



## **US Curriculum**

**2018-2019**

### **Table of Contents**

	Page
Introduction .....	2-4
Course Selection Overview .....	5
English .....	6-8
Fine Arts .....	8-11
Mathematics .....	11-14
Physical Education .....	14
Science .....	14-16
Social Studies .....	17-19
World Languages .....	19-22
Appendix.....	23-29

(Exercise Requirement Opportunities; Service Hours Form;  
Co-Curricular Opportunities; Interscholastic Sports; AP Waiver  
Form; Independent Study Form)

Dear Upper School Family,

The purpose of the The Prairie School (TPS) Upper School Curriculum Guide is to provide families with a succinct, informative, and transparent document that details what both our academic and co-curricular requirements are.

Please take a moment to read the opening pages of the 2018-19 Curriculum Guide. Here, you will find brief descriptions of the four main requirement categories and an Overview of courses for grades 9-12. Next, you will find concise descriptions of the courses offered within the respective disciplines.

If comparing to the Curriculum Guide from previous years, you are likely to notice some changes to course names and offerings because the faculty and I firmly believe that our academic offerings can never be stagnant and uninspiring. But curriculum in a school like ours is a living entity - representative of students' needs and interests and best practices in an independent school education.

I hope you will find this document useful as your main source of information about the Upper School curriculum and graduation requirements.

Everett R. McKinney  
Head of Upper School

## Graduation Requirements at The Prairie School

In order to graduate from The Prairie School, a student must fulfill requirements in four areas: Academics, Exercise Requirement, Service, and Co-curricular Participation.

### Academics

A student must accumulate a minimum of 22.5 academic credits, and each year is expected to enroll in a minimum of five academic classes. To promote a well-rounded academic foundation, the required course credits per discipline are as follows:

English 4 credits; Math 3 credits; Science 3 credits (specifically in the areas of life, chemical, and physical science); Social Studies 3 credits (USA History a requirement); World Languages 3 credits (all in one language); Visual and Performing Arts 1 credit; Physical Education 1.25 credits (a .25 credit in Arts can be used in lieu of the .25 PE requirement); Public Speaking .25 credit

**Effective the 2018-19 school year, a student (Class of 2022 and beyond) must accumulate a minimum of 23 academic credits, and each year is expected to enroll in a minimum of five academic classes. To promote a well-rounded academic foundation, the required course credits per discipline are as follows:**

**English 4 credits; Math 3 credits; Science 3 credits (specifically in the areas of life, chemical, and physical science); Social Studies 3 credits (U.S. History a requirement); World Languages 3 credits/levels (all in one language); Visual and Performing Arts 1.75 credits; Physical Education 1 credit; Public Speaking .25 credit**

Here are additional academic requirements for graduation:

During the senior year, students are required to take five academic classes each semester; an additional .5 credit is necessary to maintain senior status. The .5 credit (.25 each semester or .5 one semester) can be satisfied with an academic, PE, or arts class. Senior students are required to have a passing grade in all their classes each semester and receive passing grades for the Interim Experience, in both the junior and senior years.

Detailed information about the Interim Experience can be found on the School's website ([www.prairieschool.com](http://www.prairieschool.com)) under the tab, Academics>Interim.

### **Exercise** (required participation each semester)

In order for students to maintain physical fitness, they must be physically active throughout the academic year. The School requires every student to exercise at least three times a week for a minimum of thirty minutes during each session. Students satisfy the exercise requirement in one of three ways: active participation in interscholastic sports, enrollment in a PE Activity class,

or commitment to an approved personal fitness program. Please see the list of Exercise Opportunities located in the Appendix of this Guide.

**Service** (minimum of 25 hours annually)

The school requires students to be active in community service throughout their years in the Upper School. Service is defined as volunteer work for the School, a civic community organization, and certain religious activities that are pre-approved by the Service Hours Coordinator (e.g. soup kitchens, mission trips, etc.). **Before committing to a service project offered through a religious organization, it is advisable to speak to the Service Hour Coordinator to assure that the intended participation will count toward service.** Service does not include work done at home for relatives/family and friends. A student is expected to complete 25 hours of service by May 15 of each academic year. A desirable goal is partial completion (12 hours) of this requirement by February 15. Students may work ahead (during the summer) to complete their service hours for the upcoming year and are encouraged to do so. Of the 100 hours needed for graduation, we encourage students to earn 20 hours (minimum) through non-Prairie School organizations.

**Co-curricular Participation** (3 points annually)

Participation in theatre, music, interscholastic athletics, and a variety of clubs supports our students' personal growth and enhances their applications to competitive colleges and universities. Each student is required to have a minimum of 3 points of co-curricular activity each year. Students are encouraged and expected to commit to one major co-curricular activity (team sport, theatrical/musical production) per year. In some instances where this is not possible, bona fide off-campus activities such as private music lessons, off-campus drama productions, and club sports are generally considered co-curricular. In such cases, a student must submit for approval to the Upper School Office a waiver that details how s/he intends to satisfy the co-curricular requirement in an alternate way.

**Co-curricular Progress**

Satisfactory or unsatisfactory progress toward completing the exercise, service, and co-curricular requirements will be noted annually on the year-end transcript as a grade of Pass or Fail. Students who do not meet the annual and cumulative requirements for exercise, service, and co-curricular may be placed on Academic Probation until their deficits in these areas have been removed. Seniors who fail to meet all academic and co-curricular requirements before the established deadlines will not be eligible for graduation until they have fulfilled ALL graduation standards.

UPPER SCHOOL CURRICULUM FLOWCHART 2018-19

Grade	English	Fine Arts	Math	Performing Arts	P.E./Health	Science	Social Studies	World Languages
9	English 9	General Art I,II Actv. Art I,II 2-D Art I,II 3-D Art I,II Dig. Design/ Photo I,II Class Studio I,II	Algebra 1 Geometry	Concert Choir I,II Symphonic Orchestra I,II Intro. to Tech. Theatre I,II Tech. Theatre I,II Actor's Workshop II Directing II Directing Design II Fall Play Cast I	Fitness & Activity I,II	Biology	History of the Classical World	Chinese 1 French 1 Spanish 1  Chinese 2 French 2 Spanish 2
10	English 10 Public Speaking (Gr. 10 or 11)	General Art I,II Actv. Art I,II 2-D Art I,II 3-D Art I,II Dig. Design/ Photo I,II Class Studio I,II	Algebra 2 Geometry Acc. Algebra 2	AP Music Theory Concert Choir I,II Symphonic Orchestra I,II Intro. to Tech. Theatre I,II Tech. Theatre I,II Actor's Workshop I Directing Design II Directing II Fall Play Cast I Contemporary Jazz I Hip Hop Dance II Stretch/Strengthen I, II	Health & CPR I,II PE Activity I,II	Chemistry Honors Chemistry Physics Robotics I,II	History of the Modern World or AP World History	Chinese 2 French 2 Spanish 2  Chinese 3 French 3 Spanish 3
11	English 11 Public Speaking (Gr. 10 or 11)	General Art I,II Actv. Art I,II 2-D Art I,II 3-D Art I,II Dig. Design/ Photo I,II Class Studio I,II Interdisciplinary Art History	Algebra 2 Acc. Algebra 2 Precalculus A Precalculus AB Prob. & Stats. AP Statistics	AP Music Theory Concert Choir I,II Symphonic Orchestra I,II Intro. to Tech. Theatre I,II Tech. Theatre I,II Actor's Workshop I Directing Design II Directing II Fall Play Cast I Contemporary Jazz I Hip Hop Dance II Stretch/Strengthen I, II	PE Activity I,II	Anatomy & Physiology I,II Chemistry Honors Chemistry Physics Honors Physics Robotics I,II AP Biology AP Environmental Science	U.S. History or AP U.S. History Interdisciplinary Art History I	Chinese 3 French 3 Spanish 3  Chinese 4 French 4 Spanish 4
12	Creative Writing I,II Literary Studies in Diversity I,II Literary Labyrinths II  and/or AP English 12 Capstone Project	General Art I,II Actv. Art I,II 2-D Art I,II 3-D Art I,II Dig. Design/ Photo I,II Class Studio I,II Interdisciplinary Art History	Acc. Algebra 2 Precalculus A Precalculus AB Calculus AP Calculus AB AP Calculus BC Prob. & Stats. AP Statistics	AP Music Theory Concert Choir I,II Symphonic Orchestra I,II Intro. to Tech. Theatre I,II Tech. Theatre I,II Actor's Workshop I Directing Design II Directing II Fall Play Cast I Contemporary Jazz I Hip Hop Dance II Stretch/Strengthen I, II	PE Activity I,II	Anatomy & Physiology I,II Honors Chemistry Honors Physics Robotics I,II AP Biology AP Chemistry AP Environmental Science AP Physics 2	Economics I Government & Politics I Interdisciplinary Art History I Comparative Religions II Intro. to Psych. II AP Comparative Government II AP World History	Chinese 4 French 4 Spanish 4  Chinese 5 French 5 Spanish 5 AP Chinese AP French 5 AP Spanish 5

# ENGLISH

## 4 credits plus Public Speaking required for graduation

### **English 9** – Literary Touchstones (1 credit)

This course introduces students to the literary touchstones of world civilization. While the literary works are examined in their historical context, students discover that many of the traditions, values, and ideas that they take for granted had their origins in, and are reflected in, the mythical archetypes of this ancient and medieval literature. Emphasis is placed on vocabulary acquisition and application, literary analysis, narrative writing, discussion, and creative projects. Students are also guided through the basics of formal research in an essay integrated with their World History 9 course.

### **English 10** – World Literature (1 credit)

This course challenges students through higher expectations and more intellectually demanding texts than in English 9. Students will be expected to sharpen the skills practiced in English 9 as they explore a greater variety of writing styles and write more frequently. Students work more independently to develop their research skills in an essay integrated with World History 10. In tandem with the required Public Speaking course taken in Grade 10, different types of presentations and speaking opportunities are also a significant part of English 10. Ultimately, students will pursue the study of world literature to better understand the core literary texts of human ideas and world culture through reading, writing, speaking, and listening, as well as gain greater awareness and knowledge of other times and places, leading to interest in and empathy toward other cultures and their people.

### **Public Speaking** (.25 credit)

This course focuses on training oral presentation skills, including mature presence, poise, self-awareness, and projecting presence. Students will analyze effective and ineffective speaking styles, learn to be aware of their own and others' habits as oral presenters, and prepare and deliver various types of speeches. Normally, the student will complete this one-term course in the sophomore or junior year. **Note:** This course is required for graduation.

### **English 11** – American Literature (1 credit)

This course explores the definition of the American story and questions the concept of shared experience. Does “America” mean the same thing to everyone? What voices are most prominent? Which get forgotten? Students in this course will read texts featuring characters with a variety of experiences within the American landscape. Emphasis is placed on informal and formal writing (expository, reflective, and creative), formal discussion and debate, oral presentations, and creative projects. Students also engage in a college-preparatory research process integrated with their US History course.

**English 12 (1 credit)**

Seniors must take two different English 12 electives (one each semester) or AP English 12. English electives may be taken in addition to the AP English 12 course.

**Research Capstone Project (.5 credit)**

In this course, students' passion and research will culminate into a Capstone project after conducting a year-long investigation into a personally and socially relevant question of their choosing. In addition to reading a few, short shared texts - selected collaboratively with input from the instructor - students will explore their chosen topics independently. Throughout the year, students will complete reflective, expository, and creative pieces to demonstrate how their chosen research methods and materials are helping to answer the question. The goal will be to synthesize or "cap" these perspectives in a product that ties together the reading, writing, speaking, and thinking connected to their approved topic of study to share with their classmates, the school, and greater community.

**Creative Writing I (.5 credit)**

The format of this workshop-style class is two-pronged. One prong will invite students to read, reflect upon, and discuss accomplished works of poetry, short story, and drama with a critical eye—learning about the elements of craft and structure, style and voice—to help inform their own writing. The other, more important prong will invite students to write side by side, reading and constructively critiquing each other's work, sharing successes and struggles, and creating a personal writing portfolio.

**Literary Studies in Diversity Term II (.5 credit)**

In this course, students will venture beyond societal stereotypes by examining works of literature and film that dare to explore our human diversity. Issues explored could include ones of ethnicity and race, class and politics, gender and sexuality, both historical and contemporary. Through research, reflection, personal narratives, discussion, and creative activities, they will also consider and interrogate their own assumptions, viewpoints, and values.

**Literary Labyrinths Term I (.5 credit)**

Featuring innovative and complex fiction, this course will draw students into a labyrinthine world of multiple layers, unreliable storytellers, and unexpected connections featuring stories designed to produce heated discussions, eye-opening realizations, and innovative responses about the nature of reality.

**Non-Fiction Reading & Writing II (.5 credit)**

Students in this course will read as writers and write as readers while they examine the communication act from both rhetorical and aesthetic standpoints. Writing and reading units may include memoir, investigative journalism, science writing, humor writing and persuasive writing.

**\*AP English 12 (Literature and Composition) (1 credit)**

The Advanced Placement course is open to students seeking a rigorous curriculum of literary analysis and writing similar to many college freshman classes. Designed and structured as a seminar, the course is organized around various genres, themes, and writing styles in major works of world literature. Emphasis is placed upon reading, analysis, discussion, and writing,

with ample opportunities for students to practice their writing skills. **Prerequisite:** Recommendation of the department.

## **FINE ARTS**

**1 credit total of Fine Arts required for graduation**

**Class of 2022 and beyond: 1.75 credit total of Fine Arts and/or Performing Arts required for graduation**

With the exception of introductory and AP courses, students can re-enroll in fine arts classes an unlimited number of times.

### **General Art I, II (.5 credit)**

This course is designed primarily for freshmen and sophomores but is open to any Upper School student as an introduction to the Upper School Visual Arts program. Students will be introduced to basic skills, techniques, and vocabulary with a variety of visual art media. Media used may include but is not limited to drawing, painting, printmaking, metal sculpture, ceramics, glass, and fiber. Incoming freshmen who have completed with high passing grades both 2-D Art and 3-D Art in Middle School may be exempt from this introductory course with teacher permission.

### **Advanced Art I, II (.5 credit)**

This upper level art course is for students who have successfully completed General Art. It includes a more in-depth exploration of art media, with more challenging art assignments in a variety of art media. Students will have the opportunity to select more individual and independent projects, with regular small group feedback and critique circles.

### **Digital Design/Photo I, II (.5 credit)**

This course is an introduction to the basics of digital design using the Adobe Suite. Students will also be introduced to digital photography basics, including the skills and vocabulary needed to operate a digital SLR camera. Limited DSLR's are available for student use; students are welcome to bring their personal devices. Students eligible for this course will have successfully completed General Art I or II.

### **Glass Studio I, II (.25 credit)**

In this course, students will be introduced to several glassmaking processes including fusing, hot working/blowing, cold working, bead making and casting. Emphasis will be placed on studio safety, skill building, collaboration and developing ideas from two-dimensional sketches into three-dimensional glass pieces. Students eligible for this course will have successfully completed General Art I or II.

### **2-D Design I, II (.5 credit)**



This course will guide students through a more in-depth exploration of art media such as drawing, painting, printmaking, collage and other forms of non-sculptural design. Guided practice in how to participate in art critique and craft and artist's statement are a part of the course. Students will have the opportunity to select an individual project of study during the second half of the semester. Students eligible for this course will have successfully completed General Art I or II.

### **3-D Design I, II (.5 credit)**

This course will guide students through exercises covering the concepts of sculptural design. With the medium of clay, students will learn basic hand-building skills and will have the opportunity to throw on the pottery wheel. The course will also cover a variety of other sculptural methods and materials including but not limited to wire, glass, metal and fiber. Students eligible for this course will have successfully completed General Art I or II.

### **Interdisciplinary Art History I (.5 credit)**

This course will familiarize students with some of the most important pieces of Western art from the Prehistoric period through fourth century AD. The material will be presented chronologically so as to give students an understanding of the cultural context into which these works fit, and how the changes in Western society are reflected in its art. The aim of the course is manifold: encourage students to develop their skills of visual analysis using art historical vocabulary, distinguish and classify works of art and architecture within specific contexts, and build critical thinking skills through the interpretation of works of art. Students who choose to take the course as an Arts credit should expect to spend a greater amount of time in the creation of art pieces, and assessments will be in the form of a creative art piece along with written components explaining the connection between their original works and the material investigated during class lectures and discussions.

## **Music**

### **Concert Choir I, II (.5 credit)**

Open to all Upper School students, Concert Choir performs vocal music from a variety of style periods. Performances include the Ardent Arts Concert (Oct.), Jubilate Concert (Dec.), and Finale Concert (April). Choir students are encouraged to repeat this class.

### **Symphonic Orchestra I, II (.5 credit)**

In these ensembles, students master music for chamber orchestra and jazz ensemble. Performances include the Ardent Arts Concert (Oct.), Jubilate Concert (Dec.), and Finale Concert (April). Music students are encouraged to repeat this class. **Prerequisite:** Students need to have achieved high school proficiency (Class B or better) on their instrument.

### **\*AP Music Theory (1 credit)**

In AP Music Theory students study the structure, design, and language of music. In addition to historical perspective, the course content includes composing, sight singing, analysis, and dictation. This class is a college-level course open only to students with strong musical backgrounds. AP Music Theory is an academic class; however, if it is taken as a sixth academic class, it can fulfill one credit of the Arts graduation requirement. Students enrolled can register for the AP Music Theory Exam. **Prerequisite:** Instructor approval.

## Technical Theatre

### **Introduction to Technical Theatre I, II** (.25 credit)

This one-term course is a hands-on introduction to the understanding, designing, crafting and execution of theatrical productions, and it prepares students to function as stage crew members in Prairie productions. Students will gain experience in, and exposure to, the necessary production trades (scenic, lighting, costume and sound), that create the world of a theatrical production. **Note:** Enrollment limited to 16.

### **Technical Theatre Workshop I, II** (.5 credit)

This course provides students with the opportunity for hands-on experience in the art and techniques of technical theatre. Students realize practical theatrical designs and technical solutions to design problems through work on Performing Arts Department productions.

**Prerequisite:** Introduction to Technical Theatre and/or approval of instructor. **Note:** Enrollment limited to 18.

### **Technical Theatre Design I** (.25 credit)

In this course students will explore the realm of design for the theatre from concept to implementation and execution. Through a savory blend of reading, discussion, research, and hands-on learning, students will design and construct the scenic, props, sound and costume elements in support of the fall forensics play and Middle School Musical. **Prerequisite:** Technical Theatre Workshop, and/or approval of instructor. **Note:** Enrollment limited to 12.

### **Directing Design II** (.25 credit)

In this course students will explore the realm of design for the theatre from concept to implementation and execution. Through a savory blend of reading, discussion, research, and hands-on learning, students will design and construct the lighting, scenery and properties for one or more of the student-directed one-act plays. **Prerequisite:** Technical Theatre Workshop, and/or approval of instructor. **Note:** Enrollment limited to 12.

## Theatre

### **Fall Play Cast I** (.5 credit)

In this production ensemble class, students will rehearse and perform a one-act play. This one-act will be presented at the Wisconsin High School Theatre Festival at various schools throughout the state.

### **Directing II** (.25 credit)

Students will be introduced to basic directing skills: choosing a play, creating a director's concept, auditioning actors, running rehearsals and basic design. Each member of the class will direct a short play for The Prairie School One-Act Play Festival. **Prerequisite:** Approval of instructor.

### **Actors' Workshop II** (.25 credit)

Students will study comedic and dramatic acting, utilizing voice, body, and mind to create interesting characters. Students will explore improvisational acting, scene study,

movement-based acting and self-expression. Class material will cover scripted scenes and student-created work. No experience necessary!

## **Dance**

**The dance classes could go towards Arts or PE requirement**

### **Contemporary Jazz I (.25 credit)**

This course will explore a number of contemporary dance styles from jazz and hip-hop to different social dance steps. All of these styles of movement are fun and energetic. They include elements such as kicks, leaps, turns and isolations. Time, space and musicality are all incorporated into movement. Students will learn basic choreography structure and have opportunities to freestyle and develop group compositions of their own.

### **Hip Hop Dance II (.25 credit)**

This high-energy class infuses the latest styles of street and social dancing, musicality and rhythm. This class will encourage students to step outside of the box by bringing their own individual style and personality to the movements. Hip hop dance is aerobic and requires students to have the strength and stamina to successfully perform moves. Each class includes upper and lower body conditioning as well as a rigorous warm-up to help prepare students for more intense movements.

### **Stretch and Strengthen I, II (.25 credit)**

Using a combination of Yoga, Pilates, Calisthenics, and Dance warm-ups, this course will focus on stretching and strengthening techniques. Using your own body for weight and resistance, these techniques will improve your health and decrease your risk of injury in day to day activities. The main focus is to increase flexibility and strengthen all muscles, in particular your core. Students can expect to see results in all ranges of movement, energy, balance and posture.

## **MATHEMATICS**

**3 credits required for graduation**

**Note: All students in Algebra 2 and beyond must have a TI-83 Plus or a TI-84 Plus graphing calculator. Students in Algebra 1 and Geometry should have a scientific calculator; a graphing calculator is not required.**

**A grade of C- (70%) or better is needed to proceed to the next level of study in mathematics.**

### **Algebra 1 (1 credit)**

This course introduces basic concepts of algebra while helping students to develop their skills in symbolic manipulation and their fluency in the “language of algebra.” This material provides a

necessary foundation for many of the topics students will study in future mathematics and science courses. There is an emphasis on problem solving and application. Linear functions are thoroughly investigated. Other topics include real numbers, quadratic functions, exponential functions, systems of equations, polynomials, radicals and rational expressions. Scientific calculators will be used where appropriate.

### **Geometry** (1 credit)

This course introduces logic and the concept of an axiomatic system. Students learn to justify and communicate their reasoning both through formal proofs (two-column, flow and paragraph proofs) and informally as they solve a variety of problems. Geometry software is used by the students to discover and reinforce many important concepts. Topics studied include reasoning and proof, area, perpendicular and parallel lines, triangles and congruence, quadrilaterals, transformations, similarity, right triangles, circles, surface area and volume. Scientific calculators will be used where appropriate. **Prerequisite:** Algebra 1

### **Algebra 2** (1 credit)

This course incorporates a review and continuation of the core concepts developed in Algebra 1. The primary goal of the course is to provide a solid foundation for future success in higher levels of mathematics. Students continue to develop their skills in symbolic manipulation and in communicating through mathematics. Students are encouraged to see problems from both a geometric and an algebraic viewpoint through the use of graphing calculators and problem-solving workshops. In addition to the study of linear, quadratic, polynomial, radical, logarithmic, exponential, rational, and trigonometric functions, the course includes an introduction to topics found in advanced courses. **Prerequisite:** Geometry

### **Accelerated Algebra 2** (1 credit)

This advanced course incorporates a quick review of the basic concepts from Algebra 1 before diving into the introduction of topics found in higher levels of mathematics. In this rigorous and fast-paced course, students will study linear, quadratic, polynomial, radical, logarithmic, exponential, trigonometric, and rational functions. By using graphing calculators as a tool, students explore the connections between the algebraic concepts/skills and their geometrical representations. Throughout the course there will be an emphasis on improving/developing mathematical communication, abstract reasoning, critical thinking, and problem solving skills. A solid foundation in Algebra 1 is essential for placement in this course. **Prerequisite:** Geometry and recommendation of the department. **Note:** This course is the prerequisite for Precalculus AB.

### **Precalculus A** (1 credit)

This course continues the study of advanced algebra topics that begins in Algebra II. Its primary goals are to improve students' algebraic and problem-solving skills while continuing to study polynomial, rational, exponential and logarithmic functions. Students are also introduced to trigonometric functions. Graphing calculators will be used where appropriate. **Prerequisite:** Accelerated Algebra 2

### **Precalculus AB** (1 credit)

This advanced course focuses on the study of functions and trigonometry in preparation for Calculus. Polynomial, rational, exponential and logarithmic functions are studied. There is an

extensive study of trigonometry. This rigorous course aims to improve students' problem-solving skills, ability to work and think independently and ability to reason logically in a fast-paced environment. **Prerequisite:** Accelerated Algebra 2 and recommendation of the department. **Note:** This course is the prerequisite for AP Calculus.

### **Probability and Statistics** (1 credit)

This course is designed to improve the basic statistical skills of students, as well as to broaden their mathematical foundations. Students study both inferential and descriptive statistics and learn the procedures and techniques of elementary probability theory. Extensive use is made of the graphing calculator. Emphasis is given to practical applications and relevance to other academic disciplines. **Prerequisite:** Algebra 2

### **Calculus** (1 credit)

In this course, students study the branch of mathematics that deals with rates of change in continuous and varying quantities. The class includes exercises in the graphical, numerical, analytical and verbal representation of functions through the study of limits, differentiation and basic integration. Students use technology to help solve problems, interpret results, verify conclusions, and determine the reasonableness of solutions. A graphing calculator is required. **Prerequisite:** Precalculus A or Precalculus AB

### **\*AP Calculus AB** (1 credit)

This course represents the equivalent of one semester of college calculus including differential and integral calculus and their applications in science. The syllabus incorporates the recommendations of the College Board AP Program for the "AB" syllabus. Graphing calculators are used for exploration of new ideas and as aids in problem solving. Throughout the course, there is an emphasis on developing ideas analytically, graphically, numerically, and verbally. **Prerequisite:** Precalculus AB and recommendation of the department

### **\*AP Calculus BC** (1 credit)

This course represents both first- and second-semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The syllabus incorporates the recommendations of the College Board AP Program for the "BC" syllabus. **Prerequisite:** AP Calculus AB and recommendation of the department

### **\*AP Statistics** (1 credit)

This course acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The syllabus incorporates the recommendations of the College Board AP program. Students will frequently work on projects involving the hands-on gathering and analysis of real-world data. Computers and calculators will allow students to focus deeply

on the concepts involved in statistics. **Prerequisite:** Algebra 2 or Accelerated Algebra 2 and recommendation of the department

### **Introduction to Computer Programming I, II (.5 credit)**

Students (open to juniors and seniors) will be introduced to the fundamentals of computer programming through Python, a powerful, versatile and easy-to-learn computer language. Students will develop an appreciation for how computers store and manipulate information by writing programs. Besides learning the syntax of Python and its basic constructs, students will develop computational thinking and problem solving skills by utilizing programming techniques such as control structures, functions, strings, and data structures. **Prerequisite:** Algebra 2 or Accelerated Algebra 2 or concurrent enrollment

## **PHYSICAL EDUCATION/HEALTH**

**1 credit required for graduation.**

### **9th Grade**

#### **Fitness & Activity I, II (.5 credit)**

Students learn the basic concepts of lifetime fitness goals through various activities. In a laboratory setting, students begin with health-related fitness concepts and come to an understanding of these concepts through hands-on activities. The students will utilize all of our athletic facilities.

### **10th through 12th Grade**

#### **PE Activity I, II (.25 credit)**

Activity classes offer a variety of lifetime activities, team activities and fitness activities for students. These will include the following: strength and cardio training, tennis, golf, ultimate frisbee, touch football, disc golf, volleyball, fencing, team handball, softball, archery, step aerobics, pickle ball, badminton, and speedminton.

## **SCIENCE**

**3 credits required for graduation, specifically in the areas of biology, chemistry, and physics**

### **Biology (1 credit)**

Biology is a course designed to survey basic concepts and principles of life. Emphasis is placed on understanding topics through various laboratory activities to enhance learning by discovery. Areas covered in this course include the kingdoms of living organisms, cellular biology, genetics, forensics, microbiology, and ecology.

### **Chemistry (1 credit)**

Students will be exposed to the fundamentals of chemistry through the investigation of chemical topics pertinent to everyday life. Emphasis will be placed on a qualitative understanding of the basic principles with only a minor emphasis on mathematical relationships. Topics studied include atomic structure; moles and chemical reactions; nuclear and petroleum-based energies and pollution; organic chemistry and the chemistry of food; detergents; and medicines. Not eligible for seniors.

### **Honors Chemistry** (1 credit)

Students will study the chemical and physical behavior of matter from both a quantitative and a qualitative point of view. Considerable time will be spent in the laboratory reinforcing concepts and discovering new relationships. Because of the quantitative nature of many concepts, students must have sound, basic algebra skills and experience with logarithms. **Prerequisite:** Prior or concurrent enrollment in Accelerated Algebra 2

### **Physics** (1 credit)

In this course, students will experience the science of motion, light, energy, and sound in a highly interactive and conceptual way. Through a series of labs and extended projects, students will learn many practical applications of physics to our daily lives. The concepts covered will mirror those of the Physics course, but the level of mathematics will not be as demanding. Not eligible for seniors.

### **Honors Physics** (1 credit)

Physics is a study of the basic laws of nature and is the foundation for all other sciences. This is a traditional high school physics course that makes extensive use of mathematical problem-solving techniques. A course of this type is expected by colleges as a prerequisite for beginning study in the sciences or engineering. The major difference between this course and the Physics course described above is the level of mathematical rigor. Students spend a considerable amount of time in the laboratory and use computers to help collect and analyze data. **Prerequisite:** Algebra 2

### **Robotics I** (.5 credit)

Students are introduced to the concepts of electricity, electronics, microcontrollers, computer programming and robotics through reading assignments, online simulations and hands on activities. By designing and building various robots and other electronic devices, students will learn about and apply the concepts of electricity, resistance and Ohm's law, transistors and current amplification, motors and motor control. Students will also be introduced to 3D drawing using Tinkercard or Google Sketch-Up and have the opportunity to print their designs using 3D printers. Grades will be based upon successful completion of projects, online activities and to a lesser extent the understanding of electricity and electronics evaluated quizzes. Sophomore, junior or senior standing required. **Note:** Enrollment limited to 16 students

### **Robotics II** (.5 credit)

Students will apply the fundamental concepts of robotics, electronics and programming toward the design and construction of a motor-driven robotic or electronic device to accomplish a series of student designed and instructor approved tasks. When appropriate, projects may be designed with the goal of participation in external robot competitions. This course may be repeated for credit but must include different robotic designs and task. Due to the independent

nature of this course, students should have very strong programming skills, a sound knowledge of electronics and possess the self-discipline and motivation to conduct an independent project in a timely manner. **Prerequisite:** Robotics I or instructor approval. **Note:** Enrollment limited to 16 students

### **Anatomy and Physiology I (.5 credit)**

In this elective science course students will study the structure and function of the integumentary (skin), skeletal, muscular, cardiovascular and respiratory systems of the human body. Lectures will be supplemented with labs including dissections of a fetal pig and an adult pig heart. Junior or senior standing is required.

### **Anatomy and Physiology II (.5 credit)**

In this elective course students will study the human urinary, digestive, reproductive, endocrine and nervous systems with an emphasis on the special senses. Lectures will be supplemented with labs and will include dissections of a fetal pig, sheep brain and cow eye. Junior or senior standing is required. Prior enrollment in Anatomy and Physiology I is NOT a requirement.

### **\*AP Biology (1 credit)**

AP Biology is a college level biology course designed to conform to the goals established by the AP program of the College Board. The course is designed in the image of a typical first year collegiate biology course taken by students majoring in science and science-related areas. The College Board requires several extended laboratory experiments. Therefore, the students are required to attend 7:30 a.m. labs when necessary. **Prerequisite:** Honors Chemistry

### **\*AP Chemistry (1 credit)**

AP Chemistry is a course designed to conform to the goals defined by the AP program of the College Board. The course aims to duplicate the experiences and the level of difficulty of an introductory college chemistry class designed for science and engineering majors. We will study redox reactions, electrochemistry, and thermodynamics, in addition to the topics studied in Chemistry, all in much greater conceptual and mathematical detail. Lengthy, complex lab experiments designed to complement the classroom portions of the course are conducted approximately once every rotation and begin at 7:30 a.m. **Prerequisite:** Honors Chemistry, prior or concurrent enrollment in Honors Physics

### **\*AP Environmental Science (1 credit)**

AP Environmental Science is a college-level environmental science course designed to conform to the goals established by the AP program of the College Board. The course is intended to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. **Prerequisite:** Biology and prior or concurrent enrollment in a chemistry course

### **\*AP Physics 2 (1 credit)**

This is an algebra-based, introductory college-level physics course that is designed to



provide students with a solid foundation in thermodynamics and kinetic theory; fluid statics and dynamics; electrostatics; DC and RC circuits; magnetic fields and electromagnetism; physical and geometric optics; and quantum, atomic and nuclear physics. Through inquiry-based learning and hands-on lab explorations students will develop critical thinking and reasoning skills. **Prerequisites:** Honors Chemistry, Honors Physics, Algebra 2

## **SOCIAL STUDIES**

**3 credits required for graduation**

### **History of the Classical World (1 credit)**

This course for freshmen surveys the development of complex civilizations in the ancient Mediterranean world from the Paleolithic Period through Late Antiquity. Emphasis will be placed on the major developments in the political, social and economic history of the ancient Near East, Egypt, Greece and Rome, with special attention to those institutions and ideas that significantly influenced the development of western civilization.

### **History of the Modern World (1 credit)**

This course for sophomores is a World History survey course that covers the period 1450 to the present. The emphasis is to study in more depth the forces that created the 21st century such as economic globalization and interdependence, political and ideological conflicts, global and national identities and the power of culture and technology to shape human events. Rather than shallowly covering many topics, we will develop analytical skills to deeply explore connections between historical and current events. Students will be required to read primary and secondary sources and produce independent research. They will also, as part of a learning community, engage in civil discussion and collaboration with their peers. All sophomores will be required to complete a major research project with collaborative components.

### **United States History (1 credit)**

This course for juniors is designed to give students a broad overview of United States history and the political, economic, and social processes that combined to create this country. A textbook and a variety of supplemental materials are used which stress critical and analytical thinking skills. Through the careful investigation, analysis, and examination of primary and secondary sources, students formulate a coherent understanding of those factors that shaped the United States. Students are guided through the basics of formal research in an essay integrated with their English 11 course. **Note:** Either U.S. History or AP U.S. History is required for graduation.

### **Comparative Religions II (.5 credit)**

In this course, we will analyze the major world religions. We will pay particular attention to the origins, historical development and principal themes/belief systems of nine major world religions. These religions have played an enormous role in shaping world civilizations and human cultures. As globalization creates a world far more intertwined and interdependent than ever before, it has become imperative that we all understand how these belief systems have contributed to the world in which we live. As such, there will be a keen focus on current events and controversies surrounding the great religions. By familiarizing ourselves with this material,

we will become more compassionate, empathetic and understanding, while also being careful to recognize the conflict and danger that often accompany religious zealotry.

**Economics I (.5 credit)**

“Everyone must, to some extent, act as his own economist—in his private life and as a citizen—and both he and the community will be better served if he is well informed and can think clearly and objectively about economic questions” (National Task Force on Economic Education). This course is a basic introduction to macroeconomics and microeconomics. Critical thinking using economic reasoning is emphasized.

**Government and Politics I (.5 credit)**

This course will focus on the structure and dynamics of American government, along with an examination of citizenship and civic responsibility. Particular emphasis will be placed on the Constitution and Constitutional Convention, the evolution and growth of the modern federal government and contemporary American politics. Students will study federalism, individual political participation, civil rights and liberties, and the expansion of the size and scope of the federal government during the twentieth century. Students will also engage in a series of informed debates on current political debates in order to better form their own educated opinions on both specific issues and broader political ideologies.

**Introduction to Psychology II (.5 credit)**

In this one-term senior elective students will explore the basic concepts and terms in the study of Psychology. After looking at the discipline’s history, methodologies and schools of thought, the course will break down into various units such as Behaviorism, Biology and Behavior, Developmental Psychology, Intelligence, Personality, Stress and Health, and Abnormal Psychology.

**Interdisciplinary Art History I (.5 credit)**

This course will familiarize students with some of the most important pieces of Western art from the Prehistoric period through fourth century AD, as well as the processes through which they were made. The material will be presented chronologically so as to give students an understanding of the cultural context into which these works fit, and how the changes in Western society are reflected in its art. The aim of the course is manifold: encourage students to develop their skills of visual analysis using art historical vocabulary, distinguish and classify works of art and architecture within specific contexts, and build critical thinking skills through the interpretation of works of art. Students who choose to take the course as an Arts credit should expect to spend a greater amount of time in the creation of art pieces, and assessments will be in the form of a creative art piece along with written components explaining the connection between their original works and the material investigated during class lectures and discussions.

**\*AP Comparative Government II (.5 credit)**

This is a survey course in comparative politics, consisting of six study countries: Britain, Russia, Mexico, China, Iran, and Nigeria. The course focuses on political and economic institutions in the modern era and asks students to compare both function and outcome. The course is relevant and dynamic as it is closely tied to current events. It also forces students to reflect on our own political and economic choices in the United States. AP Comparative Government

makes an excellent companion to both Government and Politics and Economics courses which are both taught in the fall.

**\*AP United States History (1 credit)**

The purpose of this course is to provide students with an opportunity for a more rigorous exploration of United States history emphasizing independent thought. The course of study emphasizes the areas of United States history that are stressed in the AP exam. A college-level textbook and a variety of supplemental materials are used. Advanced analytical writing skills are emphasized and student initiative is stressed. Students who participate in this class should anticipate college-level expectations in the study of U.S. history, and should note that the reading and writing load is substantial. Students are guided through the basics of formal research in an essay integrated with their English 11 course. **Note:** Either US History or AP US History is required for graduation.

**\*AP World History (1 credit)**

As described in the AP World History materials, "The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study." The time period studied is 8000 B.C.E. to the end of the twentieth century. Student evaluations are shaped by the AP exam and consist of primary and secondary source analyses, essays, and multiple-choice tests.

## **WORLD LANGUAGES**

**3 credits/levels required in one language for graduation**

### **Chinese**

**Please note: A grade of C- (70%) or better is needed to proceed to the next level of study.**

**Chinese 1 (Mandarin) (1 credit)**

This is an introductory course designed for the students who have had no previous study of Mandarin Chinese. Speaking and listening skills are emphasized through the use of multimedia, classroom exercises and other teaching methods. Chinese writing, pinyin and tonal systems are introduced. Culture, history and other aspects of the language are taught.

**Chinese 2 (Mandarin) (1 credit)**

Students who have successfully completed Mandarin Chinese 1 continue their study of grammar, vocabulary, writing, reading and culture. Conversation, writing and speaking are emphasized.

**Chinese 3 (Mandarin) (1 credit)**

Students who complete this course satisfactorily will have a solid grasp of the basic vocabulary and grammar needed to carry on a conversation. Students will practice their reading, writing,

listening, and speaking skills, using a variety of multimedia, workbook exercises, composition topics, short readings, movies, and listening exercises.

#### **Chinese 4 (Mandarin)** (1 credit)

The goal of this course is to develop functional, communicative language ability using reinforcement and expansion. Students are expected to begin the course with knowledge of grammatical structures and vocabulary from previous courses. Students are exposed to more Chinese words, and they will be able to recognize them and use them correctly. Emphasis is placed on speaking, reading and writing Chinese words.

#### **Chinese 5 (Mandarin)** (1 credit)

The goal of this course is to improve communication skills. A discussion format and communicative activities emphasize student participation. The course features high-interest topics and integration of language and culture through Chinese art, music and literature. Thematic units are used to increase both written and spoken expression.

#### **\*AP Chinese - Language and Culture** (1 credit)

This course is intended for students who wish to develop at a high level their proficiency in all four language skills: listening, speaking, reading and writing. In addition to daily class meetings, AP Chinese students will also work more in the areas of writing, listening and speaking. Cultural proficiency is a major component of the course. Thematic units provide topics for class discussion designed to enhance contemporary vocabulary and an up-to-date view of Chinese culture. **Prerequisite:** Approval of Chinese 4 instructor

## **French**

**Please note: A grade of C- (70%) or better is needed to proceed to the next level of study.**

#### **French 1** (1 credit)

This is a course for Upper School students who have had no previous study of French or who are interested in learning a second foreign language. The course uses an oral-aural approach in which speaking and listening are emphasized through classroom exercises, videos, and a workbook. Basic vocabulary, reading, and writing skills are taught through the study of cultures where the language is spoken.

#### **French 2** (1 credit)

Students who have successfully completed French 1 continue their study of grammar, vocabulary, writing, reading, and culture.

#### **French 3** (1 credit)

This course completes the presentation of grammatical structures at the beginning level and introduces intermediate concepts. Testing is proficiency based, requiring competence in reading, writing, listening, and speaking. Students practice the four skills through pair work, written workbook exercises, compositions, short readings, and listening exercises.

#### **French 4** (1 credit)

This course offers a combined course of grammar, oral expression, and literary study to promote the advancement of the four language skills. The review and study of intermediate and

advanced grammatical concepts prepare students to use a higher level of language in both spoken and written contexts, and French 4 prepares the more conscientious student for success in the French 5 AP Language course. Emphasis is placed on self-expression in paired activities and group discussions relevant to the literature or thematic material being studied. Throughout the year, students read and discuss a short novel and several short stories.

### **French 5 (1 credit)**

The goal of this course is to further intermediate communication skills. A discussion format and communicative activities emphasize speaking and listening skills. Thematic units are used to increase both written and spoken expression, and a grammar review workbook is used to further grammatical skills.

### **\*AP French 5 - Language (1 credit)**

This course prepares students to take the AP French Language examination. Those who take this course need to have a strong grasp of the vocabulary and grammatical structures taught in previous courses. Students read a novel as well as other selections. A discussion format emphasizes speaking and listening skills. In addition, students are expected to increase their vocabulary and to improve their grammatical skills through the use of a grammar review workbook and the writing of essays. Thematic units provide topics of class discussion designed to enhance contemporary vocabulary and reading comprehension as well as an up-to-date view of French culture. **Prerequisite:** Approval of French 4 instructor

## **Spanish**

**Please note: A grade of C- (70%) or better is needed to proceed to the next level of study.**

### **Spanish 1 (1 credit)**

This is an introductory course designed for students who have had little or no previous exposure to Spanish, or students who would like to begin the study of a second foreign language. The course emphasizes listening and speaking skills and introduces the study of cultures where the language is spoken.

### **Spanish 2 (1 credit)**

Students who have successfully completed Spanish 1 continue their study of vocabulary, grammar, and culture. Communication is also emphasized in this course.

### **Spanish 3 (1 credit)**

Students who complete this course satisfactorily have a solid grasp of the basic vocabulary and grammar needed to express themselves at an elementary level. Students practice reading, writing, listening, and speaking through pair work, written workbook exercises, compositions, short readings, and listening exercises.

### **Spanish 4 (1 credit)**

The goal of this course is to develop functional, communicative language ability at the intermediate level using reinforcement, expansion, and synthesis. Students are expected to begin the course with knowledge of grammatical structures and vocabulary emphasized in

previous courses. Class time is spent practicing grammatical structures and vocabulary in meaningful conversation.

**Spanish 5** (1 credit)

The goal of this course is to improve communication skills while learning about the Hispanic world. A discussion format and communicative activities emphasize student participation. The course features high-interest topics, a review of selected grammatical topics, and an integration of language and culture through the active use of art, music and literature from the Spanish-speaking world. Active, personalized and real communication about actual issues and experiences are stressed.

**\*AP Spanish 5 - Language** (1 credit)

This course is intended for students who wish to develop at a high level their proficiency in all four language skills: listening, speaking, reading and writing. Students who choose this course need a solid knowledge of the language and a minimum of 45 minutes per night to devote to the course. **Prerequisite:** Approval of Spanish 4 instructor

\* Students may elect to take the AP Exam in May. A score of three or better on a scale of five on this national exam qualifies the student for advanced placement and/or credit upon entrance into many colleges.

# Appendix

## Exercise Requirement Opportunities

All exercise requirement forms can be accessed electronically from Google Drive. Students are expected to complete and submit all forms electronically.

### Approved On-Campus Exercise Activities

- Involvement in school-sponsored Interscholastic Sports
- Involvement in a PE Activity class
- Involvement as dancer in an onstage musical
- An approved and supervised personal fitness activity program at the JAC:
- Dance Class
- Weight Training
- Aerobics
- Walking/Running program

### Process to meet the Exercise Requirement (with an Off-Campus Personal Fitness Program)

- Complete an Exercise Requirement Form (found online).
- Obtain pre-approval of plan from Director of Fitness and/or the Chair of Physical Education Department
- Maintain a log (found on Google Drive) of activities weekly and note that participation must be verified by a sponsor. (Parents do not qualify as sponsors.)

### Examples of Off-Campus Personal Fitness Exercise Activities (subject to approval as outlined above)

- Dance with organized studio
- Supervised personal fitness training
- Club sports (e.g. basketball, soccer, volleyball, etc.)
- Tennis (organized lessons and/or matches i.e. tournaments)

- Horseback riding
- Gymnastics with organized team/club
- Swimming with organized team/club
- Curling with organized team/club
- Bowling with organized team/league
- Hockey with organized team/league

## SERVICE HOURS - The Prairie School

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

Dates or time period of service: \_\_\_\_\_

Number of service hours earned: \_\_\_\_\_

Description of service performed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Signature: \_\_\_\_\_

Comments (optional):

\_\_\_\_\_

\_\_\_\_\_



## CO-CURRICULAR OPPORTUNITIES AND POINTS

### Athletics

Team Member	3
Manager	1-3*

### Performing Arts

Plays, musicals	3
Stagecraft/Tech	1-3*
Regional/State	
Solo/Ensembles Contests	1
Music Lessons	1

### Publications

Mindscape (literary magazine)	1
Yearbook	1
Editor-in-charge	3

### Academic Competitions

Forensics	1-2*
Geography Bowl	1
Model O.A.S.	1-2*
Model U.N.	1-2*
ROV	1
Science Olympiad	1
World Languages Contests	1-2*

### School-Wide Organizations

C.L.A.S.S.	1-2*
Honor Committee	1
Student Government	1

### Outside-of-School Activities\*

Scouts	
Youth Groups	
Club Sports	
Religious activities (must be pre-approved by Upper School Co-curricular Coordinator)	
Other (outside) activities submitted for review (e.g. Dance, Equestrian Training, Music Lessons)	

\*Credit assigned by coach/director/faculty advisor/teacher based on evaluation of participation

## **INTERSCHOLASTIC SPORTS OFFERINGS**

### **Fall**

- Boys' soccer
- Cross country (boys' and girls')
- Girls' tennis
- Girls' volleyball
- Girls' golf
- Girls' swimming & diving

### **Winter**

- Basketball (boys' and girls')
- Wrestling

### **Spring**

- Boys' baseball (co-op with Racine Lutheran)
- Boys' tennis
- Girls' soccer
- Boys' golf
- Track (boys' and girls')

Request for Waiver of The Prairie School's Limited AP Rule  
(Juniors: 2 AP's; Seniors: 3 AP's)  
School Year 2018-19

Student Name \_\_\_\_\_ Advisor Name \_\_\_\_\_

Grade next year:

Course(s) requested for waiver:

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Please explain why you desire the waiver and why you feel you can manage the workload successfully.

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Signed \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_

**Due to the challenges of scheduling multiple AP courses for students, it is possible that even if a request for additional AP courses is approved, it may not be possible to schedule them.**

Return this form upon completion to the Upper School office.

## INDEPENDENT STUDY PROPOSAL

The opportunity to undertake an Independent Study is offered to students who are interested in and capable of doing work outside of, or in addition to, the regular curriculum (an Independent Study may not be taken if the course is offered in regular curriculum). With Independent Study work, students should know that it is their responsibility to research and organize their study; the faculty's primary responsibility is supervision and evaluation, not actual teaching (the faculty supervisor must be a current employee of the Prairie School who is qualified to oversee the course). In addition to this form, a complete syllabus, including all course materials, assessments, and deadlines signed by the faculty member supervising the study, must be submitted.

As the study requires a remarkable amount of dedication and responsibility on the part of the student, certain criteria must be met before the student's request can be considered. The student must possess a cumulative GPA of 3.5 or higher, and be free of any behavioral or honor contracts. Additionally, the student should be caught up on service hours and his/her exercise requirement.

By mid-term, should the student earn a grade less than 70%, the faculty supervisor has the right to terminate the study.

Once submitted, approval from the Department Chair and Head of Upper School is required to begin the Independent Study.

Student \_\_\_\_\_

Title of the Project \_\_\_\_\_

Faculty sponsor of Course \_\_\_\_\_

Amount of credit requested \_\_\_\_\_

Anticipated time required to complete the course, in terms of hours per week (for each credit, students should anticipate in excess of 4 hours per week be spent on the study) \_\_\_\_\_

Course will run \_\_\_\_\_ term(s) starting \_\_\_\_\_

Anticipated date of completion of the Course \_\_\_\_\_

**This project is to receive a letter grade, which will be computed into the GPA, and the course and credits will appear on the transcript. Should the student wish to drop the**

**study, he/she must do so in accordance with the guidelines for a regular course add/drop as stipulated in the Family Handbook.**

**p. 2 of 2 - INDEPENDENT STUDY CONT'D.**

I understand the terms and conditions of this Independent Study:

Faculty sponsor signature \_\_\_\_\_

Student signature \_\_\_\_\_

Parent signature \_\_\_\_\_ Date \_\_\_\_\_