covered in Physics. Topics include experimental design (data collection and analysis techniques), one-dimensional/two-dimensional motion, forces and Newton's laws, uniform circular motion, gravity and planetary motion, impulse and linear momentum in 1-dimension/2-dimensions, energy, torque, rotational motion, angular momentum, simple harmonic motion, static fluids, and dynamic fluids. Homework assignments and lab experiments will be closely aligned with the AP Physics 1 curriculum published by the College Board to give students the best chance of earning college credit.

- Prerequisites:
    - If no prior physics course: Completion of 9th grade science and Algebra II with a B+ each semester, completion or concurrent enrollment in Honors Precalculus.
    - If completed regular Physics: Completion of regular physics and Algebra II with a B+ each semester, and completion or concurrent enrollment in Precalculus.
- 1.0 Credit
- Year-long course
- Students are required to take the AP examination at the completion of the course.

AP Physics 2

AP Physics 2 is a Modeling-based physics course that picks up where AP Physics 1 left off and prepares students to take the AP Physics 2 Exam. Students in this course utilize the skills and knowledge they acquired by taking AP Physics 1 to continue their studies of physics into topics not covered in AP Physics 1. Topics include experimental design (data collection and analysis

techniques), thermodynamics, static electricity and electrical potential, DC and RC circuits, magnetostatics and electromagnetism, mechanical waves/sound, standing waves, geometric optics and physical optics, quantum physics, and atomic/nuclear physics. Homework assignments and lab experiments will be closely aligned with the AP Physics 2 curriculum published by the College Board to give students the best chance of earning college credit.

- Prerequisites: Students must have completed Precalculus and AP Physics 1 with at least a B+ average.
- 1.0 Credit
- Year-long course
- Students are required to take the AP examination at the completion of the course.

AP Physics C

AP Physics C is a Modeling-based physics course that applies calculus to the study of physics. This course prepares students for both the AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism exams. Students utilize the skills and knowledge they acquired from previous AP Physics and AP Calculus courses to continue their studies of physics. Topics are covered at a fast pace, in great depth, and with a sophistical mathematical approach. Topics include vector calculus, Newton's laws, work and energy, rotational motion, oscillations, electrostatics and electric potential, magnetism, electrical circuits, and more. Students in this course are given greater autonomy to manage their learning. Being proactively responsible for completing work/seeking extra help is key to being successful in AP Physics C. Homework assignments and lab experiments will be closely aligned with the AP Physics C curriculum published by the College Board to give students the best chance of earning college credit.

- Prerequisites: Completion of AP Physics 1 and AP Calculus AB with at least a B+ average, and completion or concurrent enrollment in AP Calculus BC. Completion or concurrent enrollment in AP Physics 2 is strongly recommended but not required.
- 1.0 Credit
- Year-long course
- Students are required to take both the AP Physics C: Mechanics exam and AP Physics C: Electricity and Magnetism exam at the completion of the course.

Environmental Science

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

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

- Year-long course

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

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

Advanced Research Design
Dedicated Juniors and Seniors have the opportunity to work with a university professor (typically through the University of Kentucky) to conduct real research in a laboratory setting. With the oversight of Sayre faculty, students will contact prospective university departments and professors to find an appropriate setting to conduct research. A minimum of sixty hours in an approved lab is required for a 1/2 credit. Students will be required to attend an instructional meeting at the beginning of the semester, with arrangements to work in his/her prospective lab finalized within the first six weeks of the semester. At the end of the semester, a paper describing the activities completed is due, along with an evaluation from the lab mentor. If an appropriate avenue is available, students will be required to present their research in a professional setting. Students are also encouraged to present their research at available science fairs. This elective may be repeated.

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

Biology II
Biology II is an upper level Biology class for seniors that will explore the structure and function of the human body and take a close look at how the systems work together to keep our bodies healthy. Participants in this class will engage in hands-on activities such as simulated laboratory experiments,building models of systems, dissection human physiologic experiments, computer simulations and lectures that explore the complexities of human anatomy and physiology. At the end of the class, students will understand the concept of homeostasis, how it interrelates to basic human body functions and life processes, and will demonstrate knowledge of the

organization of the human body. Topics of study include the following body systems: nervous, urinary, skeletal, muscular, digestive, circulatory, respiratory, reproductive, endocrine, and immune.

- Prerequisites: Completion of a chemistry course.
- 1.0 Credit
- Year-long course
- Note: This elective doesn't fulfill the requirements for an Honors or High Honors diploma, unless a student has taken Summer Chemistry.

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

- Prerequisites: Completion of a chemistry course.
- 0.5 Credit
- 1st Semester course
- Special Note: Seniors only. Although students are never required to taste food during class, wheat, dairy, and tree nuts are used in baking for this class. This course is a science elective that does not fulfill the requirements for a Sayre diploma.

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

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

Lab Technician
Supports science teachers in the routine laboratory and general clerical tasks necessary for daily operation of the science labs. Activities vary but may include: collecting, preparing, cleaning, and

storing glassware and other lab equipment; stocking and preparing media, reagents, and chemical solutions; assisting with setting up and taking down labs; and caring for animals and plants. Prospective students should be detail-oriented, self-motivated, and willing to follow safety protocols. A minimum of 45 hours is required for a ½ credit.

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

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

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

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

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

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

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

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

conversational practice and active participation. Students should expect to use only Spanish in class. Other topics include Hispanic geography, history, and traditions. Replace: Authentic materials such as podcasts, music, news reports are used to enhance language acquisition.

- Prerequisites: Successful completion of Spanish II or special permission from the instructor.
- 1.0 Credit
- Year-long course
- Special note: On-line resources and subscriptions are required in lieu of a textbook.

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

- Prerequisites: Successful completion of Spanish III or special permission from the instructor.
- 1.0 Credit
- Year-long course

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

- Prerequisites: Must have recommendation and approval signature from the Spanish III instructor
- 1.0 Credit
- Year-long course

Spanish V: Politics and Society in Hispanic Film
This is a year-long elective course in which students study topics in politics, history and society through the lens of selected Hispanic award-winning films. Topics such as immigration, sports, traditions, and family may also be addressed. Additional focus is on skills: listening comprehension, speaking proficiency, writing accuracy, and cultural competency. Expressing opinions, using more complex and descriptive language, and narrating events are practiced weekly. Discussions, research, presentations, role-plays, and scene writing create further

opportunities for self-expression and understanding in the target language. Supplemental materials may include websites, articles, podcasts, and news reports.

- Prerequisites: Successful completion of Spanish IV or Honors IV, as well as permission from the instructor.
- 1.0 Credit
- Year-long course
- Special note: Preference given to Seniors. Juniors must meet in advance with the instructor.

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

- Prerequisites: Students must have received at least a "B+" second-semester grade in Honors Spanish IV or successful completion of Spanish V. Non-seniors must have successfully completed Spanish V or have received permission from the department in advance.
- 1.0 Credit
- Year-long course
- Students are required to take the AP examination at the completion of the course.

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

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

French II

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

- Prerequisites: Successful completion of 8th grade French / French I.
- 1.0 Credit
- Year-long course

French III

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

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

French IV

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

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

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

- Prerequisites: Successful completion of French III.
- 1.0 Credit
- Year-long course

French IV Honors

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

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

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

- Prerequisites: Successful completion of French III and permission from the instructor
- 1.0 Credit
- Year-long course

French V

Students wishing to take the next level of French after French IV or French IV Honors, move to the French V Honors course.

French V Honors

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

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

AP French

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

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

Additional Courses

Public Speaking
Public Speaking is a required course for sophomore students that focuses on developing the skills necessary to become an effective communicator. Students will participate in a number of informal speech activities that encourage them to become comfortable and creative in front of an audience. They will write and present formal speeches, presentations, and videos. Students write and deliver speeches that include the Self-Talk, Current Event, This I Believe, and others. They will develop their listening skills as they critique the speeches of their classmates. Finally, evaluating their own performances at the podium will be essential to their improvement as the semester progresses.

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

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

- Prerequisites: Approval of the instructor, Department Chair and Head of the Upper School.
- 0.5 Credit
- 1st or 2nd Semester course
- May fulfill writing requirement

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

- Prerequisites: None
- 0.5 Credit
- 1st and 2nd Semester course
- Special note: This course is offered to Juniors and Seniors.

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

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

- Prerequisites: None
- Graduation requirement
- Year-long course
- Special note: The Seminars are for Seniors only and meet during E-period on six mornings during the school year.

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

Electives by Semester 2026-2027

1st Semester Electives	2nd Semester Electives
Intro to Creative Writing*	Literature and Environment*
World-Wide-Women***	Global Studies and International Relations***
Italy: History, Politics, and Culture****	Film Studies*
AP Microeconomics	Post-AP Entrepreneurial Studies / Advanced Entrepreneurial Studies
Playwriting*	Improvisation
Acting Studio I	Acting Studio II
Directing I	Production Design
Drawing	Painting
Theatre I	Theatre II
Studio Art I	Studio Art II
Advanced Research Design	Advanced Research Design
Science Lab Manager	Science Lab Manager
Piano	Piano
Public Speaking	Public Speaking
Service to Society	Service to Society
Honors Music Theory	Honors Music Theory
	Nutritional Chemistry
Full Year Electives	
AP Psychology* (Writing credit requires work beyond the AP curriculum)	
Publications (approval required)	
Spanish V: Politics and Society in Hispanic Film	
Sayre Singers	
Spartones	
AP Music Theory	
Honors 2D Art	
AP Drawing	

* Fulfills Writing Requirement
** Fulfills Global Studies Requirement

APPENDIX

INDEPENDENT STUDY APPLICATION

Directions to Student

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

PART I

Student _____ Advisor _____ Graduation Year _____

School Year for Independent Study _____ Supervising Faculty Member _____

PART II

Please attach a typed proposal that includes the following:

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

Signatures

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

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

Independent Study Sample

Course: Psychology Independent Study
Teacher: Mr. Keyser Soze
Student: Clive Sprout

Independent Study Subject Area

Psychological Perspectives of Child Development

Description

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

Child Development Topics

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

Tasks

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

Assessments

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

Assessment Due dates

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

Grade:

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

REPORT RUBRIC

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

PRESENTATION RUBRIC

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

ANNOTATED BIBLIOGRAPHY RUBRIC

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