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WINDSOR ACADEMY
4150 Jones Road
Macon, Georgia 31216

TELEPHONE: (478) 781-1621 -- Elementary
(478) 781-2500 -- Headmaster's Office
(478) 781-9970 -- High School and Athletics
(478) 785-1742 . Resource Center

Windsor Academy's Vision and Mission Statements

Vision

To provide the students of Windsor Academy with the highest quality of education that generates a sense of pride in accomplishment and encourages a desire to exceed expectations.

Mission

To consistently enhance the educational process of Windsor Academy, recognizing the importance of quality academics, yet ensuring the social and athletic activities, and create an environment of excellence toward a valued success of individuals.

HISTORICAL BACKGROUND:

Windsor Academy was established as a private, non-profit school in 1970. In May of that year, a ground breaking ceremony for the building was held with Senator Oliver Bateman, Horace Vandiver, and Reginald Broxton. Consulting an old English encyclopedia, the original founders finally agreed that the most fitting title was Windsor, meaning importance, grandeur, or the very best. The group also agreed to uphold the following pledge: Gain not loss; Good not evil; Success not failure.

Windsor's first Headmistress was Miss Angela K. Sherling, who is still remembered with love and respect by her students, teachers, board members and parents. There were fourteen teachers housed in twelve classrooms. The first graduating class consisted of four students. They were Brenda O'Reilly, Joann Hancock, Beth Kay King, and Robbie Wiggins.

In March of 1973, Headmistress Angela K. Sherling presided over ground breaking for the gymnasium complex with Board Members Tommy Jenkins and Bud Hammond, Teacher Eva Bates and others. The summer of 1976 culminated with an annex to the lunchroom and four additional classrooms. In 1978, under the leadership of Headmaster Hugh Windham, Windsor grew to a total of nearly 470 students. Student enrollment in 1981 reached over 500 students.

Since the opening of Windsor Academy, the school has enjoyed enormous success academically and athletically. The school has won over twenty state championships and numerous region championships.

CURRICULUM:

The Windsor Academy by-laws state that policies related to education and curriculum of Windsor

Academy shall be set by the Education Committee, subject to the approval of the Board of Directors. The school's curriculum is aligned with the school's vision and mission statements. Grades K4 through 8 utilize their own adaptation of the ABeka curriculum. The school offers a college prep curriculum with the purpose of preparing students for the academic demands of college.

ACCREDITATION AND MEMBERSHIP:

Windsor Academy meets all the necessary standards in grades K5 through 12 and is fully-accredited by the Georgia Accrediting Commission, Inc. Windsor Academy is a member of the Georgia Independent School Association.

ENROLLMENT PROCEDURE

1. Schedule testing of student (grades K5-12).
2. Return Student Application and \$50 testing fee in advance or at the time of testing.
3. Receive verbal or written acceptance of student into Windsor Academy.
4. Consult with the school's bookkeeper to sign Contract of Enrollment. At the time of enrollment, the registration fee, textbook fee and applicable activity fees are due. Optional Program fees such as Drivers Education, Extended Session, and Van Services are due when the new school year begins.
5. Students in grades 7 . 12: Consult with the school's counselor regarding student scheduling.

Admission is not based on race, creed, color, sex, or national origin. Windsor Academy reserves the right to refuse admittance to any student who has an academic or conduct record which is not in the best interest of the school and other students in attendance.

MESSAGE FROM THE HEADMASTER

A careful study of this handbook will answer most of your questions concerning school policies and other activities within your Academy. Your teachers and I will always be glad to discuss with you and your parents any problem with which you need assistance. It is our responsibility to advise and assist. Every student, teacher, and parent is invited to bring to the administration any suggestion that may contribute to the advancement or improvement of the Academy.

It is certainly my wish that each one of you feels that you are a vital part of our fine organization, because you are. It is for you individually and collectively that our school exists.

Working on our behalf will be a staff of people who are dedicated to the educational, moral, spiritual, and physical development of each student enrolled in Windsor Academy. Only through conscientious study and close cooperation on your part can we realize full success.

SCHOOL SPIRIT

School spirit is a feeling of loyalty to our school. It accompanies every phase of school activities, whether it is sports, academic contests or daily schoolwork. School Spirit is a joint effort that unifies students and gives them a common sense of purpose. Being a student at Windsor Academy makes you a part of the Windsor family that began in 1970 and will continue throughout your life. We are glad you are now a part of what makes us whole.

ALMA MATER
by Mrs. Linda Moore

In the heart of Middle Georgia
Stands a dream come true,
A school whose founders had a purpose;
Learning to pursue.

Hearts and minds united ever,
Stand for truth and right.
Hail to thee, our Alma Mater
Hail the Blue and White.

Alma Mater, now and ever,
Independent, free.
Hail to thee, our Alma Mater:
Windsor Academy.

PHILOSOPHY AND STATEMENT OF ACADEMIC GOALS

We believe that education is important to any modern society. In a society such as ours, it should be dedicated to the worth of the individual and committed to nurturing free, responsible men and women. We wish all our youth to be worthy of this free society which is ours and to be capable of contributing to and strengthening it, for the value of all our lives depends upon educated men and women at every level of society.

It is our desire to develop a program in which each student can achieve his or her potential. This is essential to our national life as well as to the individual fulfillment of those students for whom we are responsible.

We believe our responsibility as educators at Windsor Academy is to provide developmental curriculum experiences for all ages in all areas of learning. Our developmental goals for students include helping them to do the following:

1. Acquire basic academic skills in the educational process.
2. Develop and maintain good physical, mental and emotional health.
3. Grow in their understanding, love and appreciation of their rights and duties as citizens of a free, democratic society.
4. Know what is conducive to good family life and develop attitudes and skills needed to create better family living.
5. Understand the methods of science in regard to man and his universe.
6. To evaluate, purchase and use goods and services intelligently with understanding for economic values.
7. To use leisure time wisely and to balance work with pleasure.
8. Develop a respect for all people, to gain a solid moral and ethical foundation, and to live cooperatively with others.
9. To think rationally, express thoughts clearly, and to read and listen with understanding.

Our instructional methods and approaches must reflect the changing dynamics and realities of society, so that our students can become functioning individuals in a democratic society.

In order to better serve our students, Windsor Academy is making a commitment to assist students with learning disabilities in a private school setting in our Resource Center. This unique program will focus on providing special assistance to students who need supplemental instruction to help them with regular coursework. The non-graded program will give practical advice and guidance on learning skills such as effective note taking, problem solving and testing. In addition to academic assistance, students will receive one-on-one counseling to help with physical skills, peer interaction, and self-esteem. The Director of this program will coordinate lessons and assignments with the regular classroom teachers to ensure each student reaches his or her full potential. All students enrolled in the Resource Center will have an equal opportunity to receive any honor or school awards offered during the school year. The phone number to the Learning Center is 785-1742.

NOTICE OF STUDENT NONDISCRIMINATORY POLICY

Windsor Academy admits students of any race, color, religion and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

ADVICE TO STUDENTS

1. It is easier to keep grades up than to pull them up. Be prepared.
2. Be friendly and you will make friends.
3. Participate in school functions and activities.
4. Be punctual to school and classes.
5. Don't waste valuable time.
6. Avoid unnecessary absences. If absent, arrange to make up work missed at your teacher's convenience.
7. Remember to take books, pencils or pens, and paper to all classes.
8. Try to adjust to all teaching situations. Don't be influenced by opinions of others; form your own.
9. Help keep your books, building, and campus clean.
10. DRESS NEATLY; YOUR APPEARANCE SPEAKS FOR YOU.

TAKE PRIDE IN WINDSOR ACADEMY, YOUR SCHOOL.

TUITION POLICY

1. Parent will pay the school tuition in accordance with the current pay schedule of either a lump sum payment or by twelve (12) equal installments beginning June 1 through May 1.
2. All tuition must be paid through the current month. Any outstanding balance not received at the school by the 10th of the current month will be deemed late and a \$25 late fee will be assessed for all accounts not current.
3. A \$5 tuition discount will be given for tuition paid by the 25th of the prior month due date.
4. A tuition discount of 5% of the yearly tuition will be given for tuition received in full on or before July 31st each school year.
5. The school does not mail monthly bills; therefore, it is the responsibility of the parent to ensure timely payment as scheduled.
6. Accounts that are past due one month (30 days) will be mailed a statement, including the account balance plus the late charge of \$25 per late month and notification that educational services and athletic participation will be terminated if the account is not paid in full within 30 days.
7. Accounts that are past due two months (60 days) will be mailed a certified letter stating termination of parent contract and student enrollment at Windsor Academy effective immediately.
8. Any and all outstanding accounts owed to the school must be paid in full. Otherwise there will be no release of student report card, transcript, diploma or any other school record. Also, no student will be permitted to take a final exam and/or participate in any end of the year activities, including graduation, if account is outstanding or past due.
9. If parent wishes to re-enroll the student(s) to the school, all past due accounts must be paid in full. If a parent contract has been terminated at any time, the parent will be required to pay in full and in addition, he or she must pay three months tuition before the school will approve the Enrollment Agreement.
10. A \$25 fee will be added to the account for any returned check and the account will be deemed late if the situation has not been cleared by the 10th. This circumstance also requires that an additional \$25 late fee (as described in 2 above) is added to the account.

REFUND POLICY

The amount of the refund will be computed prorating the tuition schedule by the number of days the student has attended Windsor Academy and adding the withdrawal penalty. The refund will be the difference between this computed amount and the total tuition for the current year. The amount owed Windsor Academy will not exceed the total tuition for the current school year.

No fees (registration fee, testing fee, etc.) will be refunded.

Withdrawal Penalty:

1. Leaving Windsor Academy but not moving from Middle Georgia -- 3 months tuition. No penalty will apply if moving more than 50 miles from present home.
2. Expulsion from Windsor Academy -- 3 months tuition.

ABSENCES AND ATTENDANCE

Parents should notify the school office by 9:00 a.m. to report their child's absence. The school phone number is 781-1621 for elementary and 781-9970 for high school.

Student attendance is critical to the attainment of high academic expectations and efficient use of time. **SCHOOL ATTENDANCE IS THE RESPONSIBILITY OF BOTH PARENTS AND STUDENTS.** It is the responsibility of the student to make up any school work missed. It is at the discretion of the teacher to decide when the work must be made up. All missed work must be made up by the end of each grading period.

Absences are excused only for personal illness, serious illness, doctor's appointments, family emergency, or hazardous weather conditions which could endanger the student's health or safety. **EXCUSED ABSENCES ARE COUNTED AS ABSENCES AND WILL BE REPORTED AS ABSENCES ON THE REPORT CARD.** Written notice from parent/guardian or physician should be brought to the office for an excused absence pass upon returning to school after being absent.

Absences are excused for the following reasons only:

- A. Personal illness
- B. Doctor's appointment (must have written note from doctor in order to be excused)
- C. Family emergency
- D. Hazardous weather conditions which could endanger a student's health or safety
- E. Other circumstances individually approved by the administration

Family trips during the school year must be approved by the administration. The school must be notified two (2) weeks prior to the trip. Trips for vacation purposes only will not be excused. The student is responsible for all work missed and must get his/her assignments from the teacher.

Students are not counted absent while attending school functions or when they are on a college visit. It is the responsibility of the student to make up any work missed due to any school activity. This work will be due the day the student returns to school.

Unexcused absences are defined as absences when a student is absent from school without permission or for reasons other than those excused by the school. Students will not be allowed to make up work missed during an unexcused absence therefore receiving a zero in the class and/or classes missed. The student may also be subject to disciplinary action with possible dismissal.

The school year consists of 180 school days. **The maximum number of days a student may miss in any class is 20 days. Any absences beyond 20 days in a regular class or 10 days for a semester subject may result in failure for that class.**

Students will be exempted from finals if they have an "A" (90 and above) average and have not missed more than 20 days for the year if it is a full year class. If it is a semester class, the student cannot miss more than 10 days.

The supervising teacher reports student absences on the report cards each nine weeks. It is the parent's responsibility to take note of their child's absences.

Non-attendance in a class for 20 minutes or more will be counted as an absence. External suspension will count as an absence from class and from school.

A parent may request a waiver by filing an appeal to the Headmaster. The Headmaster will arrange a meeting of the Attendance Committee and notify the parents when to appear. A satisfactory explanation of each absence will be required at the Attendance Committee meeting. After all evidence is presented, if, in the judgement of the committee, every absence is justified, a waiver may be granted upon whatever conditions are deemed appropriate. **The student and parents have the responsibility to request the attendance hearing as soon after the twentieth absence as possible.**

A STUDENT STRIVING FOR PERFECT ATTENDANCE WILL BE ALLOWED THREE (3) EXCUSED TARDIES FOR THE YEAR AND MUST ATTEND SCHOOL FOR 3 CLASSES FOR EACH SCHOOL DAY.

CHECK-OUT PROCEDURES: Any student leaving school early must check out through the office by any one of the following procedures:

1. A written notice from parent/guardian must be presented to the office before 8:20 a.m. to receive an early dismissal slip. Checking out of school must meet the same criteria of absences in order to be excused.
2. Other excuses must be confirmed by a phone call from the parent, or the parent may come to the office and check out a student.

Students leaving school before 12:00 will be counted absent. Students will be counted absent from only the classes missed if he/she leaves after 12:00.

When the student is ready to leave school, he/she must show the teacher the early dismissal slip and he/she will be excused from class. The student must then go and check out through the office by signing out.

If a student becomes ill at school, he/she must go to the office and a phone call will be made to the parents to obtain permission for the student to leave school. **NO ONE OTHER THAN A PARENT MAY GIVE PERMISSION FOR A STUDENT TO LEAVE SCHOOL UNLESS A NOTE IS ON FILE IN THE OFFICE FROM THE PARENTS GIVING NAME AND PHONE NUMBER FOR SOMEONE ELSE TO CHECK HIS OR HER CHILD OUT.**

Students must attend a minimum of one-half of his/her classes of the day in order to participate in that day's extracurricular activities.

TARDINESS

A student is considered tardy if he/she is not in class when the tardy bell rings. Students must sign in at the office and receive a pass to be admitted to class. ***Any unexcused tardy will result in detention. Students who are habitually tardy are subject to suspension in accordance with the school policy.***

ACADEMIC GRADES, EXAMS, AND GRADUATION REQUIREMENTS

Academic Grades:

A	90 - 100	C	70 - 79
B	80 - 89	F	Below 70

Conduct Grades:

E - Excellent G - Good S - Satisfactory U - Unsatisfactory

In order to be promoted to the next grade, a student must have the following credits:

Sophomore -- 5 Junior -- 11 Senior -- 16

In order to graduate, a student must have 22 credits consisting of: (4) English, (3) Science, (3) Math, (1) PE Health, (3) Social Science, (1) Computer, (2) Foreign Language (2 years of either Spanish, or Latin), (5) electives.

To receive a college prep diploma, a student must have the following 22 credits: (4) English, (3) Science, (4) Math, (3) Social Science, (1) Computer (2) Foreign Language (2 years of either Spanish, or Latin), (5) Electives.

To receive a seal of distinction, a student must earn 24 credits with no failures.

Honor graduate students will be determined by an average of ALL courses taken in grades 9 through 12. Only courses with numerical grades will be averaged. A student must maintain a cumulative average of 90 or better in grades 9 through 12 to be an Honor Graduate.

Honor roll students will be determined by using three grading periods plus four weeks grade point average. Students must have a 90 (A) average or more to be eligible. Honor roll students will be recognized for previous years of honor roll. An Honor Roll Certificate will be given to students in grades 1 through 12 on Honors Day.

The Valedictorian is selected as the graduating student having the highest overall average in grades 9 through 12.

The Salutatorian is selected as the graduating student having the second highest overall average in grades 9 through 12.

To be considered for valedictorian or salutatorian a student must attend Windsor Academy for his/her junior and senior year.

All students in grades 6 through 12 will take mid-term examinations. The school day will be from 8:30 a.m. to 12:30 p.m. on three consecutive days with the following schedule for testing:

- 1st day -- 1st and 3rd period
- 2nd day -- 2nd and 4th period
- 3rd day -- 5th and 6th period

High school students report only for their required test periods.

Students in grades 6 through 12 with an average of 90 or above in a course for the last two grading periods are exempt from final exams. Seniors with a 70 average for the year are exempt from final exams. Any student who has two (2) U's in conduct for the year in any course must take the final exam. Any student who is not exempt or excused from an exam will be given an "incomplete" in that subject if he or she fails to report for the exam. For an elementary student to be retained, he must fail two or more subjects.

AUDITING: Students will not be allowed to audit courses. Students who wish to drop a course must request a schedule change within the first fifteen days of the course.

DROPPING/ADDING COURSES: A student who wishes to drop or add a course must request a schedule change within the first fifteen class days of the course.

COMMUNITY SERVICE

Community Service is required for Juniors and Seniors. A minimum of 20 hours of volunteer service per year will be required for graduation. The volunteer senior must be in accordance with the following guidelines:

1. Must serve a non-profit organization
2. Must be an agency or organization that benefits the community and cannot afford to provide services without the aid of community services.
3. May not volunteer services in connection with family employment or business.
4. Maximum of five hours of service per year to Windsor.
5. Each student is responsible for planning his or her services and contacting potential agencies to serve.
6. Hours of service must be verified by someone in the agency that student is volunteering for.
7. Volunteering for churches will be limited to outreach programs sponsored by the individual church. Example: working in clothes closet, Habitat for Humanity, food kitchen. Working in church nursery or vacation bible school will not count toward the twenty hours required.
8. Community service forms will be given to rising seniors by the end of each school year. Completed forms must be returned to the counselor's office.
9. A list of various agencies looking for volunteers is available at the school.
10. All services must be approved prior to reporting to volunteer. Student must contact school for approval.
11. Student will not graduate until all hours have been approved and completed.
12. Student may begin volunteer work during the summer and shall have 20 hours completed by April 30 of the school year.
13. All work completed during the summer must be submitted by October 1 of the school year.
14. Juniors not completing 20 community service hours by August 1 before their senior year will continue to be classified as a junior and not allowed to participate in senior activities until the completion of those hours. After the first progress report, any student who has completed their community service hours will be promoted to a senior homeroom.
15. Hours worked will be a part of the student's final transcript.
16. Students are expected to report when scheduled. Failure to do so reflects on our school. If you cannot report on a particular day, you must find someone to work at the scheduled time.

GRADUATION REQUIREMENTS

All candidates for graduation may participate in the Baccalaureate Service. In order to receive a diploma in the Graduation or Commencement Exercise, students must have earned 22 credits prior to graduation. Students who earn 24 credits and no class failures will receive a seal of distinction on his/her diploma and a graduation cord. In order to participate in the Graduation or Commencement Exercise, students must meet the following requirements:

1. Must be able to acquire 22 units in summer school to complete and meet the requirements.
2. All debts must be paid prior to graduation. These may include tuition, class dues, book fees, damaged or lost books, lunchroom debts, transcript fees and library fines.
3. All athletic uniforms must be returned.
4. Senior clearance forms must be returned to the counselor's office.

ACADEMIC PROBATION

Any student failing 2 or more courses the 1st semester of the school year will be placed on academic probation. There will be a mandatory conference between the Counselor, Teachers (of subjects failed), Parents, and the Student, to determine a plan of action. After being on academic probation, any student failing 2 or more courses in a year will be dismissed from Windsor Academy.

POLICY ON CHALLENGING MATERIALS

If a material is challenged by a stakeholder (parent, teacher, or community member) the procedure is as follows. The challenge will be first presented to the classroom teacher. The teacher will present the challenge for review by the Headmaster and the appropriate Department Head. After their review, Headmaster will present the matter for discussion and decision by the Education Committee and they will make the final decision on whether or not to discontinue use of the material. The process should be completed in 30 days.

ATHLETICS

Our school colors are white, gray and royal blue. The school mascot name is "The Knights". Windsor Academy provides a full athletic program with qualified coaches. The school is a member of the GISA and participates in football, baseball, softball, basketball, girls soccer, golf, track, and cheerleading on the varsity level. The school sponsors junior-high (B-team) football, B-team basketball, B-team baseball, B-team softball, B-team cheerleading, and C-team basketball, C-team baseball and C-team cheerleading programs. All athletic practice is conducted after the completion of six periods of academic instruction.

Eligibility for participation in grades 6 - 12 is based on parental permission for each sport, a physical examination each year, and the successful completion with a passing grade of a minimum of four academic courses. For eligibility to participate in extra-curricular activities and events, a student must have passed five unit subjects or their equivalent the previous semester or quarter. Previous means semester or quarter immediately preceding participation. Two units must be in the following subject areas: English, Science, Social Studies, Mathematics or Business Education.

Excluded for any credits are the following: teacher aides, office aides, or their equivalent. A student must pass four unit subjects or their equivalent for the year to be eligible for the first semester of the following year.

DISCIPLINE

Discipline will be administered primarily by the school administrators. Records will be kept on file for each student in the office of Dean of Students.

If paddling (Corporal Punishment) is advisable, this will be done by the Headmaster or other designated school personnel. **Any parent who objects to corporal punishment must send a letter to be kept on file.** Windsor Academy reserves the right to ask for immediate withdrawal of any student with repeated offenses whose parent(s) refuses the school the permission to paddle. The following guidelines will be used if corporal punishment is necessary:

1. The administrator or teacher may administer corporal punishment. It must be done in the presence of an administrator.
2. Parents will be contacted by phone prior to administering corporal punishment.
3. A witness will always be present when corporal punishment is administered. If possible, at least one witness will be the same sex as the student being punished.
4. Students who receive corporal punishment will be given a maximum of 3 firm strokes.
5. A record or disciplinary report will be kept on file when a student receives corporal punishment. All details will be recorded.

In accordance with the disciplinary procedures of Windsor Academy, this listing of offenses and required or recommended disciplinary consequences is submitted for the information of school personnel, students, and parents. Disciplinary action will include appropriate hearings and reviews. In all cases, the rights of each individual will be insured and protected. In the case of multiple offenses, the disciplinary action taken, will be for the most serious offense charged.

DETENTION: Detention will be one hour after school on Tuesday, Wednesday, and Thursday. There will also be a monthly Saturday workday in lieu of or in addition to the after-school detention. Students will receive one day's notice. Failure to accept/attend detention for disciplinary action will result in a 3-day suspension. After a student has received a 5th detention, a parent conference will be scheduled to discuss further violations and more serious punishment.

Points will be assigned for discipline in the following manner:

- 1 point for each detention assigned
- 3 points for each day of suspension.

When a student reaches the 5th day of detention, he/she will be suspended for 1 day. The student will have accumulated 7 points.

When a student reaches the 10th day of detention, he/she will be suspended for 2 days. The student will have accumulated 17 points.

When a student reaches the 15th day of detention, he/she will be suspended for 3 days. The student will have accumulated 30 points.

Students accumulating 30 points in one semester will be suspended for the rest of the semester.

Parents will be notified after a student received their 4th detention or upon excessive number of disciplinary points.

SUSPENSION: A student who is suspended will receive a grade of ~~50~~+ for all completed assignments submitted by the teacher for the student to complete during the period of suspension. The student will also be allowed to make up any test missed while he or she served the suspension. The teacher is to grade the test and take off a letter grade (10 points). *However, if a student is suspended during midterm or final exams, the student will be allowed to make up the exam.*

The student's class assignments during suspension will be sent home *only at the request of the parent*. The student will receive a grade of ~~50~~+ for all completed assignments submitted by the teacher for the student to complete and turn in the first day he or she returns to school. The student will also be allowed to make up any test missed while he or she served the suspension. The teacher is to grade the test and take off a letter grade (10 points).

DISCREDIT CLAUSE: Windsor Academy reserves the right to discipline or dismiss any student who is involved on or off campus in an activity that causes any negative reflection on the school. Any student found to be involved in any illegal activity will be dismissed from Windsor Academy.

Notification of Sickness, Medical Emergency, and Accidents

School officials will make every attempt to reach a parent or guardian in the event of an emergency. If the parent or guardian cannot be reached, Windsor will notify the person(s) designated on the Personal Record and Medical Information Forms.

Parents and guardians should always leave instructions for being reached in emergencies. The Personal Record and Medical Information Forms contain authorization and consent for the school, through a qualified person, to administer such first aid or other minor medical treatment as deemed best under the circumstances.

All physical injuries will be examined as soon as possible. In case of an emergency requiring immediate medical care, the school, if unable to notify the parents, is authorized to have the child treated by a qualified physician at the nearest emergency clinic.

Head Injuries: If a student falls and hits his/her head, the teacher or coach will send the student

to the administration office immediately. The teacher or coach will accompany the student to the office or have a responsible student walk with the student to the office. Once the student arrives at the office, the administrative assistant will provide first aid to the student if needed, call the parent, inform the parent of the head injuries, and ask the parent if he/she wants to pickup the student. If the parent does want to pickup the student, the administrative assistant will monitor the student until the parent arrives. If the parent does not want to pickup the student, the administrative assistant will monitor the student until she believes it is alright to send the student back to his assigned class.

SEXUAL HARASSMENT POLICY

Every student and every staff member has the right to be treated with respect and to come to school each day without fear of sexual harassment or humiliation.

Sexual harassment refers to actions of a sexual nature, either physical or verbal, which are unwelcome and inappropriate, which have the effect of demeaning and degrading the person to whom the actions are directed, and which create for that person an atmosphere of anxiety and fear.

Sexual harassment is not about intimacy or even ultimately about sex; rather sexual harassment is about power; using sexual intimidation, whether verbal or physical, to exert power over someone else, and it can have the effect of degrading and/or humiliating its victims.

The recipient of sexual harassment has several options available:

- A. The recipient may confront the harasser directly. Often, such direct confrontation is an effective way of managing the manner.
- B. If the recipient is uncomfortable with confronting a harasser directly; he or she may go to any Windsor faculty member to report the harassment. In such instances the faculty member must report the matter to an appropriate administrator.
- C. The recipient may go directly to the school's counselor.
- D. The recipient may go directly to the headmaster at any time.

At the discretion of the headmaster, students found guilty of sexual harassment would face a disciplinary consequence proportionate to the offense. Such consequences could range from counseling with the offending student to expulsion. Any/all disciplinary matter(s) involving a faculty/staff member shall be handled by the headmaster. Sexual harassment of a student by an adult is a serious matter and could result in the loss of employment and possible civil/criminal proceedings.

The following constitute MAJOR infractions of discipline and will result in automatic suspension or possible expulsion from school:

1. **ALCOHOL:** The use, possession, or sale of alcohol or being under the influence of alcohol or other illegal drugs or any chemical substance (including look-alike drugs) on campus or during any school function is prohibited. The use of alcohol away from the school reflects negatively on the school. Any off-campus activity involving the use of drugs or alcohol and which brings discredit to the school can be grounds for dismissal from school.
The use, possession, or sale of alcohol or being under the influence of alcohol on campus or during any school function is prohibited. The use of alcohol away from the school reflects negatively on the school. Any off-campus activity involving the use of alcohol and which brings discredit to the school can be grounds for dismissal from school.

If a student is in possession of alcohol, regardless of whether using it or not using it, he or she

will receive up to a five-day suspension (depending on the discretion of the headmaster, for the first offense; the second offense will result in permanent expulsion.

2. Bullying, Threatening Remarks, or Hazing

No one may interfere with another's emotional well being as this affects an individual's ability to learn. Bullying is the act of intimidating or maliciously teasing another. Some examples of bullying include: unwanted touching, pushing, tripping, or restraining others, destroying, defacing or hiding another person's property, or verbal abuse of any kind. Hazing is similar to bullying but it normally involves two or more students placing a student in a humiliating position through verbal or physical intimidation.

Please note that the impact of the initiator's behavior, not the initiator's intent, determines whether a violation has occurred. Any bystander who encourages acts of bullying or hazing may also be held accountable for those actions. Students should be aware that when one has an unequal relationship with others based upon age, status, or physical size, the importance of treating others with dignity and respect is even greater.

Bullying at school will not be tolerated and could result in possible suspension or expulsion. Each incident will be investigated by the administration to decide on suspension(s). Repeated violations will result in expulsion.

3. CHEATING: Any student giving or receiving any unauthorized help on any assignment (homework, class work, test, quiz, paper, exam, or project) will receive a "0" on the work or test and an automatic one (1) day suspension. A second offense will result in a "0" and a three (3) day suspension. The third offense will result in expulsion. In addition, the student will be barred from school honors for the year.

4. CLASSROOM DISTURBANCES: Disruption of learning for other members of the class will result in the student's immediate removal from that class and the student will receive a "0" for the day. Continued disruption of class or threatening the safety of other students and/or teacher will result in a 3-day suspension. The use of profanity, vulgar or obscene gestures, or inappropriate language will result in corporal punishment and expulsion if repeated.

5. DEFIANCE AND DISRESPECT: Any student willfully demonstrating defiance or disrespect to any school employee will be suspended.

6. FORGERY: Forging (changing or altering) grades on report cards, progress reports, weekly progress reports, school assignments, or other documents will result in an automatic one (1) day suspension for the first offense; three (3) day suspension for second offense; expulsion for the third offense.

Forging a teacher's, administrator's, parent's, or guardian's signature on any school or official document or student paper will also result in a one (1) day suspension for the first offense; three (3) day suspension for second offense; expulsion for the third offense.

7. GAMBLING: Gambling at school will not be tolerated. On the first infraction, the student will receive one day of suspension. On the second offense, the student will receive a three-day suspension. Repeated violations will result in expulsion.

8. THEFT OR VANDALISM: A student caught stealing or vandalizing school property or personal property of other students or teachers will be suspended and restitution will be made. The student will receive a minimum of five days suspension and possible expulsion. Remittance back to school must be approved, by the school Board.

9. TOBACCO: The use and/or possession of tobacco of any kind are not allowed at any school activity. If caught during school hours, the punishment is as follows:

1st violation . 3-day suspension

2nd violation . 5-day suspension

3rd violation -- permanent dismissal

During other school activities, a warning will be issued for the first occurrence, second violation will result in a 3-day suspension, and third violation will result in permanent dismissal.

10. TRUANCY: Students who are truant will be given an automatic three-day suspension, as will students leaving the campus without permission.

11. WEAPONS: Weapons are defined as any type of guns, knives, firecrackers, smoke bombs, lighters, matches, odor causing materials or substance, or any instrument capable of inflicting bodily injury. Possession or use of the aforementioned weapons and/or substances and materials will result in a three-day suspension and possible expulsion.

Drug Testing Policy

DRUGS:

The use, possession, or sale of any illegal drug such as marijuana, cocaine, crack, heroin, steroids, ecstasy, or any chemical substance on campus or during any school function is prohibited. The first violation will result in a five-day suspension; the second offense will result in permanent expulsion. Students may be subject to a drug test at the request of the administration. Random drug searches may be conducted at any time to include purses, lockers, and vehicles.

As of December 1, 2007, Windsor Academy will implement random drug testing for illegal substances for students in grades 9-12. If a student tests positive on the test, he or she will be suspended for five days (the student will be allowed to make up the work missed and not receive zeros). The student will be tested for the next three consecutive months at the expense of the parents or guardian of the student and the student must pass each test. If the student fails any of the three tests or any test within the next two years, the student will be expelled.

If a student voluntarily comes to the headmaster and admits that he or she has a drug problem, he or she will be tested for the next three consecutive months at the expense of the parents or guardian of the student and the student must pass each test. If the student fails any of the three tests or any test within the next two years, the student will be expelled.

Conduct at School Events

As member of the Georgia Independent School Association (GISA), Windsor Academy must adhere to their rules and regulations. One such rule is the following GISA Sportsmanship Statement.

“The GISA encourages and promotes sportsmanship by student-athletes, coaches, and spectators. We request your cooperation by supporting the participants and officials in a positive manner. Profanity, racial, ethnic, or sexist comments, or intimidating actions will not be tolerated and are grounds for removal from the statement.”

In addition to the above statement, Windsor Academy does not allow any profanity by student-athletes, coaches, parents, and spectators while on campus. Furthermore, alcohol is not permitted on campus at anytime and anyone under the influence of alcohol or any other drug will be asked to leave the campus immediately. The use of profanity, alcohol or any other drug may result in the person being banned from attending any future Windsor Academy event at home or away.

The following constitute MINOR infractions of discipline and will result in the assignment of detention hall:

1. DRIVING TO AND FROM SCHOOL: Automobiles and motorcycles are to be parked in the designated areas and operated in accordance with state and local laws, common rules of courtesy, and consideration for others. There is a 5 mph limit in the parking lot. Students are encouraged to drive carefully at all times. Reckless driving and riding on the hood of cars will not be tolerated. When students enter the parking lot or school grounds in the morning, they may not leave campus unless they have prior approval from the administration. Students are not allowed to run errands or to leave school without permission from the office.

Loud-blaring radios and racing car engines are very inconsiderate and will NOT be tolerated.

Radios should be turned down to a low volume on campus. Students are not to sit in or on parked cars, nor congregate in the parking area during any part of the school day. If a student is caught in the parking lot, there will be a warning issued and on the second offense, detention hall will be assigned. Any misbehavior with a car or motorcycle may result in the suspension of a student's right to drive on campus. All students driving cars must register their cars in the high school office and pay a \$3.00 deposit for parking permit.

2. GUM AND EATING IN THE CLASSROOM: No eating or drinking by students is allowed in the classroom. No food or drinks are allowed outside the lunchroom. Students will be assigned detention hall for chewing gum. Repeat violators are subject to suspension.

3. HATS: Hats are not to be worn by either boys or girls at school. Students who bring hats to school to wear before or after school should keep them in their book bags or in their lockers. Any hats seen may be subject to being confiscated and remaining school property until the end of the school year.

4. SHOW OF AFFECTION: There shall be no physical contact (handholding, hugging, kissing, arms around each other) between any two students at any time on school campus during the school day.

5. TARDINESS TO CLASS: A student is considered tardy if he/she is not in class when the tardy bell rings. Students must sign in at the office and receive a pass to be admitted to class. Any unexcused tardy will result in detention. Students who are habitually tardy are subject to suspension in accordance with school policy.

6. FIGHTING: Fighting at school will not be tolerated and could result in possible suspension or expulsion. Each incident will be investigated by the administration to decide on suspension(s). Repeated violations will result in expulsion.

7. LANGUAGE: The use of profanity in any form could result in detention or possible suspension.

8. VIOLATION OF SCHOOL RULES: The willful refusal to carry out instructions of faculty or the repeated violation of school rules will first receive a three-day suspension, followed by expulsion on the subsequent offense.

DRESS CODE

Windsor Academy takes seriously its responsibility to educate students and to prepare them for the highest possible achievement. The purpose of the Windsor Academy dress code is to encourage an environment that is conducive to a respectful learning environment. The Board of Directors has adopted the following dress code in the belief that proper dress and personal neatness are extremely important parts of the development of the successful student. **Students are expected to dress neatly and tastefully. We do not feel that the popular “extreme look” or “grunge look” is proper attire for school. Common sense is to prevail in school dress. Proper school dress does not draw undue attention to the student.**

Proper dress code applies to all students during the school day or any extra-curricular activity such as sports events, dances, field trips, etc. where Windsor Academy is represented.

The administration reserves the right to decide which dress is proper and reasonable.

Students not conforming to the dress code will be required to wait in the office until a change of clothes is brought. If a change of clothes cannot be brought, the student will be required to wear coveralls provided by the office for the remainder of the day. Any class or partial class time missed for dress code violation will result in a zero (0) for that class and detention will be assigned. Facial hair will not be tolerated. The same rules apply to student violations of the dress code with inappropriate facial hair.

GRADES K4 through 4

Shorts are allowed for boys and girls as well as any type of normal school clothes, jeans, etc. Shoes must be worn at all times. Sandals are permissible, provided they fit securely to the foot.

GRADES 5 through 12

BOYS

1. All boys are expected to wear shoes or sandals that cover the top of the foot. Rubber flip-flops and sports shoes are not acceptable.
2. Boys are required to wear collared, 3-button (at least), polo-type shirts. Shirts must have sleeves. Shirts must have sleeves. T-shirts must not be underwear-type shirts. All boys' shirts must be tucked in at all times, except for shirts banded at the waist. T-shirts worn by boys must be neat and meet the following guidelines: they must have no profanity or suggestive slogans on them; they will have nothing on them that promote drugs, tobacco, alcohol or sex. All T-shirts must be tucked in. Open shirts that are not tailed may be worn over a T-shirt and not be tucked in. Open shirts must not cover the entire back pockets. T-shirts with the word Windsor on them may be worn on any school day, but must be tucked in except on dress down days.
3. Boys' pants must be either denim, khaki, or corduroy. They may be plain or pleated front. Appropriate colors for pants would be blue, beige, black, white or green. Proper belts must be worn. No baggy pants, baggy shorts or overalls (short or long) will be allowed. Sagging pants are not allowed. Pants with frayed or rolled hems or holes are not acceptable. Hem widths larger than 10+ are not allowed. No pocket chains are allowed.
4. No camouflage attire is permitted. Sweatshirts and sweaters are allowed without wearing a collared shirt underneath.
5. No student shall wear a cap or hat in the buildings. During the second semester, hats may be worn on Fridays only.
6. Hair length must not be below the shirt collar and hair must be kept clean and neatly groomed at all times. **Sideburns shall not come below the bottom of the earlobe.** There

will be no punk or fad haircuts allowed.

7. Facial hair is not acceptable.
8. No athletic type shorts, break-away pants or sweat pants are to be worn.
9. No exposed tattoos or body piercing is allowed. If visible, student will receive one (1) day suspension.

GIRLS

1. All girls are expected to wear shoes or sandals that cover the top of the foot. Rubber flip-flops and sports shoes are not acceptable.
2. Girls will be expected to wear slacks or jeans that are not ragged or rolled up at the hem, frayed or torn. Hem widths larger than ten inches are not allowed. Sagging pants are not to be worn. No hip huggers, leggings, spandex, leather or simulated leather. Wallet chains, extreme jewelry, etc. is not allowed.
Skirts, dresses or shorts must meet the following guidelines as to length: dresses, skirts and shorts must be below the longest finger of the hand when the arms are allowed to hang at the sides, or shall come no more than four (4) inches above the top of the knee cap. Bareback dresses or loose dresses that are cut revealingly low or loose at the neck or armholes are not allowed. Tight fitting pants are not acceptable. No overalls (short or long) will be allowed. T-shirts with word %Windsor+on them may be worn on any school day, but must be tucked in except on dress down days.
3. Girls are required to wear collared, 3-button (at least), polo-type shirts. They will be required to be tucked in if designed to be tucked in. If they are not designed to be tucked in then an undershirt must be worn and the undershirt must be tucked in. Girls will be required to keep their shirts buttoned up if too much chest area is exposed. No see through shirts allowed.
4. No camouflage attire is permitted. Sweatshirts and sweaters are allowed without wearing a collared shirt underneath. Shirrtails must stay tucked in at all times.
5. No student shall wear a cap or hat in the buildings. During the second semester, hats may be worn on Fridays only.
6. No athletic shorts, breakaway pants or sweat pants are allowed.
7. No exposed tattoos or body piercing is allowed. If visible, student will receive a one (1) day suspension. Girls will be allowed to wear no more than two (2) pairs of earrings in each ear.

OTHER INFORMATION

AFTERNOON SUPERVISION: Students ages 4 through 12 who arrive before 8:00 a.m., or who are on campus after 3:30 p.m., must report to a designated area. Cost for appropriate supervision will be forwarded to the respective parent. We are under State Day Care Regulations for before and after school care; therefore, students must be supervised at all times.

ASSEMBLIES: Assemblies are held during activity period unless otherwise specified. Each class will report to the assembly as a group with the teacher

BEEPERS AND CELLULAR PHONES: Beepers and cellular phones are not allowed at school during school hours. During normal school hours, students may keep their cell phone in their car, but they are not allowed to carry them, have on them, nor in their pocketbook. The first time the student is caught violating the policy, the cell phone will be taken up for an entire month, student will receive 1 day ISS, and fined \$25.00. The parent will be contacted and informed that if it happens again, the student will receive 3 days ISS, fined \$50.00, not be allowed to have a cell phone on campus for the rest of the year, and only the parent will be allowed to pick up the cell phone from the office.

CARE OF THE BUILDING, FURNISHINGS, AND EQUIPMENT: Windsor Academy reserves the right to dismiss at any time; anyone found defacing, misusing or destroying property of any type or description. Parents or guardians are to pay to Windsor Academy a sum that is required to repair or replace the damage done by the student.

CLASS DUES: Each student in grades 8 through 12 will have class dues that may vary in cost

from year to year. All class dues must be paid by September 30 of the school year. Report cards will be held if students have not paid dues. This policy will be enforced starting with the first 9 weeks grading period.

COLLEGE VISITS: Seniors are allowed two college visitation days. Visits must be pre-approved by obtaining permission from the parent and teachers of the senior. College Visitation forms are available in the Counselor's office. Seniors must submit a note from the College to the Counselor upon returning to school. NO COLLEGE VISITATION DAYS CAN BE TAKEN DURING THE MONTH OF MAY.

CRUISES, CLASS TRIPS, AND PARTIES: Windsor Academy does not sponsor senior cruises, class trips, parties and other events that are held in the summer; therefore, the school will not be responsible for these events or any money required for these events. Except for the senior trip, no class trips may be taken during the month of May.

DANCES: Any student or students attending a school sponsored dance will be asked to leave the dance and the premises if dancing in any manner considered improper by the chaperones at the dance. **School dress code must be followed at school sponsored dances.**

FIELD TRIPS: Field trips are allowed for both fun and education in all grades, kindergarten through twelve. Students must have written permission from parents to go on each field trip. Fees may be charged to cover the expenses of the trip.

FLAG SALUTE: Windsor Academy will require each class in grammar school and each supervision period in high school to start the day with the flag salute and an interdenominational, inspirational thought. This time should include the rules of flag etiquette and can include Bible readings or readings from other inspirational literature. Any student may be exempt from participating in the flag salute and/or inspirational thought with written parental permission.

FUND RAISING: All students are expected to participate in the school wide sponsored fund raiser. Fund raisers are usually limited to one school sponsored event per year; however, individual clubs and athletic teams may sponsor additional fund raisers as necessary. Club members and team members are expected to participate.

GRIEVANCES: There are times when a parent may wish to seek assistance from the school in solving student problems. The first step is to call the school and set up an appointment with the teacher and present the problem to him/her. If the parent and teacher are unable to resolve the problem, the parent may consult with the Assistant Headmaster and/or the Headmaster. The administration will have a meeting with all parties involved to work out a solution to the problem.

In those instances in which the administration is unable to solve the problem to the parents' satisfaction, the parents may present the problem in writing to the Chairman of the Grievance Committee of the Board of Directors. The grievance committee will only meet and hear appeals when the grievance or question or problem is pertaining to a policy or procedure which is set by the Board of Directors. This committee represents the Board of Directors and will make the final decision.

JOINT ENROLLMENT: Students enrolled in college courses will be required to take at least three (3) academic courses on the Windsor Academy campus during the time of joint enrollment.

LOCKERS: High school students are furnished lockers for use of storing books and personal items. The lockers are designed to be locked at all times with student access through a combination. The school cannot be responsible for the loss of any items taken from a student's locker. Any abuse or defacing of ANY lockers will result in the student losing his/her locker privilege and/or suspension. Periodic locker checks may be made by the administration and are subject to periodic searches.

MARRIAGE/PREGNANCY REGARDING STUDENTS: Students who are married or have been married and students who are pregnant or have become a parent will not be enrolled at Windsor Academy. Windsor students who are married, pregnant, or have become a parent shall be dismissed from school at such time as he or she is determined to be in one or more of the aforementioned categories.

MEMORIALS AND DONATIONS: Parents and friends of Windsor Academy who wish to remember loved ones or recognize special occasions by making a gift to the school will receive appropriate cards from the school to be sent to the family and to the donor. These are tax deductible and may be directed to any program of our school or to some special interest of the donor.

PARENT COMMUNICATION: Parents who wish to communicate with their child during the school day must call or come to the appropriate office before going to the classroom.

PARENT CONFERENCES: Parent conferences are encouraged by Windsor and may be requested by the teacher or a concerned parent. This should be the first step of communication. It is requested that the teacher or parent give 24 hours notice to schedule a conference. Conferences may be scheduled on Monday through Thursday and may be before or after school. An administrator can be requested by the teacher or parent to attend, if necessary.

REPORT CARDS: Parents will be required to pick up student report cards during a scheduled meeting after every grading period. No report card will be mailed to parents or given to student.

SCHOOL VANS OR BUS RULES: School vans and buses are the property of the school. All school rules pertaining to behavior, care of property, and safety will be applied to any violation committed on the vehicle.

VISITORS: All visitors, including parents, must check in through the office and receive a visitor's pass. Students not enrolled in Windsor Academy are not allowed on campus without a pass from the office.

Visitors of Windsor students must have prior approval from the administration. A parent of both the visiting student and the Windsor student must give written permission. We ask that only students considering future attendance at Windsor request permission to visit.

STUDENT SERVICES ACADEMIC TEAMS, CLUBS AND ORGANIZATIONS

Windsor Academy supports competitive teams in literary teams, math teams, and academic teams in GISA competitions.

Literary Teams compete in humanities, social studies, drama, debate, essay and other speaking areas.

Math teams compete in tournaments held throughout the year.

Beta Club is open to all high school students who are of high moral character and have a grade average of 90 or better.

Junior Beta Club is open to sixth, seventh, and eighth-graders who are of high moral character and have a grade average of 90 or better.

Junior Civitan is service organization and is open to all high school students.

Letterman's Club is open to all athletes who have lettered in a varsity sport.

Student Council is composed of representatives from grades 9 through 12. These leaders discuss student policies and convey student opinions, suggestions, and ideas to the administration.

Yearbook Staff is composed of students who take Journalism. They meet as a class daily to plan, compose, and edit the Cavalier, the Windsor yearbook, and The Knight Life, the Windsor student newsletter.

Parent Teacher Roundtable: (PTR) supports the academic programs and the %extras+for teachers and students in the school. Membership is open to all parents of Windsor students and teachers. Dues are \$5.00 annually per family.

Booster Club primarily supports the athletic programs of the school and meets the 1st Monday of each month.

Grandparent's Club also supports the %extras+for the school and presents an award each year to an elementary and high school student for being a well-rounded, enjoyable, well-mannered student.

CAFETERIA

Windsor Academy operates a school cafeteria catered by a private organization where hot, nutritious lunches may be purchased. Students who bring lunch from home are required to eat their lunch in the cafeteria with the other students. Students are not allowed to have delivery to the school by another food institute. **STUDENTS ARE RESPONSIBLE FOR CLEANING UP AFTER THEMSELVES AFTER THEY FINISH THEIR LUNCH.** Any failure to comply with this request will result in disciplinary action. **FOOD AND DRINKS ARE NOT TO BE TAKEN OUT OF THE LUNCHROOM DURING BREAK OR LUNCH.**

All students must go to the lunchroom for 15 minutes at the beginning of their scheduled lunch period whether they eat or not.

DAILY ANNOUNCEMENTS

Daily announcements are distributed every morning to each classroom to inform students of the day's activities, absences and other important information.

LIBRARY MEDIA CENTER (L.M.C.)

The L.M.C. is open for study from 8:15 a.m. to 3:30 p.m. The media specialist is always available for assistance, except for a thirty-minute period at lunchtime.

Each student is responsible for all materials checked out in his or her name. They are to write first and last name, then grade number for elementary grades, or homeroom number for 7th through 12th grades. The lower grades (K4 through 4th) may check out books for one week and may renew as necessary. The middle and upper grades (5th through 12th) may check out books for 2 weeks with renewals made as necessary.

Fines for overdue books are 5 cents per school day with a maximum fine of \$2.00 per book. Overdue books may not be renewed until the fine is paid.

Lost or damaged books must be paid for at replacement cost. If the item is no longer available, the price at the last printing will be charged, or \$3.00 above the price in the library's accession book. Report cards are withheld until all books are returned, fines are paid, and lost or damaged books are paid for.

Reference materials are generally not circulated. However, older editions of encyclopedias may be checked out overnight and weekends.

Students MUST present a pass from their teacher upon entering the L.M.C. and should have it signed by the media specialist before returning to that class. Up to 5 students from one classroom may come at a time without a teacher. Students should let the media specialist know what is needed, and every available resource will be used to find the required materials. Quiet reading of magazines and books is also encouraged.

Donations of books, magazines, and memorial gifts to the L.M.C. are welcomed, appreciated, and eligible as a tax deduction.

Curriculum Guide

The Windsor Academy by-laws state that policies related to education and curriculum of Windsor Academy shall be set by the Education Committee, subject to the approval of the Board of Directors. The school's curriculum is aligned with the school's vision and mission statements.

ELEMENTARY SCHOOL

Mission: The Elementary School at Windsor Academy encourages the fun of being a child while placing emphasis on the skills and practices needed to become a good student. The Elementary School incorporates the ABeka curriculum, a Christian-based program which teaches children the basics in lettering, numbers, reading, writing, and arithmetic. Because Pre-Kindergarten is sometimes the first experience a child has in a classroom, the curriculum begins from the ground and works its way up to prepare students for further study. Throughout Elementary School, the foundation is laid for the students' academic success as they learn the basics of phonics and math as well as their world in science and history. The Elementary School stresses character development, building independence, and assuming personal responsibility. Furthermore, good health and safety habits through a lot of praise and encouragement, which is vital in motivating young children to achieve.

All Elementary students participate in Physical Education, which offers activities geared towards teaching physical fitness, self-responsibility, and a healthy sense of competition. Students also develop their motor skills at recess and in class during art and writing.

Students take Computer classes; Elementary School students use age appropriate software intended to develop their alphabet, vocabulary, reading, comprehension, math, and problem-solving skills. In addition to this, first through fourth grades begin the year with a nine-week Keyboarding Class, which instructs students on correct typing. Animated software is used for instruction. Repeating this class at the beginning of each Elementary School year develops speed and consistency while lowering typing errors.

Beginning in the First Grade, students participate in the Accelerated Reader Program, a self-paced, computerized reading management program to improve reading comprehension. They also have the opportunity to check out books from the school library and participate in art and music classes.

PRE-KINDERGARTEN CURRICULUM

Language Development: Topics such as animals, people, and places are covered in a way that encourages children to think. Language Development Cards are used during each lesson so children are able to see what is being discussed. These lessons help to strengthen their language and vocabulary skills.

Math: Children learn to recognize numbers 1-20 and count from 1-100. Flannel boards, counters, and various games are used to provide the visual support for the concepts taught. The children get additional practice from the *ABC 123 Numbers and Phonics* workbook included in the ABeka curriculum kit.

Phonics: Children are taught to recognize vowels and consonants and learn the sounds they make. This is done through repetition and fun, interactive learning games. They form blends, read simple words, and progress to reading groups where they are taught good reading habits. During the second semester the children start reading aloud in their groups from *Little Books* and *Little Owl Books* that are included in their student kits. These introduce them to sentences, punctuation marks, and how to read with expression. Children are assigned to reading groups according to their abilities. Oral phonics evaluations are given periodically to ensure they are progressing satisfactorily.

Skills Development: Students work to improve our fine motor skills, listening skills, eye-hand coordination, visual perception, and writing skills. Much of the day involves cutting, coloring, and tracing. Children enjoy activities such as story time, moving to music, finger plays, poetry, puzzles, free art, building blocks, and play dough; these activities increase their skills in a way that is both playful and fun.

Writing: Students learn correct formation of the capital and small letters of the alphabet and progress to writing blends and words. The workbook *ABC Writing Tablet* is used for practice the first part of the school year and *Writing with Phonics* is used later in the year.

KINDERGARTEN CURRICULUM

Activity Time: Each day the students participate in circle time where they practice calendar skills, listen to a Bible story, recite poems, and sing songs. This is the time when special themes and holidays are introduced. The students also enjoy story time, creative movement, drama, and playing musical instruments. Each week the students share their personal interest and practice public speaking during show and tell.

Math: Students learn to count, recognize, and write numbers from 1 to 100. They learn to count by 2s, 5s, 10s, and 25s. Addition skills are taught with sums up to 10 and subtraction is introduced. Students also learn shapes, patterns, telling time, counting money, and measuring. Students use hands-on activities, manipulatives and games to understand and reinforce the math skills.

Phonics/reading: Kindergarten students learn to read phonetically, beginning by learning the letters and their sounds including the short and long vowel sounds, then, easily move to sentences and stories. Students also learn to read words with letter combinations like *sh* and *ar*. During reading circles, the students progress through a set of books which are enjoyable and help to expand their vocabulary. The children are grouped by their abilities and individual help is given.

Science: This is an informal time to discover, discuss and learn about the five senses, weather, seasons, plants, animals, and the world around us.

Skills Development: Kindergarten is the place to develop new skills such as cutting, gluing, drawing, sewing, and following directions. These skills are used throughout the school day and when making art/craft projects. Students learn visual perception skills, motor coordination, and listening/thinking skills.

Social Studies: We begin by learning about our community and the people who live and work there. Parents and grandparents are invited to visit our class as real community helpers and to tell the students about their jobs. Then, we expand our studies to include our country and some famous Americans. Basic map skills are introduced. The highlight of Social Studies is learning about children in countries around the world

Writing: Writing correlates with the skills learned in Phonics. As soon as students learn a letter they are taught to print that letter. Students learn about capitalization and punctuation as they write words and then sentences.

FIRST GRADE CURRICULUM

Handwriting: Manuscript is taught and used in first grade. Capitalization is reviewed and new punctuation is introduced. Students demonstrate their handwriting skills in a variety of class activities, including writing words and sentences in several of their subjects.

Health: The ABeka *Health, Safety, and Manners Reader Level 1* includes areas of study on growth, forming good health habits and taking care of our body, safety at home and away from home, and good manners at home and away from home.

Math: Areas of study and review include counting, number writing, reading numbers, place value, addition and subtraction, problem solving, money, geometry, logical thinking, graphs, calendar, ruler, clock, fractions, measurement, temperature, and understanding the concept of multiplication.

Reading: The first grade reading program builds on the explicit instruction of phonemic awareness, phonics, word knowledge, comprehension skills and strategies, and writing and language art skills. The reading series correlates with the phonics rules presented and practiced in class. Character traits and moral themes are incorporated in the stories. In addition to the reading series, first grade uses the ABeka *Phonics Letters and Sounds Level 1* and *Language Level 1* workbooks to reiterate reading comprehension.

Science: The ABeka *Discovering God's World Science Reader Level 1* includes areas of study such as ~~dis~~ discovering myself and my toys+(how things work), discovering animals, insects, plants, and seasons.

Social Studies: The ABeka *My America and My World History/Geography Reader Level 1* includes areas of study on historical figures, patriotic symbols, holidays, maps and landmarks of America. Students are also introduced to the continents and countries around the world.

Spelling: The weekly word lists in the ABeka *Spelling and Poetry 1* Workbook correlate with the phonics and language arts skills presented in class. The spelling list words are used extensively in writing exercises focusing on the structure of a complete sentence and using the spelling words correctly in sentences. Students orally present their spelling sentences each week. Poetry is incorporated for the students to understand and enjoy the rhyme, rhythm, and imagery.

SECOND GRADE CURRICULUM

Cursive writing is taught through demonstration and daily practice. Time is allowed for individual help as needed. The ABeka practice book is used as well as teacher created practice sheets.

Math: Areas of study in the ABeka curriculum are counting, place value, addition and subtraction, problem solving, geometry, logical thinking, money, Roman numerals, graphs, calendar, time, thermometer, fractions, measurement, multiplication, and division. Many hands-on and fact mastery activities and games are used to help reach the goal of helping our students become confident in math.

Reading/Language/Phonics: The ABeka curriculum teaches reading through a practical introduction to phonics that is simple, thorough, and practical. Charts, clue word cards, and practice books are used. It builds on material taught in first grade. The students learn to read with comprehension, decode written language, spell correctly, appreciate good literature, attain a large speaking and listening vocabulary, recall facts easily, and write grammatically correct stories and poems using language arts skills

Science: The ABeka science curriculum includes areas of study on Enjoying Myself and Others, Enjoying the Animal World, Enjoying the Plant World, Enjoying Things That Move, Enjoying the Air Around Us, and Enjoying Our Earth and Sky. The book is supplemented with hands-on activities. Our goal is to encourage the students' natural curiosity about science.

Social Studies . The ABeka text is *Our America*. We study units on America, Our Home, The People Who Build America, and Tomorrow's America. We study good citizenship and maps. The

Weekly Reader is used to help make students aware of current happenings and people and places of interest.

Spelling . Phonetic and structural analysis skills are applied to weekly word lists. Words are used extensively in written exercises and sentences. Games are used to help create diversity. The curriculum used is A Beak.

THIRD GRADE CURRICULUM

Arithmetic: The ABeka *Arithmetic 3* curriculum contains a variety of exercises involving new and review material taught in each lesson. Some of the new material introduced in third grade include: ways to prove a multiplication fact, multiplication with carrying, division with remainders, multiplication and division tables to 12, adding and subtracting fractions, money equations, and dry measures of capacity. Two pages of arithmetic and a written speed drill are completed each day.

History: Our American Heritage is the textbook used in the ABeka History Curriculum. History is taught daily for one semester. The textbook surveys American history in Christian perspective through the biographies of great Americans. Geography and map study skills are also emphasized in their daily lessons.

Language: The ABeka language curriculum for third grade includes the following topics: sentences, dictionary usage, capitalization, nouns and plurals, punctuation, subjects/verbs, creative writing, adjectives, and word usage. Most daily lessons include a review time, learning a new concept, thinking skills, writing skills, and creative writing. Journal writing and book reports are also part of this curriculum.

Penmanship: Third grade places emphasis on cursive writing skills. A *Cursive Writing Skill Book* page is completed each day. Students are encouraged to practice good posture and to demonstrate correct pencil/paper positions. Phonics, creative writing, and dictionary skills are supported in this curriculum.

Reading: The ABeka curriculum includes two 30-minute class reading times, A.M. Reading in the morning and P.M. Reading in the afternoon. Third graders will review phonics, read ten readers, read skill sheets designed to increase their speed and comprehension, and read/study a health reader. The textbooks contain good literature with character-building themes.

Science: The ABeka textbook *Exploring God's World* is taught daily during the second semester. Third graders study the nervous system, the sense organs, plants, invertebrates and vertebrates, the desert, the ocean, the pond, the forest, the farmer's field, and the weather.

Spelling and Poetry: The third ABeka spelling curriculum includes word lists with content, vocabulary words, and poetry. Practice in writing dictated sentences to develop listening comprehension is part of this program. Study days include a variety of review methods such as exercises in using words in sentences, and games and contests.

FOURTH GRADE CURRICULUM

Arithmetic: Fourth graders continue to learn fundamentals of traditional arithmetic. A great emphasis is placed on working with fractions. Students also continue to master multiplication/division and to develop problem-solving skills. They are given daily speed drills and bi-weekly tests/quizzes.

Health: Health is taught during the last 9 weeks of school. Students learn about their bones, muscles, respiratory system, teeth, skin, and personal hygiene. Regularly scheduled quizzes and tests are used to evaluate student progress.

History: Fourth graders study the history of our United States each day throughout the year. The study includes an overview of our country's history, from the early exploration of the New

World to the present. They also master many geography and map study skills. Key documents in our country's history and facts about our states and capitals and presidents are memorized. Teacher created lessons of Georgia are also studied in the spring. Regularly scheduled quizzes and tests are used to evaluate student progress.

Language: Fourth graders use a language textbook as they continue to study English. Students master subjects/predicates, recognize and use all eight parts of speech, and expand their diagramming skills. They also add to their knowledge of capitalization, punctuation, and forming plurals. The students read two novels for book reports. They learn to use the writing process as they write an encyclopedia report, book reports over the novels they read, and other creative writing assignments. They take regularly scheduled quizzes and tests. Listening skills are developed through a daily read aloud of various genres by the teacher and tri-weekly from guest readers.

Penmanship: Penmanship is practiced each day to improve cursive writing skills. Journal entries and other creative writing assignments are regularly scheduled

Reading: Students read as a class once each day. In addition to reading books containing a variety of stories, students use a book of various stories and skill sheets designed to increase their speed and comprehension. Reading grades are taken weekly to evaluate oral reading skills. Supplementary novels that relate to American history are read by the students in Literature Circles. Comprehension is monitored by teachers as students write journal entries in response to the text, activate prior knowledge, or make inferences.

Science: Students study science daily for the first 27 weeks of the school year. Health is taught for the last 9 weeks. The curriculum focuses on insects, plants, birds, matter, energy, geology, oceanography, and astronomy. Regularly scheduled quizzes and tests are used to evaluate student progress.

Spelling and Poetry: A new list of spelling words and vocabulary words and definitions are presented to students each week. These words relate to the other fourth grade academic subjects. The textbook also acquaints students with a variety of poetry that focuses on the beauty of language, aesthetic appeal, literary greatness, or character-building qualities.

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MIDDLE SCHOOL

Mission: The Middle School at Windsor Academy introduces students to learning that encourages independence, personal responsibility, and self-reliance. Windsor's Middle School, grades five through eight, is a fun and lively environment and offers courses that are designed to fulfill the different potentials and interests presented by the students by offering a variety of student- and teacher-oriented methods of learning, and emphasis is placed on not only mastering facts but also analyzing and utilizing the various subjects in the form of essays, oral presentations, and creative projects. Students are also introduced to group work intended to provide opportunities for communication, cooperation, and independent learning. Middle School teachers aim to not only share their knowledge and expertise but to also provide incentives for these energetic, curious, and ever-changing students to foster an appreciation for academics and develop study skills that will enhance the rest of their academic careers.

One obvious major shift for Middle School students is from the self-contained classrooms of the Elementary School to a departmentally structured setting. As they take classes from several teachers, they are responsible for keeping up with required materials and getting to class between the bells. They must record their homework for each class and must adjust to the different demands and schedules of homework required by their teachers. The responsibilities of Middle School are met with the privileges of Morning Break, a ten-minute breakfast break; well-

behaved students have social time and seating options during both Morning Break and Lunch.

FIFTH GRADE CURRICULUM

English: The course of study in fifth grade English encompasses basic grammar and vocabulary skills along with journal writing. *God's Gift of Language Level B* in the ABeka Language Art series will be used to overview the parts of speech, the parts of a sentence, punctuation, and capitalization. Students will develop their vocabulary skills using the Vocabulary Workshop series, which will be introduced in the fifth grade. In addition, students will write weekly journal entries on a variety of subjects.

Math: Fifth grade math focuses on the mastery of the concepts and mechanics of addition, subtraction, multiplication and division of whole numbers, fractions and decimals. Students solve problems involving length to the nearest quarter inch or centimeter and weight to the nearest ounce or gram. Students use hands-on tools to compare customary and metric units of length, weight, and capacity. Fifth graders compare and classify angles as acute, obtuse, or straight. They learn to use real-world experiences to turn concepts into formulas for perimeter, area, and volume. Students are taught to look for context clues to determine operations needed when solving one- and two-step problems involving fractions, decimals, and whole numbers. Problem-solving strategies are emphasized in all aspects of the content in order to facilitate a smooth transition into Sixth Grade Math. Differentiated instructional strategies are implemented and may include the following:

Use of Manipulatives

Peer Tutoring

Learning Centers

Flexible Grouping

Problem-Solving Strategies (cue words, problem maps, and graphic organizers)

Process Mnemonics

Science: Fifth grade science focuses on investigating broad areas of science. Students are introduced to the basic concepts of mammals, earth, sea, engines, space, weather, and vertebrates. A variety of activities are utilized for instruction such as class investigation, private investigation, and hands on activities. The curriculum also includes many opportunities for out of the classroom contacts through field trips. The concepts range from basic knowledge to higher order inquiry, which provides a successful learning experience for all students. The students will come to an understanding of how science relates to all areas of the natural world.

Social Studies: The course Introduction to American History is an introductory survey course that begins with a geography lesson devoted to the influence and impact of geography upon the settlement and growth of the United States. Course continues to introduce the major topics of settlement, colonization, independence, a new nation and through to the causes and effect of the Civil War. In addition students will be able to apply a functional knowledge to the regions of the United States.

SIXTH GRADE CURRICULUM

English: Students in sixth grade English concentrates on further developing grammar, vocabulary, and writing skills. They will continue with their study of English grammar with *Grammar and Composition I* in the ABeka Language Arts series. Emphasis is placed on capitalization and punctuation along with the parts of a sentence. Two parts of speech will be covered in depth- nouns and verbs. *Vocabulary Workshop Level A* will be used in the study of vocabulary. Expository paragraph writing will be introduced, and weekly journal entries will be required of students.

Math: Sixth grade math has been designed for students who are proficient in arithmetic skills to prepare them for the wide world of mathematics. Lessons emphasize addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions. The foundational topics of positive/negative numbers, algebra, and geometry are also included in the lessons. Word problems include topics from history, science, and the realm of imagination. Computation and problem-solving without using a calculator are required to ensure students understand basic skills. Students will write and solve proportions and one-step equations. Problem-solving strategies are emphasized in all areas in order to help the student transition to upper-level math. Differentiated instructional strategies are implemented and may include the following:

Use of Manipulatives

Peer Tutoring

Problem-Solving Strategies (cue words, problem maps, and graphic organizers)

Process Mnemonics

Flexible Grouping

Science: The sixth grade science curriculum focuses on observing broad areas of science. Students are introduced to the basic concepts of plants, invertebrates, earth, space, and chemical sciences. Emphasis is on observing the order of the natural world. A variety of activities are utilized for instruction such as class observation, private observation and hands on activities. The curriculum also includes many opportunities for out of the classroom observations through field trips. Students will begin to classify living things. The curriculum includes observing, collecting, manipulating and analyzing data. The sixth grade students will learn the scientific method approach towards understanding how science relates to all areas of the natural world.

Social Studies: This World Civilizations introductory survey course provides students with a competent comprehension of the major themes and events in World History. Initially students will study the earliest civilizations worldwide. The students will continue to become knowledgeable in the major developments and themes in all regions of the world with an emphasis on other cultures influence on Western Civilization's culture and political natures.

SEVENTH GRADE CURRICULUM

English: In seventh grade English, students will sharpen their grammar, vocabulary, and writing skills. The ABeka grammar textbook *Grammar and Composition I* will be used to review capitalization and punctuation. After briefly reviewing noun and verbs, pronouns and adjectives will be studied in depth. Vocabulary development will continue with *Vocabulary Workshop Level B*. Weekly journal entries will be written and descriptive paragraph writing will be emphasized.

Math: Pre-Algebra has been designed for seventh grade students who are proficient in general math skills to prepare them for Basic Algebra. The curriculum includes the reinforcement of fractions, decimals, and percentages; the introduction of exponents, variables, and equations; and the application of math operations to integers, equations, problem-solving, and measurement. Computation and problem-solving without using a calculator are required to ensure students understand basic concepts. Problem-solving strategies are emphasized across the curriculum in order to give the student a set of skills that will allow for success in all levels of math. Differentiated instructional strategies are implemented and may include the following:

Flexible Grouping

Process Mnemonics

Peer Tutoring

Problem-Solving Strategies (cue words, graphic organizers, problem maps)

Science: Seventh grade science revolves around developing student understanding in Life

Science. The students will progress from studying life science from the point of view of individual organisms to recognizing patterns in ecosystems and developing understandings about the cellular dimensions of living systems. The three major themes are change over time, homeostasis and stability, and ecology. Activities to promote learning include labs, mini labs, and cooperative learning. The curriculum also includes many opportunities for out of the classroom experiences through field trips. All students are provided with opportunities to enhance learning such as Flex your Brain activities to promote higher level inquiry and reinforcement activities to learn the basic concepts.

Social Studies: This World Geography course introduces physical and cultural geography and includes continent study with emphasis on the physical and human characteristics of a place, population, distribution, density and migration on the earth's surface. Upon completion of the course, the students will have a working knowledge in the use of maps, globes and other graphic tools.

EIGHTH GRADE CURRICULUM

English: The majority of this course covers basic grammar and vocabulary development. Students are expected to demonstrate a working knowledge of both areas, which will be incorporated into their composition skills. Compositions will include expository paragraphs, literary summaries, and creative writing. In addition, this course presents the various genres of literature. Specifically, the class will study *To Kill a Mockingbird*.

Math: Basic Algebra requires Pre-Algebra as a prerequisite. This course acts as a transition between Pre-Algebra and Algebra--between concrete and abstract concepts. The course expands on the concepts from Pre-Algebra and introduces new content in the areas of business and personal finance, translating word problems into algebraic equations, working with integers, measuring and constructing angles and parallel and perpendicular lines, and finding area, perimeter, and volume. This range of topics gives students the skills necessary for success in upper level math. Differentiated instruction is implemented and may include the following:

Use of Manipulatives (ruler, compass, protractor)

Peer Tutoring

Flexible Grouping

Science: Eighth grade science focuses on the Earth as a giant multi-dimensional system. The students will learn that the Earth is not a static and unchanging mass. Rather, it is a dynamic body with many interacting parts and a long and complex history. Areas included in the curriculum are the solid earth, the Earth's place in space, the oceans, and the atmosphere. Learning activities include labs, mini labs and investigative learning. Group activities are used extensively in this course of study. Examples of some of the students' experiences are collecting rocks, observing hurricanes, and reporting on new earthquake activity. The primary goal is for the students to realize that the earth is a constantly changing planet which affects all living things. The curriculum allows many opportunities for out of the classroom experiences through field trips. All students are provided with opportunities to enhance learning such as Flex your Brain activities to promote higher level inquiry and reinforcement activities to learn the basic concepts.

Social Studies: U.S. and Georgia History is a more in-depth study of the major events and themes in U.S. History. The course begins with a geography strand covering both American and Georgian geographic regions. The course includes reviews of both settlement and the American Revolution. The focus of the course continues with the major themes in American history through to the end of Reconstruction. In addition, the students will study Georgia's history to ensure an understanding of Georgia's role throughout the history of the United States.

ADDITIONAL MIDDLE SCHOOL COURSES

Exploratory: All Middle School students take an Exploratory course. These courses are designed to build upon each other. Exploratory focuses on literature (to balance the grammar and mechanics driven Middle School English courses), but also incorporates aspects of sociology, art, history, and other topics. Teachers begin Exploratory with a loose curriculum and grade-appropriate literature; they then use the first several weeks of class to gauge the students' interests and academic needs and create appropriate projects and assignments to compliment the literature. Students are expected to analyze literature and art, develop and articulate opinions about both current and historical events, engage Exploratory topics creatively, and integrate the lessons into their understanding of the world around them. Exploratory teachers also consult other middle school teachers in order to incorporate lessons that strengthen individual classes' weakness. In the past, teachers have adjusted their curriculums to include etiquette lessons, dramatic interpretations of classic Greek epics, penmanship instruction, and debate.

Physical Education: All Middle School students participate in Physical Education, which offers activities geared towards teaching physical fitness, self-responsibility, and a healthy sense of competition.

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HIGH SCHOOL

High school missions and objectives are stated before the curriculum descriptions of each individual department.

ART MISSION AND COURSE DESCRIPTIONS

Mission: The mission of the **Department of Art** is the practice and the development of art through teaching. The Department of Art's mission embraces the emphasis on the enrichment of our students' educational experiences. The Department strives to develop and sustain our students' professional aspirations in Art History, Art Appreciation, and the Studio Arts. Through our programs we seek to identify the rich creative and intellectual potential of students as they awaken to the lifelong value placed on critical and analytical skills. The Department is concerned not only with the nature of works of art -- their form, style, and content, but also with the social, political, and cultural circumstances that shape them. It is our goal to influence our students to recognize visual arts as a continually evolving entity that incorporates many different media. It is the Department's belief that an art education builds the expertise necessary for students seeking to assume their respective roles as practitioners, educators, and informed patrons of the visual arts.

Art I is an introduction to art history, drawing, painting, and sculpture. Topics to be covered include: 1) basic freehand seeing/drawing skills with an emphasis on value, perspective, contour, and proportion; 2) an in-depth study of color theory and principles of color including their impact on the senses; 3) an introduction to techniques for three-dimensional art forms with an emphasis on aesthetic creativity and uniformity of design.

Art II requires a prerequisite of Art I. The course is an advanced level of drawing, painting and sculpture. Topics to be covered include: 1) expression, gesture, line, chiaroscuro, foreshortening, and composition drawing; 2) an in-depth study of color and color theory including the elements of art with emphasis on the principles of art using a variety of water color techniques and colored pencil techniques; 3) individual creativity using a variety of three dimensional mediums for aesthetic and personal expression.

Art III requires a prerequisite of Art II. Art III offers individualized instruction to advanced art students seeking to personalize and narrow their aesthetics and skills. As Art III students put into practice the techniques and studies from their experiences in Art I and Art II, the teacher guides

the students towards more complicated, emotionally provocative pieces while challenging the modes of expression chosen by the students. The course builds on the fundamentals learned in Art I and Art II while developing individual style of the art student. This course also encourages continued growth in expressing design fundamentals as well as expanding the student's exposure and experimentation in multi-media. The student will become more familiar with task development and will continue art study work that exhibits portfolio quality. New directions of art are considered as previous artwork is examined and reviewed.

COMPUTER MISSION, OBJECTIVES, AND CURRICULM DESCRIPTIONS

Mission: The Computer Department at Windsor Academy is committed to the use and growth of technology in the classroom. Our mission begins with recognizing the importance of quality academics. We believe this begins at the elementary level. Therefore, enhancing the educational process begins with our K4 students. Computer courses are offered at the high school level as well, beginning with one required class and the option of two elective classes.

Objectives:

- To comprehend the importance and use of computers in modern-day careers and personal lives.
- To master the basics of keyboarding and word-processing.
- For advanced students to master the basic elements of web design and demonstrate these through creating web sites.
- For advanced students to learn to program computer systems.

Computer I: This course provides the student with the fundamental skills of using Microsoft Office. Upon completion of this course, the student should be able to effectively (1) create and format a Word document (brochure, research paper, and resume/cover letter); (2) create, format, and add formulas to an Excel spreadsheet with a chart; (3) create and format a PowerPoint presentation using text and clip art; and (4) create, query, and maintain an Access database. Instructional delivery methods for this class include textbook projects, puzzles, worksheets, review games, internet research, videos, computer shows, and both written and practical evaluations.

Computer II: This course requires Computer I as a prerequisite and provides the student with the basic fundamental skills of troubleshooting, repairing, and building a computer. Upon completion of this course, the student should have the basic skills required to effectively troubleshoot a malfunctioning computer, understand the inner workings of a computer, understand the different parts of a computer and know what they do, be able to load software on a computer (including operating systems) and be able to build a computer from scratch. Instructional delivery methods for this class include textbook projects, puzzles, worksheets, review games, internet research, videos, hands-on lab environments, computer shows, and both written and practical evaluations.

Computer III: This course requires Computer II as a prerequisite, Computer 3 provides the student with the fundamental skills of website design using HTML and Simple Program Design. Upon completion of this course, the student should be able to effectively (1) create and format a web page using HTML. Also, if time permits, students will (2) learn the fundamental principles behind Simple Program Design. Instructional delivery methods for this class include textbook projects, puzzles, worksheets, review games, internet research, videos, computer shows, and both written and practical evaluations.

ENGLISH MISSION, OBJECTIVES, AND CURRICULM DESCRIPTIONS

Mission: Students study English in order to gain a proficiency in both the written and spoken word. Beginning in Middle School, students learn rules of grammar and writing that progress to the upper grades, effectively building a curriculum to shape their future college careers. In

addition to grammar, students are also expected to read works of literature in various genres in order to build reading comprehension skills and vocabulary. Literary devices are also discussed in order to further a student's understanding of a particular work and to help students learn to think analytically. Students learn through a variety of methods, including lecture, projects, and oral reports which provide a well-rounded experience.

Objectives:

- Graduates of Windsor Academy are expected to be able to write clearly and effectively with a high level of reading comprehension skills. These skills not only help them in their future educational pursuits, but also in many careers which they may seek.
- To be able to read great literary works and apply them to life in general and who can also approach the world with a greater understanding.
- To master the ability to write clear, logical, and analytical responses to not only literature but to other life and career circumstances as well.

Advanced Placement English: This course provides an opportunity for advanced high school students to pursue and receive credit for college level course work completed at a high school level. The rigors of the course are intended to be equal to lower division college work. The AP course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes as well as the use of figurative language, imagery, symbolism and tone. The course features intense reading and writing exercises, including timed writing assignments weekly. Students will read novels such as Emily Brontë's *Wuthering Heights*, Kate Chopin's *The Awakening* and F. Scott Fitzgerald's *The Great Gatsby*. The course also requires an in-depth research essay and each student is required to take the AP Exam at the end of the year.

Creative Writing/Drama: This elective course will present elements and techniques of fine arts writing. Students will study and then write poetry, fiction, nonfiction, and drama. Texts include *Sleeping on the Wing*, a poetry anthology edited by Kenneth Koch; *Scenes for Young Actors*, edited by Lorraine Cohen; and *The Glass Menagerie*, by Tennessee Williams. Students will keep a portfolio of their work throughout the year, and that portfolio will include complicated and lengthy assignments to be fulfilled in lieu of traditional midterms and finals. Students will also learn oral skills in a variety of forms, including debate, acting, and public speaking. Students organize and develop Fine Arts Day, an annual celebration featuring student bands, art, skits, singing, poetry, and fiction.

English 9: This course serves as an introduction to the various genres of literature as well as an introduction to writing formal essays on several topics including literary analysis. Students study an array of short stories, nonfiction essays, and poems from different American cultures as well as a few selections from other countries. Freshman English also introduces students to drama; they study a short three-act play before delving into Shakespeare's *Romeo and Juliet*. Grammar is reviewed, but focus is shifted to the organization of ideas and the quality and integrity of content. By the end of the year, students must master the five-paragraph essay as well as several standard MLA formatting guidelines. Furthermore, students are expected to master one text from a given list outside of class.

English 10: World Literature and Composition course encompasses an overview of ancient, classical and modern literary genres as well as the improvement of writing and reasoning skills. Students are expected to organize and relate ideas into essays. All standard grammatical English rules are applied to composition writing. In addition, students are expected to complete a project on Shakespeare's *England*. As far as literature, the class will read together *The Pearl*, *Julius Caesar*, and *Antigone*. Furthermore, students are expected to master one text from a given list outside of class.

English 11: This survey of American Literature course is designed to expose students to classic

American Literature from the Colonial and Revolutionary Periods to the present. The class will read narratives, historically significant documents, short stories, and poems as well as the novel *The Things They Carried* by Tim O'Brien. Students will engage in improving writing skills through literary analysis and essay development, which will culminate in an expository paper adhering to MLA research guidelines. Grammar instruction will include reviewing common student errors as well as guiding students through the correction of their own writing. Instruction of spelling, vocabulary, and creative writing will supplement the study of the literature and composition. Furthermore, students are expected to master one text from a given list outside of class.

English 12: In *English Literature and Advanced Composition*, senior students will be evaluated through oral and written exercises on their comprehension of selections from English literature. Selections will include *Beowulf*, *Macbeth*, *The Canterbury Tales*, as well as the writings of Tennyson and Keats. In addition, students will display a mastery of writing and grammar skills. Emphasis will be placed on written expression- content and organization. Students will write an argumentative (MLA) research paper according to specific parameters. Furthermore, students are expected to master one text from a given list outside of class.

Humanities: This elective course of thematic units involves those branches of learning which concern human thought and relations. The course focuses on activities which help the individual answer questions of self-knowledge and the relationship between man and his society. Each segment covers a broad overview of the following: history (world), art (paintings and architecture), music (classical), and literature (novels, short stories and poetry). Outside projects, field trips, and additional reading may be assigned to help promote personal growth and understanding.

Journalism: In this elective course, students are taught to write, evaluate and publish while exploring elements of layout design, graphics, special effects, and photography. The primary teaching method consists of active participation in applying sound literary practices to the school's publications---newspaper and yearbook. In addition, students will be required to sell a specified amount of yearbook advertising space.

FOREIGN LANGUAGES MISSION, OBJECTIVES, AND CURRICULUM DESCRIPTIONS

Mission: The mission of the Foreign Language Department is to offer a curriculum that focuses on the ability to read and write in a foreign language, to be able to speak proficiently, and to have an awareness of the countries and cultures that use the language as their native tongue.

Objectives:

- To foster communicative skills in reading, writing, and speaking
- To explore various countries in the world of the target language
- To develop and expand global awareness

Spanish I: Spanish I am designed to reach a large number of students, each with individual interests and learning styles. Emphasis is placed on communicative skills of students. Students working together in pairs constitute a major use of classroom time. Video presentations, workbook activities, transparency presentations, large group teaching and individual tutoring by the instructor all play a role in helping the student to master Spanish I. A study of Spanish history, geography and culture is also included.

Spanish II: Spanish II is similarly designed to consider the needs of the individual learners and their learning styles. It includes a continuation of Spanish I in conversational Spanish, competency in reading and writing the language and comprehension of both the spoken and written word. Students will continue to learn using whole group teaching, and individual tutoring by the instructor and other learners. The teaching of grammar, conversation, history, geography, and cultural aspects are elevated at this level to prepare the student for college level Spanish.

MATH MISSION, OBJECTIVES, AND CURRICULM DESCRIPTIONS

Mission: The Mathematics Department prepares students for success in future educational environments, vocations, and daily life. Teachers of mathematics strive to improve their teaching effectiveness through additional education, networking, lesson reviews, class evaluations, technology implementation, and methodology variation. In the mathematics curriculum, an emphasis is placed on developing logical thinking, problem solving skills, communication, and use of calculators after traditional mastery of mathematical concepts.

The curriculum is designed to meet the needs of both regular and special education students. Two opportunities (one in Middle School and one in High School) are available for qualified students to advance and eventually take calculus as a senior. Also, special courses are provided for students who have difficulty with mathematical concepts.

Objectives

- To review basic pre-algebra concepts: fractions, decimals, and percentages; order of operations; positive and negative numbers; and variables, expressions, and equations.
- To develop the understanding of the different number systems and how they relate and to apply these systems in math, other courses, vocations, and real life situations.
- For students to be taught and then assisted in and encouraged to transition from concrete reasoning to abstract reasoning.
- To exercise the minds of students to prepare them to solve life problems using logical reasoning and problem solving skills.
- To prepare students to collect, compile, organize, compute, and evaluate data and information as part of problem solving strategies that include the application of measurement, patterns, relationships, models, algebraic symbols, geometric representations, and statistical methods.
- To promote math communication skills so students can 1) read independently for future self-learning, 2) discuss and write with clarity and understanding, and 3) to articulate meaningful and insightful questions.

Beginning with Algebra I, the Texas Instruments Scientific Calculator TI-30X IIS is required. The TI-83 graphic calculator is strongly encouraged for Algebra III/Trigonometry and other advanced courses.

Algebra I: This course requires Basic Algebra as a prerequisite. This is a ninth-grade course open to eighth graders only in cases of placement testing and parent/teacher/counselor recommendations. This level of algebra continues the student's transition into more abstract concepts by using symbols to represent unknown quantities. Topics covered include: solving simple and complex linear equations, inequalities and systems; graphing techniques; radicals; exponents; simplifying and factoring polynomials; and quadratic equations. The text also integrates geometry, statistics, and probability into the algebra. Reading and problem-solving, as well as real-life examples are emphasized throughout. The TI-30X IIS scientific calculator is required. The TI-83 graphing calculator is optional.

Geometry: This course requires Algebra I as a prerequisite. Geometry is the study of points, lines, surfaces, and solids. This course emphasizes logical thinking and problem-solving. The first semester features the development of two-column proofs using definitions, postulates, and theorems; both semesters emphasize the application of algebraic computation to geometric concepts. The concepts include angles, perpendicular and parallel lines, figures in a plane emphasizing triangles and circles, the measurement of plane and solid geometry figures, and coordinate geometry. The TI-30X IIS scientific calculator or the TI-83 graphing calculator is required.*

Algebra II: This course requires Algebra I and Geometry as prerequisites. The course includes a review of skills from Algebra I as well as all essential second-year topics: linear and quadratic equations and inequalities, polynomial and rational functions, factoring, radicals, complex and imaginary numbers, the quadratic formula, and conic sections. The course integrates problem-solving, applications, reasoning skills, statistics, and technology with these Algebra II skills. The TI-30X IIS scientific calculator or the TI-83 graphing calculator is required.

Algebra III/Trigonometry: This course requires Algebra II as a prerequisite. This course briefly reviews Algebra II but is primarily designed to survey many important topics in mathematics: logarithms, exponentials, trigonometry, sequences and series, probability and statistics, and matrices. The TI-30X IIS scientific calculator or the TI-83 graphing calculator is required. This class is not an option for students who have taken Pre-calculus.

Pre-Calculus: This course requires Algebra II as a prerequisite. This course is an upgrade to the Algebra III/Trigonometry course and is designed for students who are excelling in math. To qualify, a student must have a 90 or above combined average in Algebra I, Geometry, and Algebra II or have an 85 or above grade in Algebra III/Trigonometry (any exceptions must be approved by the Department of Mathematics). The course is strongly oriented toward application and problem-solving. Topics include a review of Algebra II, logarithms, exponentials, analytical trigonometry, matrices, graphing of functions, sequences and series, and probability and statistics. The TI-30X IIS scientific calculator or the TI-83 graphing calculator is required.

Calculus: This course requires an 85 or above grade in Pre-Calculus as a prerequisite (any exceptions must be approved by the Department of Mathematics). This course is for advanced math students. Its curriculum closely parallels a college first-semester calculus course. Students are introduced to the two fundamental operations of calculus: differentiation and integration. Rules and their theoretical bases are provided for the differentiation and integration of algebraic, trigonometric, logarithmic, and exponential functions. Applications include curve sketching, optimization, business, economics, Newton's Method, differentials, and growth and decay. The TI-30X IIS scientific calculator or the TI-83 graphic calculator is required.

** Based on parent/teacher/counselor recommendations, a student may take Geometry and Algebra II concurrently only as a sophomore if the student is excelling in math (90 or above grade in Algebra I) and plans to take calculus as senior.*

PHYSICAL EDUCATION MISSION, OBJECTIVES, AND CURRICULM DESCRIPTIONS

Mission: Physical Education/Health is a dual course required for one year once students have entered the ninth grade, and Weight Lifting, a more focused Physical Education course, is offered as an elective to students through twelfth grade. Physical Education is designed to teach students to experience, appreciate, and enjoy the values of a lifetime personal fitness plan, evidenced by increased work efficiency, better physical health, stronger life relationships, and a greater capacity for fulfillment and accomplishment.

Objectives:

- To understand that physical activity leads to the achievement of personal potential.
- To teach a sense of responsibility, participation, and self-discipline.
- To encourage lifelong habits of healthy physical activity.
- To improve the basic motor skills used in sports.

Physical Education/Health: In this required course, Physical Education practices healthy approaches to exercising the body while demonstrating the fun and satisfaction of daily movement. This course also introduces students to rules, strategies, and concepts involving sports such as: football, softball, basketball, baseball, and track-and-field. Emphasis is placed on teamwork, cooperation, and sportsmanship. Furthermore, Health is offered as a classroom

course. Information concerning personal hygiene and care is presented to the student in a manner that does not exceed his/her maturity. The State of Georgia requires an Alcohol and Drug Card in order to obtain a Georgia Driver's License. As a service to our students, we offer the Alcohol and Drug Awareness Program during the Health Course.

Weightlifting: Students are introduced to athletic weight training principles incorporating safety techniques, muscle physiology concepts, neuromuscular adaptations to conditioning, and the biomechanics of resistance exercise. Students train daily to increase strength, improve cardiovascular endurance and develop speed.

SCIENCE MISSION, OBJECTIVES, AND CURRICULM DESCRIPTIONS

Mission: The Science Department engages the students in a variety of scientific fields that will lead to academic advancement. The Science Department encourages inquiry and the pursuit of answers. Class activities, such as projects and laboratory, are used as an avenue to ensure responsibility, accountability, and development of interests. Evaluation of each student's learning progress is demonstrated through analytical thinking and critical thinking. The Science Department encourages the development of communication via written and oral skills and is facilitated through scientific reports. In addition, the Science Department encourages a sense of pride in each piece of work a student submits.

Objectives:

- To encourage interest and awareness of the world.
- To demonstrate practical applications of science through laboratory activities.
- To promote critical thinking skills.
- To develop students in becoming productive citizens.

Anatomy: This course is an elective science class for students who have already attained their science credits. Anatomy is used as an avenue to prepare students for college note-taking skills, written skills, and test taking skills. In the first semester, students will start with a fundamental approach of the body by studying the cells and integumentary system of the body. Activities such as microscope use and drawings will help reinforce learning of these sections. The skeletal and muscular systems will be discussed next. These systems are accompanied with a dissection lab. Students are required to identify muscles, bones, and organs during dissection.

In the second semester, the circulatory and respiratory systems will be taught together. Students demonstrate an understanding of how blood circulates through the body and the different types of arteries and veins in the body. The digestive system is taught along with the urinary system. Students will be required to show an understanding of how the body obtains fuel, how fuel is absorbed and how waste is disposed of from the body. Laboratory experiments accompany these topics. Other topics that are discussed include the nervous system, the senses, the immune system, endocrine system, reproductive system, pregnancy and health. All topics will be evaluated by lecture tests, laboratory experiments or dissections, and periodic one-page papers on specific topics.

Biology: This course requires Physical Science as a prerequisite. Students taking this course on the study of life are required to show an understanding of cell life and organization and are able to differentiate between plant and animal cells. Students demonstrate an understanding of the fundamentals of genetics including transcription, translation, and replication and the implications of punnet squares used in genetics. Students will also begin a study of ecology, conservation, and animal taxonomy. These topics will be taught through lecture, laboratory experiments and techniques, and activities. Students will also be required to do a collection of insects to show an understanding of taxonomy and classification. Other topics that will be discussed include osmosis, classification of different organisms, plant morphology, bacteria, and viruses, and human anatomy.

Chemistry: This course has two prerequisites: Physical Science and Algebra. Biology and

Algebra II are not necessary but are very helpful. Chemistry can be divided into five main areas: physical chemistry, organic chemistry, inorganic chemistry, biochemistry, and analytical chemistry. As a result, one of the major goals in this course is to expose the students to each area of chemistry, to explain why chemistry is important, and to demonstrate different career paths available through further chemistry courses. Nine units are divided into two semesters.

In the first semester, students will be required to identify different areas of study in chemistry as well as some important scientific figures that developed each field of study. Students are responsible for learning and understanding how to perform problem-solving strategies or techniques used in a laboratory setting. To engage students in this goal, conversion problems with density, temperature, and other International System of Units (SI) are covered as a basis. In addition, the study of matter, including atomic structure, properties, composition, and the periodic table, will be emphasized. Students are also required to demonstrate a good understanding of electron configuration and stoichiometry. Laboratory experiments are used to reinforce concepts dealing with stoichiometry.

In the second semester, students are required to show an understanding of acid-base relations as well as properties of solutions. The behavior of gases, thermo-chemistry, reaction rates, and oxidation-reduction reactions are also discussed. Laboratory techniques engage students in each topic. Lastly, a fundamental introduction to organic chemistry is discussed. Students are required to identify key functional groups in organic molecules.

Physical Science: This course is designed to teach students the physical and chemical properties of matter. Students must show an understanding of motion and forces, acceleration and momentum, energy, and types of machines in the first semester. The second semester is designed as an introduction to the Chemistry course. Students begin learning about states of matter, the periodic table, and types of bonds that form between atoms. Wave, light, and sound are discussed at the end of the course. Students are evaluated by comprehensive tests, laboratory experiments, and class projects.

SOCIAL STUDIES MISSION, OBJECTIVES, AND CURRICULUM DESCRIPTIONS

Mission: The mission of the History Department is to provide students with an appreciation for the world they are inheriting by providing information of historical events through text, primary documents, maps, globes and various other resources. Students will acquire skills that allow them to communicate effectively their knowledge and ideas of historical events through written and oral exercises. Students will be expected to participate in various learning methods such as debates, critical thinking exercises, written assignments such as essays and term papers, and research projects.

Objectives:

- To encourage effective oral expression.
- To emphasize writing skills and encourage independent reading.
- To give models and examples of active citizenship.
- To teach a broad understanding of the relationship of the individual to the rest of society.

American Government: This is a one-semester course in conjunction with Economics and is a comprehensive study of the United States government. The course provides students with a background in the philosophies, structures, and functions of government. This course also examines the foundations of the United States government and how those foundations were developed. Students study the functions and philosophies of the government. In addition, students will learn of the United States government's relationship with its citizens, its States, and other foreign governments.

American History: The high school American History course is a comprehensive study of major events and themes in American History. Beginning with the arrival of Native Americans, the course provides studies of major events and themes throughout American History up to the end of World War II.

Criminal Justice: This course is a comprehensive study of all aspects of the criminal justice system in the United States. This course will cover the roots and development of the criminal justice system, criminological theory, history of police, the adjudication system, and the correctional system. Also, students will be introduced to foreign criminal justice systems as a means of comparison.

Economics: This is a one-semester course taught in conjunction with American Government and is a comprehensive course that provides students with a basic understanding of the field of economics. This course will describe various economic systems such as the American free enterprise system, the concepts of supply, demand, and prices, business and labor, and money and taxes. As students master the elements of economics, they develop an understanding of the financial world they will soon enter as adults and gain an awareness of the individual's contribution to the economy as well as the influence of businesses, politics, Wall Street, and other aspects of enterprise systems on the individual.

Personal Finance: This course is a study of planning personal finances. This course includes in depth discussions involving money management, banking and credit, investing, insurance, business ownership, and growth. This course will provide a solid basis for stocks, bonds, savings, and mutual funds. The goal for this course is to provide students with the knowledge to become financially responsible citizens.

Psychology: Psychology is the scientific study of behavior and mental processes. Learning about psychology can help students gain a better understanding of their own behavior, knowledge about how psychologists study human and animal behavior, and practical applications for enriching their lives. Research and theory are stressed in lecture, outside readings, text work, and classroom activities; relevance to every day life is emphasized. Students study topics that include sleep, stress, adolescence, marriage, life adjustments, death, dreams, motivation, drugs, emotions, and psychological disorders.

Sociology: Sociology is an introductory course into the scientific study of human social behavior, especially the study of the origins, organization, institutions, and development of human society. Emphasis will be placed on the study of major forms of human association and interaction, as well as the social structures and processes that affect the individual. Research and theory are stressed in lecture, outside readings, text work, and classroom activities; relevance to every day life is emphasized. Students will gain a knowledge based on the base about the basic concepts of sociology, culture, socialization, deviance and crime, race and ethnicity, gender, age, and health, the changing roles of the family, religions, education, and cities and urban life. Students will use a variety of methods to learn this material.

World History: The high school World History course uses a comprehensive study of major events and themes in World History. Beginning with a study of the earliest civilizations world wide, this course takes a comprehensive approach to examine major development and themes in all regions of the world, and concludes with the globalization at the beginning of the 21st century.

OTHER HIGH SCHOOL COURSES

Windsor Academy offers several courses that are elective to students to take advantage of learning opportunities outside of their primary academic courses. Most elective courses fall under particular departments, but the school also offers the following courses:

Aide Positions: Juniors and seniors may serve as aides for elementary teachers, high school teachers, P.E. teachers, elementary office, high school office, counselor, and librarian. It provides an opportunity for the student to learn responsibility under the supervision of authorized personnel. Grades are awarded for work in this course; however, this course does not count toward the required 22 units for graduation. The grade will not be used in computing the

student's average for honor roll or honor graduate and cannot be used in determining eligibility for participation in extra-curricular activities under the rules of GISA. Aides will be required to attend an orientation session prior to serving in the aide position.

Driver Education: The Driver Education course offered at Windsor Academy brings together, for beginning and experienced drivers alike, the latest ideas in task analysis, decision-making and traffic safety for young drivers. The primary purpose is to provide the young driver with the knowledge and skills needed to become a safe, efficient user of the highway transportation system--as a driver, a passenger, a pedestrian, a bicyclist, or a motorcyclist. The skills and procedures together with the learning experiences in a car can help the student meet the challenges of operating a motor vehicle within the highway system. The course offers 30 hours of classroom instruction and 6 hours on road driving.

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Windsor Academy Recommended High School Schedule

9th Grade

- English 9
- Algebra or Geometry
- Physical Science
- World History
- Foreign Language or Elective
- Physical Education
- Elective or Study Hall

10th Grade

- English 10
- Geometry or Alg.II
- Biology
- American History
- Foreign Language
- Elective
- Elective or Study Hall

11th Grade

- English 11 or AP English
- Algebra II or Pre-Cal
- Chemistry
- Government/Economics
- Foreign Language or Elective
- Elective
- Elective or Study Hall

12th Grade

- English 12 or AP English or Humanities
- Algebra III or Pre-Cal or Calculus
- Physics or Anatomy
- Elective
- Elective
- Elective or Study Hall

STUDY HALL

Study hall gives the student the opportunity to complete assignments, prepare for tests, read,

organize notes and notebooks, and receive extra help when needed; therefore, while in study hall, each student is expected to follow these guidelines:

1. Students must bring school assignments to study hall every day. If you do not bring work, the study hall teacher will give you another assignment.
2. If a student needs to meet with another teacher, complete make up work, or use the library, the student must present a note to the study hall teacher beforehand.
3. Students may not talk or pass notes during study hall.
4. Absolutely no sleeping will be allowed.
5. Study hall may not be used to run personal errands, make phone calls or roam the halls. Do not ask the teacher for permission to leave the room.
6. Students who fail to meet these guidelines or disturb others who are studying will be assigned Detention and face further disciplinary action from the office.

COURSE OF STUDY

7th Grade

English
History
Math
Science
Exploratory
Physical Education

Electives: Chorus

8th Grade

English
GA History/Geography
ELEM ALG or ALG I
Earth Science
Exploratory
Physical Education

Electives: Chorus

9th Grade

American Literature
ALG I or Geometry
Physical Science
World History
PE/Health

Electives: Art I
Drama
Spanish I
Latin I
Computer
Band
Chorus

10th Grade

English Literature
Geometry or ALG I
Biology
American History

Electives: Drivers Ed
Psychology
Spanish I or II
Latin I or II
Computer
Sociology
Yearbook
PE
Chorus
Art I or II

11th Grade

World Literature
Govt/Econ
Chemistry or Physics
ALG II or ALG III/Trig or PreCal

Electives: French I or II
Spanish I/II or III
Latin I or II
Marketing
Yearbook
Art I or II
Computer
Weightlifting
Psychology
Drama
Sociology
Statistics
PE
Chorus

12th Grade

Advanced Composition
Community Service: 20 hours

Electives: Contemporary History
Anatomy, Physics or Chemistry
ALG III/Trig, Precal or Cal
Psychology
French II
Spanish II or III
Latin I or II
Computer
Yearbook
Personal Finance
Drama
Sociology
Aide
PE
Chorus
Marketing
Statistics
Art I or II
Weightlifting