



**ALZAR**  
**S C H O O L**

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**CURRICULUM GUIDE**

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*The mission of Alzar School is to educate and facilitate the leadership development of high school students.*

**ALZARSCHOOL.ORG**  
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Alzar School is a fully accredited independent high school for 10th and 11th grade students. For one semester, students develop their leadership skills while taking rigorous Honors or Advanced Placement (AP) coursework in line with sending school curriculum. Along with engaging learning in the classroom, students have opportunities to develop technical proficiency and leadership skills through multiday backpacking and whitewater expeditions.

A semester at Alzar School is an investment in a future leader. Each semester is approximately 120 days long, with the curriculum designed such that the Fall semester starts in mid-August and ends in December, and the Spring semester starts after Martin Luther King day and ends at the end of May. Students spend approximately 11 weeks in Idaho (both at our campus along the North Fork of the Payette River in Cascade and on expeditions in the surrounding backcountry) and between five and six weeks on an international expedition to Chile. In all settings, students engage in a rigorous curriculum. In addition, they receive significant outdoor technical training and have the opportunity to earn valuable outdoor certifications.

### **Our Six Foundations**

Alzar School is built on our “Six Foundations” that are fully integrated into the student’s experience. These foundations guide both teaching and learning at the school, and provide the basis for positive community membership. Students typically leave Alzar School intellectually challenged, personally transformed, and empowered to be positive, effective leaders in their communities.

#### **SIX FOUNDATIONS OF ALZAR SCHOOL**

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**Academics**  
**Outdoor Adventure**  
**Service Learning**

**Leadership Training**  
**Cultural Exchange**  
**Environmental Stewardship**

### **Accreditation**

Alzar School is accredited by the [Northwest Accreditation Commission \(NWAC\)](#) and [AdvancED](#). These are regional and national accrediting organizations which oversee all public and private schools in the states of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. NWAC is one of the nation’s six acknowledged accrediting agencies. Additionally, Alzar School has been approved by the College Board to offer Advanced Placement (AP) courses and administer AP exams, and to administer the PSAT. The school’s CEEB number is 130096.

Although students may join Alzar School from any school in the country, it is the students’ and families’ responsibility to ensure that the credits earned at Alzar School will transfer back to their sending schools before enrolling in our school. Our administrators can help provide necessary information to sending schools.

### **Curriculum Overview**

The curriculum of Alzar School is designed for students pursuing a challenging course of study at their sending schools. Alzar School offers a variety of traditional courses to coincide with typical schedules of motivated sophomore and junior students.

Students typically take 7 classes while at the Alzar School: English, history, science, math, Spanish, leadership, and PE. Students do not have the option to take more than one section within the same discipline (for example, two science classes). Because of Alzar School’s small student population, many core classes occur at the same time, meaning it is logistically and physically impossible to attend two sections of the same content area.

All courses are taught at the Honors or AP level. For more information on AP courses, see “Advanced Placement (AP) Classes”.

If a student needs a course that Alzar School does not offer, there are possibilities for Independent Study (see section “Opportunities for Independent Study”). Rarely, if enrollment is deemed too low, a class may not be offered. We will communicate this to potential students with as much advance notice as possible.



## Assessments and Transcripts:

During a semester at Alzar School, students will be assessed by a variety of means. Faculty work to use authentic and innovative evaluations of student performance, while also preparing students for required standardized testing. Examples of summative assessments include: quizzes, tests, essays, performance tasks, projects, portfolios, research papers, presentations, and authentic assessments.

Alzar School transcripts include Honors or AP labels as appropriate, but do not reflect weighted grades. Official transcripts note that our transcript reports unweighted grades. Most sending schools incorporate our grades into their own weighted system, and thus, overall GPA. Sending schools sometimes opt to leave the student's Alzar School transcript as a second, separate transcript. It is the family's responsibility to ascertain how the Alzar School transcript will be processed by the sending school.

Coursework is graded on a traditional letter grade and percentage scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D

In order to encourage students' best efforts and full participation, all classes attended and grades earned will be reported on the official Alzar School transcript. If a student has unique curricular needs, the family should request an alternative arrangement for the student's transcript before the start of the semester. Examples include taking a class Pass/Fail, or omitting a class from the transcript. These requests will be considered on a case-by-case basis. Please direct requests or questions to [studies@alzarschool.org](mailto:studies@alzarschool.org).

## Advanced Placement (AP) Classes:

Advanced Placement (AP) classes are a great opportunity for students to stretch their academic muscles and potentially earn college credit while still in high school. To earn college credit, students must pass the College Board AP exams at the end of school year.

There are several courses offered by the Alzar School that have curricula and syllabi aligned with the College Board standards (designated below). For those courses, students can earn AP credit on their Alzar School transcript. For some AP courses (depending on a given semester's demand for a course) students are separated into AP-specific sections (typically US History, Calculus and English Language and Composition, sometimes Biology, Environmental Science, Physics, and World History). For other AP courses, students are in a classroom setting with Honors students, but are given supplemental readings and assignments to help them meet the AP standards and prepare for the AP exams. Students enrolled at Alzar School for the spring semester can take AP exams while at the school.

With a few exceptions (such as AP World History), most AP courses are designed for junior and senior year students. Students in 10th grade may be permitted to enroll in AP classes at Alzar School, depending on whether the student is enrolled in the corresponding AP semester at his or her sending school. More on appropriate grade levels for AP courses can be found here: <https://apcourseaudit.epiconline.org/pdf/AP-AppropriateGradeLevels.pdf>.

AP courses are designed as full-year courses. Students wishing to register for AP classes at Alzar School should be registered for the same AP class at their sending school, in the other, corresponding semester at their sending school (in other words, a student wanting to take AP US History at the Alzar School for the spring semester should have already completed the fall semester at his or her sending school).

AP testing is available on-campus for all Spring semester students. Students may opt to take AP tests beyond the AP classes they attend at Alzar School as well. Test fees will be paid from student accounts.



### **Opportunities for Independent Study:**

Alzar School does not offer every class a sophomore or junior in high school may want or need to take in a given semester. Due to our small class sizes and faculty, we are not in a position to teach electives or other classes outside our offered curriculum. If students need an alternative class, they may seek out an opportunity for Independent Study, with various credit and curricular options. Most students that opt for Independent Study do so with the cooperation and supervision of a teacher from their sending schools. Sending schools often develop a list of objectives, a timeline, and assign readings, assignments, and assessments. An Alzar School teacher acts as a 'mentor' for the student, checking in to make sure he or she is on track with the Independent Study (about once a week when on campus). While students are supported, it is ultimately their responsibility to engage in and complete an Independent Study successfully. While Independent Study is an option, it is strongly discouraged, unless absolutely necessary for curricular alignment. It is not recommended as a way to earn more credits in a semester.

Students at Alzar School are extremely challenged and engaged throughout their semester, both through the rigorous academic course load of seven classes, as well as the additional opportunities in leadership development, cultural immersion, and outdoor expeditions. By choosing to attend Alzar School, students invest in the rich immersive environment that an expeditionary learning model offers. We strongly feel that taking additional classes, including Independent Study, detracts from the overall experience a student has at Alzar School.

### **Standardized Tests:**

In Fall semesters, all Alzar School students take the PSAT. Scores will be sent to the students' sending schools. For Fall and Spring semester students, there are options to take the SAT and/or ACT, however, it is strongly encouraged that students take the SAT/ACT during the time before or after their semester with Alzar School and not during their semester. Depending on the testing schedule and the Alzar School calendar, students who opt to attend SAT and/or ACT tests often miss integral learning opportunities that are arranged for Alzar School students. For example, students might have to leave the Wilderness First Aid (WFA) course, a Swiftwater Rescue Training (SRT), or miss a ski day in order to attend the standardized test. If students do not complete the full WFA or SRT course, they will not receive the certification or certificate of completion. Many testing dates also fall during the cultural exchange in Chile, when it is logistically impossible for students to take the SAT or ACT.

Lastly, because the testing location is often located off-campus, it also requires students to miss even more time to travel to and from the test site. Families will be invoiced for the transportation costs to get students to these off site tests.

The Alzar School experience is an intense and enriching semester packed full of rewarding opportunities. While it is an option, students who take time to do standardized tests during their Alzar School semester do so at a detriment to their overall experience. In addition, the tests can bring a natural anxiety that supersedes events leading up to the test date for some students. For this reason, we also suggest that students save test preparation for their time before or after the Alzar School semester. See "Advanced Placement (AP) Classes" for information on AP exams.

### **Academic Accommodations**

We are committed to offering students both the challenge and the support they need to learn at high levels. If a student receives academic accommodations at his or her sending school, families should communicate this information with Alzar School. Alzar School will uphold and provide academic accommodations as much as possible. Further, Alzar School boasts a low teacher to student ratio and small classes, which allow for individualized attention and instruction.

If a student has academic accommodations (such as extra time on tests, among others), and wishes to receive these accommodations on AP, SAT, and/or ACT tests, the student must receive College Board approval via the SSD Coordinator at his or her sending school. It is the sending school's responsibility to obtain College Board approval for extended time and other accommodations, and the family's responsibility to share approval with Alzar School.



### **Culminating Leadership Project:**

The Culminating Leadership Project (CLP) is a fundamental part of every student's experience at Alzar School. All students design a project during their semester at Alzar School, as part of their participation in the Capstone Leadership Course. As part of that Capstone Leadership Course, students identify and establish their project. A CLP is a project designed to improve a student's home community and involves leading a group of peers in action. It is not a fundraising campaign or a solo act of service. Students leave the Capstone Leadership Course with a written plan and an overview of support the Alzar School faculty will provide as they work as leaders in their home community.

Then, in the semester after Alzar School, students are automatically enrolled in the Culminating Leadership Project Practicum course (supported by Alzar School teachers) and will have the option of implementing the project in their home community. Students can expect to spend approximately 75 hours working on their CLP project outside of Alzar School. If they complete the project and the coursework for the practicum course, they earn an additional semester of academic leadership credit. If they elect not to complete their project or the associated coursework, they will be withdrawn from the course, resulting in a "W" on their transcript (this has a neutral effect on our GPA calculations for the semester). Then, in the semester after Alzar School, students are automatically enrolled in the Culminating Leadership Project Practicum course (supported by Alzar School teachers) and will have the option of implementing the project in their home community. Students can expect to spend approximately 75 hours working on their CLP project outside of Alzar School. If they complete the project and the coursework for the practicum course, they earn an additional semester of academic leadership credit.

If they elect not to complete their project or the associated coursework, they will be withdrawn from the course, resulting in a "W" on their transcript (this has a neutral effect on our GPA calculations for the semester).

### **Athletics and Fitness:**

Alzar School works to instill the value of lifetime fitness in our students. Beyond multiday expeditions, students regularly participate in a number of outdoor and non-competitive athletic endeavors. These may include: backpacking, kayaking, canoeing, alpine and nordic skiing, snowboarding, cross-country running, general fitness and training, hiking, intramural soccer, ultimate frisbee, and rock climbing. These activities are a great way to stay in shape for competitive sports at students' sending schools. Additionally, all students receive a semester credit for a PE elective titled "Outdoor Adventure Activity (PE)", which occurs three times a week.

### **Art at Alzar School:**

At this time, Alzar School does not offer art, music, or dance classes. However, students are encouraged to practice their preferred mediums as time permits. From guitar and ukulele to photography and sketching, students can document their experience artistically and connect with their peers in the community. Many students opt to practice art skills during the day, on expedition, or on weekends.

### **Curriculum Guide**

This curriculum guide is intended to give prospective students and families, as well as sending school teachers and counselors, helpful information about the courses and education we offer. It is the responsibility of prospective students' families to confirm that credits will be accepted by the student's sending school. Information included in this Curriculum Guide is subject to change. Please contact [studies@alzarschool.org](mailto:studies@alzarschool.org) with questions.



## **COURSE DESCRIPTIONS:**

**Note:** Course curriculum is specific to current Alzar School teachers, as well as students' curriculum needs each semester. Thus, descriptions below may deviate from semester to semester. Please contact [studies@alzarschool.org](mailto:studies@alzarschool.org) if you need further description or clarification on course content.

## **ENGLISH:**

### **English 10 Honors, English 11 Honors:**

**Fall:** In English 10 and 11, students are introduced to American and international writing. They complete literary analyses of several works of short fiction and novels, and compose short fiction. Students learn and practice principles for writing persuasive, personal, and analytical essays. They also review Latin American literature, which will be integrated with their international expedition to Chile.

**Spring:** Same as, or similar to, Fall semester.

### **AP English Language and Composition:**

**Fall:** This course provides the opportunity to engage with a typical introductory-level college English curriculum. The course focuses on the development and revision of analytic and argumentative writing and the rhetorical analysis of nonfiction and fiction texts. Students also build their vocabularies through weekly quizzes and annotations. Students receive exposure to a wide variety of writing styles as well; they write their own original poems, observational narratives and vignettes, and analytical and argumentative essays. Students work to improve their writing skills through multiple revisions according to peer and instructor feedback.

**Spring:** Same as, or similar to, the Fall semester.

## **MATHEMATICS:**

### **Geometry Honors:**

**Fall:** Students are introduced to the concept of plane and coordinate geometry, examining topics such as angles, triangles, circles, polygons, area similarity, and congruence. Students apply geometric principles in everyday scenarios. In the Fall semester, students develop the vocabulary and deductive reasoning required for writing proofs. In addition, there is extensive coverage of parallel and perpendicular lines, congruent triangles, relationships within triangles, and quadrilaterals.

### **Spring:**

In Spring semester of Geometry, students focus on similarity of polygons and using proportions to find missing angles or sides, using trigonometry and properties of right triangles to find missing angles or sides, transformations and area and volume. Students learn to set up and write proofs to justify logical arguments and conclusions. Students also apply geometric principles in everyday scenarios.

### **Algebra II Honors:**

**Fall:** Students expand their understanding of basic concepts of algebra, starting by looking at inequalities and proofs. They study linear equations and functions, as well as polynomials. Students use rational expressions, irrational and complex numbers, and quadratic equations and functions. Throughout the course, students apply functions to real-world situations through mathematical modeling.

**Spring:** Students learn to manipulate exponential and logarithmic functions and learn more about triangle trigonometry. They are introduced to basic statistics and learn to use matrices and determinants. Students apply these skills to real-world situations through mathematical modeling.

### **Precalculus and Trigonometry Honors:**

In order to meet our students' unique curricular needs, we split our Precalculus Honors into two sections: Functions and Trigonometry. Students' placement is determined by analyzing teacher questionnaires, and through further communication with math teachers and department heads at students' sending schools as necessary. Either section will be listed as "Precalculus Honors" on the student's transcript.

### **Functions:**

**Fall:** The Fall Precalculus Functions semester involves a deeper exploration of analytical algebra and techniques developed previously in Algebra II. Students study the common families of functions and their graphs and explore the differences between linear, quadratic, rational, inverse, radical, power, and exponential relationships. Learning is focused on how each type of function can be used to model various situations and how changes to the parent equation manifest themselves graphically and practically. Additionally, students analyze polynomial and rational functions by comparing their equations to their graphs. Next, students focus on the properties of exponents and logarithms to explore inverse relationships and different types of growth. The semester typically concludes with an exploration of matrix operations and solving systems of equations using graphing, elimination, and substitution.



## MATHEMATICS (continued):

### Functions (continued):

**Spring:** The Spring semester of Precalculus Functions involves a deeper exploration of analytical algebra and techniques developed previously in Algebra II. Topics vary depending on student needs and curricula of sending schools, but typically students study conic sections, graphing and analyzing circles, ellipses, parabolas, hyperbolas, parametric equations, and polar coordinates. Students also learn counting principles, probability, and geometric and arithmetic sequences and series. Often the semester concludes with a brief introduction to limits and differential calculus.

### Trigonometry:

**Fall:** The Precalculus Trigonometry section explores radian measure building from previous knowledge of angle measurement in degrees as a platform to understanding trigonometric functions in terms of the unit circle. Students focus on graphing the six trigonometric functions, modeling the natural world, solving equations, and verifying identities. The class also covers analytical trigonometry and trigonometric identities, including: Pythagorean, sum and difference formulas, half-angle, double angle, and co-function identities. Additionally, students explore oblique triangles using the law of sines, law of cosines, and find the areas of oblique triangles. The Precalculus Trigonometry semester concludes with an introduction to polar coordinates and equations.

**Spring:** Same as, or similar to, Fall semester.

### AP Calculus AB:

**Fall:** Students study functions and graphs, limits and continuity, derivatives, and application of the derivative. Once students derive the power rule, they use known rules for derivatives to differentiate power, radical, rational, trig, exponential, product, quotient, and composite functions. Students use rules for implicit differentiation to find derivatives of logarithmic and inverse trigonometric functions. Derivatives are used to find extrema, related rates, instantaneous slope, tangent lines, curvature, and inflection points, as well as intervals of increasing/decreasing behavior and concavity. Lastly, students learn how to take basic antiderivatives of power, exponential, and trigonometric functions.

**Spring:** As with Fall semester, this course is taught at the college level and follows the expectations of the College Board. Students study antiderivatives and definite integrals, and apply them to find volume, work, and center of gravity. The Spring course also includes exposure to and practice with AP Free Response and Multiple Choice questions.

## HISTORY:

### World History (Honors and AP level):

**Fall:** Students study ancient civilizations such as Egypt and Greece, and the Mayan, Aztec, and Incan empires. They study the Roman and Byzantine Empire, Islam, and the West during the Early Middle Ages. Pre-Columbian history of Chile is emphasized during students' international expedition to that country. Textbook readings are supplemented by scholarly articles, primary sources, interactive maps, and instructional videos. Over the semester, students complete a variety of creative and academic writing assignments, referencing relevant historical evidence. Moreover, students participate in frequent class debates and discussions, exploring a number of different historical topics.

**Spring:** Students study the High Middle Ages, Renaissance, and Reformation. They review the progress of science, Enlightenment and revolutions around the world. They learn about large social and economic systems/theories. The course examines the 20th century through the lens of post-World War II Chile during students' international expedition to that country.

**Note:** In Fall or Spring semester, there is the opportunity for students to earn AP credit and prepare for the AP exam for this course while at Alzar School. To receive the "AP" label on their transcripts, students must be enrolled in the corresponding semester of AP at their sending schools (thus completing the full year of AP curriculum). See the section entitled "Note on Advanced Placement Courses." Students who are enrolled in the Honors section still have the option to take the AP exam.



## **HISTORY (continued):**

### **U.S. History Honors:**

**Fall:** This class begins with prehistory and spans to the end of the Civil War and Reconstruction. Throughout the semester, students explore fundamental themes in American history, including race and ethnicity, gender, class, and religion. In order to cover these topics, students draw from a variety of resources, including their textbook, primary sources, scholarly articles, as well as interactive maps and databases. Moreover, students engage in frequent discussions, debates, and mock trials. Students complete frequent academic and creative writing assignments, which are geared towards teaching them to create evidence and primary source driven arguments.

**Spring:** Students study imperialism, the Progressive Era, and the U.S. involvement in WWI. They will learn about the Roaring Twenties, Great Depression, and the New Deal. Students then study WWII, the Cold War and postwar society. They discuss the Civil Rights movement and the culture of the U.S. during the 1960's. In learning about the Vietnam War, students look at U.S. involvement in Chile and other Latin American countries, to be integrated with their international expedition there. Lastly, students study the post-Cold War period.

### **AP U.S. History:**

**Fall:** This class begins with prehistory and spans to the Civil War. Throughout the semester, students explore major themes in American history, including race and ethnicity, gender, class, and religion. In order to cover these topics, students draw from variety of resources, including their textbook, primary sources, scholarly articles, as well as interactive maps and databases. This material is supplemented with AP practice questions and exam preparations. Students are asked to write a variety of Free Response Question (FRQs), including Document Based Questions (DBQS) and Long Essay Questions (LEQs). Moreover, students are exposed to AP-style multiple choice questions and short answer questions.

**Spring:** Spring semester begins with the Civil War and continues to present day. Students study imperialism, the Progressive Era, and the U.S. involvement in WWI. They learn about the Roaring Twenties, Great Depression, and the New Deal. Students study WWII, the Cold War and postwar society. They discuss the Civil Rights movement and the culture of the U.S. during the 1960's. In learning about the Vietnam War, students look at U.S. involvement in Chile and other Latin American countries, to be integrated with their international expedition there. They also study the post-Cold War period.

## **SCIENCE:**

### **Environmental Science (Honors and AP-level):**

**Fall:** Environmental Science incorporates both physical and biological sciences in the study of the environment. The course includes both quantitative analysis of data from laboratory and field investigations as well as qualitative analysis of environmental issues and the cultural decision-making process. Fall semester of Environmental Science typically includes an overview of environmental issues, and more in-depth studies of Earth systems and resources, the living world, and population. Specific course topics may vary based on students' curricular needs.

**Spring:** The course aims to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both naturally and human related, to see the risks associated with these problems, and to look at alternative solutions for resolving and/or preventing them. Spring semester of Environmental Science typically includes land and water use, energy resources and consumption, pollution, and global change, though specific course topics may vary based on students' curricular needs.

**Note:** In Fall or Spring semester, there is the opportunity for students to earn AP credit and prepare for the AP exam for this course while at Alzar School. To receive the "AP" label on their transcripts, students must be enrolled in the corresponding semester of AP at their sending schools (thus completing the full year of AP curriculum). See the section entitled "Note on Advanced Placement Courses". Students who are enrolled in the Honors section still have the option to take the AP exam.



## SCIENCE (continued):

### Chemistry Honors:

**Fall:** Fall semester of Chemistry covers an introduction to chemistry skills including measuring mass, length, volume, temperature and density. Students are introduced to the atom and its components. They learn to read and use the periodic table and to determine electron configurations. They convert between mass, moles, and molecules. Students are introduced to stoichiometry and use the mole:mole ratio. Lab work focuses on everyday chemical uses.

**Spring:** The spring semester of Chemistry uses laboratory and lecture to build upon the foundational principles of Chemistry. Students learn about stoichiometry and are introduced to the concept of limiting reagents. Students examine gases, solutions, and the properties of acids and bases. They are introduced to organic chemistry. Lab work focuses on everyday chemical uses.

### Physics (Honors or AP Physics 1):

**Fall:** In Fall semester of Physics, students examine the principles of measurement and uncertainty, then look at linear motion. They then study two-dimensional motion, Newton's laws, and momentum, impulse, work and energy. Students also study circular motion and gravity. Lab work focuses on application in real-world situations.

**Spring:** The spring semester of Physics begins with a review of topics in forces and motion. Students study waves and sound, and learn about static electricity and electric circuits. Students also examine magnetism, light and optics. Lab work will focus on application in real-world situations.

**Note:** In Fall or Spring semester, there is the opportunity for students to earn AP credit and prepare for the AP exam for this course while at Alzar School. To receive the "AP" label on their transcripts, students must be enrolled in the corresponding semester of AP at their sending schools (thus completing the full year of AP curriculum). See the section entitled "Note on Advanced Placement Courses". Students who are enrolled in the Honors section still have the option to take the AP exam.

### Biology (Honors and AP level):

**Fall:** In Fall semester of Biology, students study populations, communities and ecosystems. Next, students explore cells and cellular chemistry before an in-depth look at cellular respiration and energy production at the cellular level. Students conclude the semester by looking at simple and complex cell structures. Throughout the semester, students practice their scientific writing and explanation skills by responding to detailed free response question prompts.

**Spring:** Spring semester of Biology invites students to learn about variation and heredity, including molecular genetics. Students also study evolution and the theory of natural selection. Next, they move into the classification of both plants and animals. Throughout the semester, students practice their scientific writing and explanation skills by responding to detailed free response question prompts.

**Note:** In Fall or Spring semester, there is the opportunity for students to earn AP credit and prepare for the AP exam for this course while at Alzar School. To receive the "AP" label on their transcripts, students must be enrolled in the corresponding semester of AP at their sending schools (thus completing the full year of AP curriculum). See the section entitled "Note on Advanced Placement Courses". Students who are enrolled in the Honors section still have the option to take the AP exam.

## ELECTIVES:

### Capstone Leadership Course:

**Fall:** All Alzar School students take Capstone Leadership course, and participate in an in-depth analysis of what it means to be an effective leader and make change within their communities. Students begin by looking at the characteristics of a successful community and the role that our student leaders can play in those communities. They learn Alzar School's "10 Elements of Leadership" vocabulary and put those ideas to practice in real-world and Alzar School scenarios. The summative experience of this course is the Culminating Leadership Project (CLP), which asks students to identify an issue about which they are passionate, research solutions, and prepare to implement their efforts. After students leave Alzar School, they will implement their projects under the mentorship of Alzar School faculty.

**Spring:** Same as, or similar to, Fall semester.



## ELECTIVES:

### **Culminating Leadership Project: Fall or Spring (semester after Alzar School semester)**

In the semester after Alzar School, students are automatically enrolled in the Culminating Leadership Project Practicum course (supported by Alzar School teachers) and will have the option of implementing the project in their home community. The course follows an online platform that meets virtually over the course of the semester, along with individual meetings and conferences with the teacher and written discussion boards and other assignments completed by students.

A Culminating Leadership Project (CLP) is a project designed to improve a student's home community and involves leading a group of peers in action. Students can expect to spend approximately 75 hours working on their CLP project outside of Alzar School. If they complete the project and the coursework for the practicum course, they earn an additional semester of academic leadership credit. If they elect not to complete their project or the associated coursework, they will be withdrawn from the course, resulting in a "W" on their transcript (this has a neutral effect on our GPA calculations).

### **Outdoor Adventure Activity (PE):**

**Fall:** In addition to multiday expeditions and weekly activity sessions, students take a morning PE class three times a week. This class focuses on overall fitness, largely through cross-training for the outdoor sports students participate in at the Alzar School. PE sessions include running, yoga, strength conditioning, circuit training, and other activities.

**Spring:** Same as, or similar to, Fall semester.

## **WORLD LANGUAGE:**

**Note:** *All students at Alzar School take Spanish class. All classes other than AP Spanish Language and Culture are taught at the Honors level.*

Beyond regular classroom study, students spend five to six weeks in Chile where they study and apply their language skills in an immersive process. In all sections, students have the opportunity to apply the language in meaningful context: conversing with Chilean exchange students and Spanish speaking peers throughout the semester, engaging in authentic assessments in Idaho, interacting with Chilean youth paddlers and exploring local culture through the Chile Conversational Challenges. Spanish at Alzar School is standards-based and designed to meet sending school curricular needs, while also emphasizing acquisition and communication through experiential learning.

### **Spanish I Honors:**

**Fall:** In Spanish I, students learn the foundational skills of communication and circumlocution, as well as introductory vocabulary and grammar skills. This course covers vocabulary themes such as: dorm life/bedroom, environment, food, camping, kayaking, weather, time, letter writing, introductions, personality, and describing adjectives. Key grammar concepts include article subject agreement, ser/estar, hay, tener, querer, gustar, and regular AR/ER/IR verbs and present progressive. Students are also exposed to irregular and stem-changing verbs in the present tense as well as indirect object pronouns. During the students' travel to Chile, students complete a "conversational challenge" project that focuses student energy on seeking out the many opportunities to speak with native Spanish speakers and improve their abilities.

**Spring:** Spring semester of Spanish I is structured for both first time Spanish students and those continuing their studies. This semester includes recycling of foundational concepts (see fall description) as well as greater exposure to irregular verbs, stem-changing verbs, reflexive verbs, and the informal or near future tense. The class is taught in the target language with the expectation that students use the target language to communicate. During the students' travel to Chile, students complete a "conversational challenge" project that focuses student energy on seeking out the many opportunities to speak with native Spanish speakers and improve their abilities.

### **Spanish II Honors:**

**Fall:** Spanish II focuses on grammar and vocabulary themes relevant to students' lives as well as their travels to Chile. Grammatically, the course focuses on reviewing present tense verbs (including irregulars and reflexives), ser vs. estar, prepositions and agreement, present progressive tense, the simple future tense, gustar, preterite (conjugations and uses) and idiomatic expressions. This course includes the following vocabulary themes: dorm life/bedroom, environment, food, camping, kayaking, weather, time, introductions, descriptive adjectives, locational prepositions, and Chilenismos. During the students' travel to Chile, students complete a "conversational challenge" project that focuses student energy on seeking out the many opportunities to speak with native Spanish speakers and improve their abilities.



## **WORLD LANGUAGE (continued):**

### **Spanish II Honors (continued):**

**Spring:** Spring semester of Spanish II offers students deeper practice with Spanish I concepts, while gradually incorporating additional grammar concepts such as simple future, demonstratives, direct and indirect object pronouns, and preterite and imperfect past tenses. Students have ample practice interpreting contextual clues and using language to express meaning. During the students' travel to Chile, students complete a "conversational challenge" project that focuses student energy on seeking out the many opportunities to speak with native Spanish speakers and improve their abilities.

### **Spanish III Honors**

**Fall:** The curriculum for Spanish III (which is taught in the target language) is intended to engage students in communication with spoken and written Spanish language. Students will continue to familiarize themselves with different perspectives of the target language's culture through experiences with its products and practices. Students have extensive opportunities to communicate themes related to students' experiences at Alzar School, such as: personality, travel, airport, food, backpacking and paddling, navigation and location. Grammar topics include preterite, imperfect, near future, present progressive, por/para, commands, simple future, demonstrative pronouns and adjectives, and present subjunctive.

**Spring:** Through the study of thematic vocabulary and more advanced grammatical structures, students will be able to imitate appropriate gestures, intonation, and common idiomatic expressions through social interaction. Students have extensive opportunities to communicate themes related to students' experiences at Alzar School, such as: personality, travel, airport, food, backpacking and paddling, navigation and location. Instruction, practice, and assessments incorporate grammar structures such as: preterite, imperfect, near future, present progressive, por/para, commands, simple future, demonstrative pronouns and adjectives, present subjunctive, and present perfect.

### **Spanish IV Honors, Spanish V Honors, and AP Spanish Language and Culture:**

**Fall:** In Spanish IV, V, and AP Spanish, the curriculum is designed to meet the needs of students who are interested in learning to communicate in a world language at an advanced level. The class is taught entirely in Spanish, with opportunities to view media and read literature in the target language. Fall semester includes extensive review of past learning, including preterite, imperfect, present progressive, reflexive verbs, future tense, and subjunctive. Students practice demonstrative and possessive pronouns, and commands. Grammar topics are embedded in authentic interpersonal exchange, with emphasis on communication, acquisition, and approach towards fluency.

**Spring:** In Spanish IV, V, and AP Spanish, the curriculum is designed to meet the needs of students who are interested in learning to communicate in a world language at an advanced level. The class is taught entirely in Spanish, with opportunities to view media and read literature in the target language. Through interpersonal and written mediums, students will apply grammar concepts such as preterite, imperfect, verbs like gustar, simple future, future and conditional, present subjunctive, past subjunctive with 'if' clauses, present, past, future, and conditional perfect; and pluperfect subjunctive. Additionally, students will be exposed to the cultural similarities and differences as they relate to people of Spanish-speaking countries, specifically Chile.

**Note:** In Fall or Spring semester, there is the opportunity for students to earn AP credit and prepare for the AP exam for this course while at the Alzar School. To receive the "AP" label on their transcripts, students must be enrolled in the corresponding semester of AP at their sending schools (thus completing the full year of AP curriculum). See the section entitled "Note on Advanced Placement Courses". Students who are enrolled in the Honors section still have the option to take the AP exam.

## **WORLD LANGUAGE (continued):**

### **English Reinforcement:**

**Fall:** For our international students and English Language Learners, we offer an English Reinforcement class in lieu of a Spanish class. This class is tailored to fit students' needs each semester, but is intended as a place for students to have guided instruction or support by a licensed teacher. Often, this class functions as a tutored study hall. English Reinforcement also has the potential to serve as a platform for structured ELL lessons (English Language Learner) if needed.

**Spring:** Same as, or similar to, Fall semester.



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