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CURRY INGRAM ACADEMY  
Academic Guide

MISSION
The mission of Currey Ingram Academy is to provide an exemplary K-12 day school program that empowers students with learning differences to achieve their fullest potential.

STATEMENT OF PURPOSE
The Currey Ingram Upper School Academic Programs Guide is designed to help students plan an appropriate, effective action plan throughout the upper school years. Students and their parents are highly encouraged to take seriously their responsibility to read and discuss this information early and often in order to maximize available opportunities during the upper school years. Counselors, administrators, and teachers are prepared and available to advise and support families in this decision process.

ACADEMIC HONOR PHILOSOPHY
The foundations of Currey Ingram’s Academic Honor System affirms that we value learning and the attributes of honesty, respect, personal responsibility, and integrity. Students are responsible for demonstrating these qualities in all their actions. The faculty and school leadership will support each student in acquiring and continuing to display these attributes and other attributes that foster a growth mindset.

Core Values Embedded and Reflected in the Honor Philosophy

Academic Honesty: Students will submit their own work for tests and assignments without unauthorized assistance. When sharing ideas and the writing of others, students will properly cite the work. Students will not provide unauthorized assistance to other students.

Trusting in Others: To ensure that there is a positive culture within the academy, students will trust others with academic honesty.

Respecting Others: Regardless of the differences inherent in each student, each student will be respected and valued.

Personal Responsibility: Students will assume responsibility for demonstrating their best effort in preparing for and completing academic assignments and tests.

Integrity: Students will build and maintain a commitment to academic honesty.

Academic Honesty Consequences

- Honesty builds academic integrity for the student, as well as the school.
- Students will have the privilege of participating in extracurricular activities, including student council, theatre practices/productions, athletic practices/games, etc.
Students will be fulfilling their roles to further enhance the school and students’ ethical standards.

Students will receive positive recommendation letters for college or work as it relates to integrity and honesty.

By demonstrating the honor code, students will be preparing themselves for college and life.

Since honesty supports intellectual and social-emotional growth, students will grow in these areas as well.

**Academic Dishonesty**

- When a teacher suspects a violation of the honor code, the teacher will inform the Dean of Students about his/her concerns with possible dishonesty.
- The Dean of Students investigates the concerns and then meets with the student.
- If found to be a credible violation, the Dean of Students meets with parents to discuss options to resolve the situation.

**Dishonesty on any assignment or test/quiz:**

- The student will receive a “0” on the initial submission of the assignment regardless of its nature.
- The student will resubmit a new assignment to the teacher or retake the test for a new grade at a deadline set by the teacher. The teacher will average that grade with the grade of the original submission/test (“0”), and the average will constitute the final grade on the assignment or test.

- Currey Ingram follows National Association of College Admission Counselors (NACAC) recommendations regarding the student maintaining open and honest reporting of disciplinary actions. This reporting is required both before and after acceptance into a college or university.

**Plagiarism** – Everyone who submits written work to the school must be the author of his/her own work. When a student uses facts or ideas originating from others, the student must clearly cite its source. Failure to make such a distinction is to be guilty of offering, as one’s own, what is in fact someone else’s.

**Collusion** – Collusion is a form of copying another’s work. Collusion is when two or more individuals collaborate to produce or construct the wording and/or syntax of entire phrases, sentences, and/or paragraphs that are in turn presented as a single person’s work. (Word for word phrasing, identical syntax, or verbatim sentences on two or more students’ papers or quizzes are examples of collusion.)

**ACADEMIC ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES**

Students must be in attendance for a minimum of 50% of the school day* in order to attend or participate in extracurricular activities that day: this includes practices, athletic games, performances, dances, theatre, rock band, and all school-sponsored activities. Students will
have the privilege of participating in extracurricular activities (including student council, theatre practices/productions, athletic practices/games etc.) if he/she has a minimum grade of a C in all subjects. Grades will be checked weekly. If a student has a D or below in a subject he/she will be required to complete the following in order to remain eligible for extracurricular activities:

- Meet with his/her teacher(s) of relevant subjects during Office Hours for extra help to improve the grade(s).
- Show progress in the completion or revision of assignments.

If a student successfully completes the above steps and is unable to raise his/her grade to a minimum of a C, it is at the discretion of school leadership as to whether the student is able to participate in his/her extracurricular activity. If at any time a student does not meet the requirements listed above, he/she may lose the privilege to participate in extracurricular activities. Students will be re-evaluated on a weekly basis until they have a minimum grade of C in all subjects.

*Exceptions are: school visits, doctor’s appointments (with note), and other approved absences.*

**ACCOMMODATIONS**

Students with a diagnosed disability, such as dyslexia, ADHD, math disability, processing speed deficit, will be provided academic accommodations to support their learning, as well as when taking tests or exams. These accommodations must be identified in the psychoeducational assessment report and will be listed on the cover page of the student’s ILP. Possible accommodations may include audio books, speech-to-text, text-to-speech, extended time, and calculators.

**ASSISTIVE TECHNOLOGY**

Based on information provided in each student’s psychoeducational assessment report, some students may need assistive technology to gain the independence he/she needs to complete assignments. The faculty and administration in collaboration with the Currey Ingram Educational Support Team will identify technology devices and apps for the student to try. For example, a student with dyslexia may need audio books, such as Learning Ally. Some of these devices and apps are provided by the school; whereas, others may need to be purchased by the parent.

**CLASS RANK**

A traditional ranking system provides an inaccurate comparison of Currey Ingram graduates to students from larger schools. Therefore, Currey Ingram only provides a numeric rank (based on the high school cumulative GPA) for the top two students in the senior class, in order to determine Valedictorian and Salutatorian. See Honors/Awards to see full eligibility for Valedictorian and Salutatorian.
COLLEGE & CAREER COUNSELING

Currey Ingram Upper School provides a comprehensive college and career counseling program for students in grades 9-12. Students first learn the profile of a successful post-secondary student and then work to develop college and career readiness skills. In the Freshman Seminar Class, students learn study skills, social-emotional learning skills, and how to utilize available resources. They also take the “Do What You Are” career-interest inventory. Based on inventory results, students are exposed to communication skills and career clusters. The students attend an all-day instructional college tour. Juniors discover college majors or trade schools that coordinate with the career interest inventory and begin looking at the post-secondary application process in detail. Seniors actively apply for post-secondary programs, participate in mock interviews, and prepare for the transition from Currey Ingram.

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<td>Complete College Applications by November 1.</td>
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<td>Workshops: Transitioning from CIA (Senior Capstone)</td>
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<td>Attend TN Promise Meeting</td>
<td>Commit to a college by May 1.</td>
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Admission Testing Schedule
At Currey Ingram, students are assessed annually to determine individual growth and development (Freshman- PreACT; Sophomore- PreACT; Junior-PreACT; Senior-ACT). Most students are not developmentally ready to take a scored ACT or SAT exam until spring of Junior year. In some cases, it is best to defer taking the ACT or SAT until fall of Senior year. Assessing students annually helps Currey Ingram determine which exam is best for each student.

Test Accommodations
In the fall of junior year, students will apply for test accommodations for the ACT. Psychoeducational evaluations must be current within three years. If approved for accommodations, students may take the ACT at Currey Ingram during multiple days with extended time. Other accommodations may be provided according to need and approval.
Applying for accommodations does not guarantee approval. A student can re-apply for accommodations if new information is provided.

**Test Preparation**
During junior year, students will participate in a test preparation workshop. The workshop will focus on ACT test strategy and techniques as well as each section of the test (English, Reading, Math, Science). Taking practice tests under conditions similar to those of the actual ACT is considered one of the best test preparation strategies.

**College Visits**
Sophomores will participate in an instructional college tour. During this day tour of several Middle Tennessee colleges, students will learn what questions to ask the tour guide and how to interact with college admission personnel.

Juniors and Seniors are permitted four excused college visit days each school year. After April 1 of the senior year, students may only visit colleges to which they have been accepted for admission.

To be an excused college visit day, students must be approved by the Currey Ingram’s Director of College and Career Counseling and participate in the official tour/event through the college admissions office. Approval for college visits must be obtained at least three days in advance by completing the College Visit Form. Only students in good academic standing will be approved. Student work due while on a college visit should be submitted prior to departure unless alternative arrangements are made with the teacher.

**Conduct After College Acceptance**
Acceptances issued by colleges are conditional pending successful conclusion of the student’s senior year. Students are expected to complete the year with grades and behavior at or above the level established at the time of the application. Mid-year and final transcripts are automatically sent to applied colleges, where they are subject to review and action by admissions personnel.

Currey Ingram is committed to open and honest relationships with colleges and universities. Applicants must be open and honest in reporting any disciplinary issues about which colleges inquire. In the case of an out-of-school suspension or expulsion, students should report and present what has been learned from the experience. If an infraction occurs after the student submits an application or after a college acceptance has been offered, the student is asked to report to the college. If the student fails to report within two weeks, Currey Ingram will give a brief description of the incident to the college. Emphasis will be given to the lessons learned by the applicant. Currey Ingram will work closely with the student and family to report infractions in the most positive way.
CONFERENCE

The Upper School has four scheduled conferences each year, with students leading two of these conferences.

- The first conference, held in August, is an opportunity for parents and students to meet the student’s mentor, review procedures for the Upper School, and learn about the Upper School.
- Two student-led conferences (fall and winter) give the student the opportunity to discuss his/her learning profile, strengths, challenges, progress, and goals with parents and teachers. Parents and teachers also provide each student with positive feedback, corrective feedback, and/or recommendations for improvement. This process provides the student with a clearer understanding of his/her challenges and what accommodations are beneficial to the student’s learning. The student-led conference also builds confidence within the student in preparation for college interviews.
- The spring conference is led by the student’s mentor and is a time to share standardized test results and information about the next year’s course of study. Graduating seniors and senior parents are not required to attend this conference.
- In addition, parents, students, and/or teachers may request other conferences at any time during the year.

COURSE CHANGE REQUESTS

Course changes are subject to space availability, prerequisites, scheduling factors, and extenuating circumstances. Additional assignments for a course may still be required regardless of when a student adds the course.

- A student may add or drop a class between August 1 through first 10 school days.
- The drop period for honors extends through first 20 school days.
- Students may request changes for second semester courses during the first ten school days of the second semester.
- All course-change requests require a completed Course-Change Form with appropriate signatures, including Dean of Studies.

COURSE OFFERINGS AND REGISTRATION

All courses are offered based on sufficient enrollment, teacher availability and consideration of other circumstances, which may warrant change. Students are counseled to take courses commensurate with their ability, interests, and future plans for postsecondary schooling. Course registration for the school year will take place in Semester Two of the previous school year. Students will select courses for Semester One and Semester Two based on the required credits for graduation, a student’s college/career interests, and the stated prerequisites.
CREDIT RECOVERY

Credit recovery is required for students who receive a failing semester grade in all required courses (please note that Currey Ingram does not offer courses for credit recovery during the summer). Should a student fail a required Upper School course, the student must retake the course at Currey Ingram during the school year (schedule permitting) or pursue credit through a Currey Ingram pre-approved program (see Dean of Studies). Credit recovery may not be obtained through any means without prior written approval from the Dean of Studies.

Transcripts will reflect a numerical grade for each semester of every high school course a student completes at Currey Ingram (except in select Pass/Fail courses). If a student repeats a semester of a course due to failure, both the failing grade and the passing grade will be reflected on the transcript and calculated into the GPA. The student will receive credit for the successful semester.

CURREY INGRAM REACH INITIATIVE (CIRI)

CIRI is an approach to academic learning that empowers students to achieve their fullest potential. In partnership, the Upper School leadership team, the student, and the parents select the best-fit online course for a student that is challenging, but one in which the student can be successful. CIRI helps Currey Ingram individualize the student's academic experience. A CIRI course is defined as one that challenges a student in regards to academic rigor, sharpens a student’s skill in regards to a strength or talent, or hones a specific interest by exposure to experts in the field of study.

Eligibility

Rising juniors and seniors with a 3.5 cumulative GPA and who have successfully completed a minimum of one Currey Ingram Honors Course are eligible to enroll in a CIRI course. Upper School faculty and its leadership make decisions for entrance into the program. Students may request by letter to be considered. Same as all student scheduling, courses are determined based on graduation progress, psycho-educational testing, teacher observations, daily performance, and areas of strength and challenge. Students must meet prerequisites for chosen institutions and courses. Comparable courses to those offered at Currey Ingram may not be taken as a CIRI course option. Successful CIRI students are committed and motivated and can navigate course planning regardless of the Currey Ingram schedule and activities (i.e., Fall/Spring Break, Spirit Week, and Odyssey). Eligible students will be allowed to participate in one course each semester.

Order of the Compass

The Order of the Compass is a weekly CIRI seminar in which CIRI students collaborate about their individual course experiences. CIRI is the magnet that firmly establishes the students’ learning by coordinating courses with other academic programs known for excellence. Students
then look to their unique abilities and interests to achieve their fullest potential. Facilitated by the Director of CIRI and supported by fellow CIRI classmates, the Order of the Compass guides each student in a direction exclusive to him/herself.

Types of Courses
CIRI courses will be either on-campus Advanced Placement (AP) courses or courses with online formats. Online course options range from a highly structured independently study, a teacher-led dual-enrollment (DE) course, or web-based AP course. Course timelines vary from semester-based courses, full-year courses, to self-paced options. The requirement for collaboration within the courses is diverse. While some courses have no collaboration, others incorporate discussion boards, and still other courses require students to work together to complete projects. An Honors designation will be placed on AP courses and DE courses and will count towards the Honors Diploma. The intention is to continue expanding course options based on the needs and abilities of Currey Ingram students.

Course Withdrawal
Withdrawing from a CIRI course follows the institutional guidelines of the course. All course change requests require a completed Course Change Form with appropriate signatures, including Dean of Studies and Director of CIRI.

Transcript
CIRI courses will be displayed on the Currey Ingram transcript as COURSE NAME @ COURSE INSTITUTION (i.e., AP Calculus AB @ One Schoolhouse). Institutions that give numeric grades (ex. One Schoolhouse) will be associated with a letter grade and point value from the Currey Ingram grading scale. Institutions that give letter grades will translate to the Currey Ingram grading scale. Please refer to Grading Scale/Letter Grade Point Values.

Parent Partnership
Even more than the Currey Ingram campus courses, students and parents should realize that CIRI courses require rigorous, daily preparation and dedication. The Upper School leadership requests special responsibilities and commitments from CIRI parents as well.

Tuition and Fees
When a CIRI course is chosen to fulfill a graduation requirement*, Currey Ingram assumes the total cost of the CIRI course tuition. (*Exceptions made for math courses.) Currently, Currey Ingram is awarding a stipend to each invited student annually. The award helps pay for CIRI course tuition, materials and fees. The parent assumes tuition costs beyond the awarded stipend. CIRI course tuition will be controlled through the Currey Ingram business office.

EXAMS
- Semester exams/projects will be given only at the end of each semester. Semester exams/projects will calculate as 20% of the semester grade.
• Semester exams/projects will assess only the current semester’s content. Exams in Math and World Language may include applicable cumulative skills and content to demonstrate mastery.
• Students must take semester exams during the scheduled time, and students may not take a semester exam early.
• Students who fail a semester exam may retake the exam if they had a passing grade in the class prior to taking the exam.
• All semester exam retakes must occur within 30 days of the original exam.

Exam Exemption Policies
Meeting the criteria listed below does not automatically ensure that a student will be exempt from an exam. Specific courses require that students must take semester exams. The student’s teachers will inform students if an exam is not exempt. Below are the guidelines for exemptions:
• Student may be exempt from their final exam if they have a 96 semester average going into the semester exam, and they fulfill attendance criteria.
• Students may be exempt from an exam if they have accumulated no more than four absences in the class for the semester (this excludes school-related activities such as college visits, fine arts, field trips, and athletics events).
• Students having a 96 average going into the final exam and meets the attendance requirements, it is each student’s responsibility to ask the teacher if he/she may be exempt from the semester exam.
• Each student may be exempt from a maximum of two courses each semester.

EXECUTIVE FUNCTION (EF)
Research on the developing brain has identified a set of skills that are essential for school and life success. These skills are referred to as executive function skills. Executive function relies on three types of brain functions: cognitive flexibility, working memory and inhibitory control. The three work together to engage in goal-directed thought, action and emotion.

The Upper School faculty maintains a growth mindset when helping students to build Executive Function skills. We believe that all students can improve these skills through practice, experience, and repeated problem solving. Since EF skills are not fully developed until the mid-20’s, these skills will continue to be taught and practiced during a student’s high school years.

In 2019-20, students will be using The Work-Smart Academic Planner developed by Peg Dawson and Richard Guare. Students will take an Executive Skills Profile/Questionnaire and identify areas for goal-setting. These goals will be presented in the Individualized Learning Plan (ILP). Throughout the year, students will be taught specific skills to help support their EF skill development.
EXPLORE COURSES
As Frances E. Jensen, M.D., Neuroscientist at the University of Pennsylvania, has stated, “during the teen years is the time to identify strengths and invest in emerging talents”\(^1\). Thus, the Upper School will be offering quarterly Explore courses to enrich a student’s strengths and talents. Explore class offerings cover a wide variety of topics and are non-graded. Students are encouraged to explore not only areas of interest but also to consider topics that may be new.

EXTRA CREDIT POLICY
While a student may have an opportunity to resubmit an assignment or assessment for a course, Currey Ingram does not offer extra credit for the purpose of increasing a semester grade. For resubmissions, the student must have attempted to follow the guidelines of the original assignment or assessment. The format for the resubmission is faculty/course specific.

FINAL PASS IN MATH AND WORLD LANGUAGE
Math and world language classes are different from other academic disciplines because of the cumulative aspect of the curriculum. Therefore, if a student fails the first semester of a math or world language class but passes the second semester with a 70 or above, the student will receive full credit for the class. However, the first semester grade will not be changed on the official transcript. The second semester grade will not replace the first semester failing grade in the cumulative grade point average.

GRADE POINT AVERAGE (GPA)/HIGH SCHOOL TRANSCRIPTS
At the end of each semester, each student will have a semester grade point average. It will be calculated with the standard 4-point system used by most colleges and universities. At the end of each academic year, each student will have a cumulative grade point average. This will be determined by averaging all grades earned for high school credit at Currey Ingram. Cumulative GPAs are recorded on students’ official transcripts. Official transcripts will be sent to the schools or colleges where a student is sending an application for admission.

College level courses (Advanced Placement, Dual Enrollment) are weighted to reflect the rigor of the course. These courses receive an extra GPA point when overall GPAs are calculated.

Sample High School Transcript

GRADES

Students and parents may check a student’s progress via the parent and student portals on My CIA. If there is a concern about a student’s grade, the parent or student should contact the course teacher.

GRADING POLICIES

- All semester grades are recorded as numerical grades except in select Pass/Fail courses.
- Grade calculation details for high school courses are outlined in each teacher’s course syllabi.
- A transfer student’s courses and grades will not be loaded onto the student’s Currey Ingram transcript nor calculated in the student’s Currey Ingram GPA. Transcripts from all high school credit awarding institutions will be sent along with their Currey Ingram transcript at the time of college application.
- If a student repeats a semester of a course due to failure, both the failing grade and the passing grade will be reflected on the transcript and calculated into the GPA. The student will receive credit for the successful semester.
- Currey Ingram issues report cards at the end of each semester, and they are available to parents and students via My CIA. Grades on report cards will reflect the actual numeric grades earned in courses.
Grading Scale/Letter Grade Point Values
90 -100 A  4 points
80 - 89  B  3 points
70 - 79  C  2 points
60 - 69  D  1 Point
0 - 59    F  0 Points

Sample Report Card

GRADUATION REQUIREMENTS
Students are required to complete 22.5 credits to be eligible for a Currey Ingram Upper School diploma.

- English 4 credits (4 years)
- Mathematics 3 credits (3 years)
- Social Studies 3 credits (3 years)
- Science 3 credits (3 years)
- World Language** 2 credits (2 years)
- Health** 0.5 credit (1 semester)
- Financial Literacy** 0.5 credit (1 semester)
- Fine Arts 1 credit (variable)
- Fitness/Athletics 1 credit (variable)
- Senior Capstone Project 1 credit
- Electives 3.5 credits
- Service Learning (30 hours) 0 credit - required for graduation
While three credits of math, science and social studies are required for a Currey Ingram diploma, Currey Ingram recommends that students planning to attend a four-year university earn four credits in these subject areas during the high school years.

**Under certain circumstances, this requirement may be waived with approval from the Currey Ingram Dean of Studies.**

**Graduation Requirement Notes:**

1. Refer to the academic course offerings for all required courses and suggested course options.
2. Students earn semester credit in a high school credit course with a final semester grade of 60 or above.
3. Transfer students’ credits earned at another high school will not be added to their Currey Ingram upper school transcript. When applying to colleges, all high school transcripts will be sent to the universities.
4. A minimum of two World Language credits in the same language is required. (This requirement may be waived by the Dean of Studies for certain learning differences).
5. Transfer students may have variations in courses and subjects but must earn the required number of credits for their graduating class.
6. Fitness/athletics credit may be earned by completion of a Currey Ingram athletics course (0.5 credit per sport), or completion of a pre-approved athletic activity not offered at Currey Ingram (Fitness Credit Verification Form required).
7. Fine Arts credit must be earned by successful completion of a Currey Ingram Upper School Fine Arts course.
8. Highly selective colleges and universities require competitive academic accomplishments for admission. Therefore, students are encouraged to consider the following recommendations: honors level courses, at least three credits of World Language, at least four credits in core courses, and involvement in additional courses/activities of interest.
9. Currey Ingram Upper School requires all seniors to perform 30 hours of service-learning. These hours can be completed starting in the summer before senior year and must be completed two weeks prior to graduation.

**HOMEWORK**

In 2006, Duke University Professor, Harris Cooper, completed a meta-analysis on the topic of homework. He found that achievement improved when students completed homework. However, he found a weaker relationship between homework and academic performance for the lower grades and a much stronger correlation in grades seven through 12. In John Hattie’s meta-analysis, the effect size for secondary students was 0.64 (strong). Using these analyses,
we can conclude that homework completion for Upper School students has an excellent effect on academic performance.

Based on this evidence, Upper School teachers will continue to assign homework; however, they will consider these factors when doing so.

1. Teachers will consider the ability of students to work independently and design the homework with the goal that students will be able to complete it.
2. Teachers will assign homework that is realistic for the student’s age and recognize that too much homework diminishes the positive effects on achievement. We recommend approximately 1 1/2 to 2 hours per night for high school students.
3. Teachers will provide feedback to the student on the homework assignment.

Homework serves two basic purposes. First, it is an important component of learning, understanding and applying specific academic skills. Second, homework establishes and improves daily work habits, personal discipline, and organizational competence so that these become permanent life skills.

HONORS LEVEL COURSES

Currey Ingram offers a wide variety of honors courses throughout the curriculum for students interested and capable of taking on a more challenging course load. Honors courses are distinguished by targeting the following criteria: advanced curricular material and topics; advanced analytical reasoning and critical thinking skills; and higher-level problem solving and decision-making.

- A high school credit course at the honors level recognizes an “above and beyond” commitment on the part of the student.
- Individual course descriptions note eligibility requirements.
- Summer reading assignments and/or projects may be required in some honors level courses.

HONORS/AWARDS

Valedictorian and Salutatorian
Designation of Currey Ingram’s Valedictorian and Salutatorian Awards shall be based on cumulative high school GPA at the end of a student’s senior year. The Valedictorian and Salutatorian are those students who have completed grades 9–12 at Currey Ingram, have earned an Honors Diploma and who hold the highest and second highest GPAs respectively.

Honors Graduates
Currey Ingram designates Honors Graduates as those students who have successfully completed a minimum of six honors courses during the student’s high school career at Currey Ingram. Advanced Placement and dual credit courses also count toward the honors course
requirement. With approval of the Dean of Studies, advanced courses completed outside of Currey Ingram may count toward the honors course requirement.

**Academic Awards**
The Head’s List will honor Upper School students who earn a GPA of 3.5-4.0 at the end of the semester. The Dean’s List will honor Upper School students who earn a GPA of 3.0-3.49 at the end of the semester.

**Perpetual Awards**
Integrity Award Granted to the student who consistently portrays outstanding emotional, intellectual and moral character.

Most Improved Student Award granted to the student who makes the most significant improvement in their academic performance.

School Spirit Award granted to the student who continually demonstrates enthusiastic support for Currey Ingram.

Shannon Rose Grady Award granted to the student who has, without fail throughout one’s entire high school career, exhibited respect as well as kindness to others and in addition, has been punctual, conscientious and trustworthy.

Nancy R. Hill Perseverance Award granted to the senior student who consistently exhibits dedication, steadfastness and outstanding work ethic.

Outstanding Capstone Award granted to the senior whose Capstone embodies excellence in the scholarly pursuits of researching, writing and public speaking.

**INDIVIDUALIZED LEARNING PLANS (ILP)**
An ILP is the Individualized Learning Plan that is written for each student, similar to an Individualized Education Plan (IEP) used in the public schools. Currey Ingram refers to its personalized plan as an ILP to help parents and educators distinguish between the public school's IEP and Currey Ingram's ILP.

**LATE WORK POLICY**
- Homework/Daily Assignments: An assignment is late if the student is present without his/her assignment when the teacher collects it.
- Realizing there are extenuating circumstances that prevent a student from completing homework (i.e., a family emergency or other situation out of the student’s control), teachers will be appropriately flexible when notified in a timely manner.
MAKE-UP WORK POLICY

- It is the student’s responsibility to contact the Upper School Office and classroom teachers if he/she will be out for an extended period of time. (See Extended Absence Policy)
- Students are encouraged to check with reliable classmates as well as their teachers for assignments.
- Students who demonstrate a consistent pattern of absences for tests, quizzes, or projects will be referred to the Upper School Dean of Students.
- Please see individual course syllabi for specific make-up work policies

Homework/Daily Assignments

Unplanned Absence:
- It is the student’s responsibility to obtain and turn in missing assignments.
- Class assignments will be posted on Google Classroom or My CIA.
- Students are encouraged to email their classroom teachers regarding missed work or assignments.

Planned Absence:
- Any assignment due on the day(s) of a planned absence MUST be turned in prior to the absence. This includes but is not limited to any school-related activities (sports, field trips, college visits, etc.).

Major Projects/Assignments
If a student is absent (planned or unplanned) on days that major assignments or projects are due (e.g., research papers), it is the student’s responsibility to make arrangements to have the work turned in by the beginning of class on the day that it is due.

Tests and Quizzes

Unplanned Absence:
- If a student is absent for a test or quiz, he/she must take the assessment within two school days (exceptions may be made on a case-by-case basis).

Planned Absence:
- If a student knows in advance that he/she will be missing a scheduled test, before the planned absence occurs, he/she must schedule a date to take the test. The test may be taken (upon teacher discretion) before or after the original date. This includes absences for school-related activities.
- Students who demonstrate a consistent pattern of absences for tests, quizzes, or projects will be referred to the Upper School Dean of Students.
NATIONAL HONOR SOCIETY

Students can qualify for National Honor Society during 10th, 11th, and 12th grade based on their cumulative GPA at the end of semester one. Students must have at least a 3.5 cumulative GPA to qualify for National Honor Society.

In addition to the student maintaining a GPA of 3.5 or higher, a student must demonstrate leadership, character and service. The student’s leadership and character will be evaluated by teachers and administrators. The student’s service will be evaluated by the National Honor Society’s faculty sponsor based upon the student’s participation in required National Honor Society service projects. The Currey Ingram National Honor Society requires 10 additional service hours each year to remain in good standing with NHS.

OFFICE HOURS FOR ACADEMIC SUPPORT

Students are encouraged to seek help from their classroom teachers as needed. Office hours are provided four days per week to allow students to receive additional academic support during the school day. Students needing additional academic support beyond time provided during office hours may request additional time to meet with teachers.

PSYCHOEDUCATIONAL TESTING

Currey Ingram requires a psychoeducational re-evaluation of each student’s cognitive and educational functioning at least once every three years. A licensed psychologist or licensed psychological examiner must complete a psycho-educational assessment. This assessment is critically important because it helps to determine areas that need further intervention. As part of the psychoeducational evaluation, the examiner may want the classroom teacher to complete rating and other information forms. These forms should be given to your student’s Division Head who will distribute to teachers. Once the assessment has been completed, parents should provide the Division Head with the completed report. Results will be reviewed to determine if changes or additional services should be implemented at Currey Ingram.

Recommended locations for the psychoeducational evaluation include the following:

- You may contact Williamson County Schools to determine if your child is eligible for a free assessment within their system. The school system has its own procedures for providing this service and determining eligibility for the assessment. Because you are enrolled in an independent school in Williamson County, this is the county that would be responsible for doing your testing, should you be eligible.
- The Diagnostic Center at Currey Ingram can complete this type of assessment. To request this assessment through the Diagnostic Center, call (615) 507-3171.
These are other licensed providers in the community who can complete these assessments. For assistance in locating a diagnosticians, contact your student's Division Head.

SOCIAL-EMOTIONAL LEARNING

Social-Emotional Learning (SEL) "refers to the process through which individuals learn and apply a set of social, emotional, behavioral, and character skills required to succeed in schooling, the workplace, relationships, and citizenship." To fulfill the goals inherent in SEL, Currey Ingram selected the RULER approach that was developed at the Yale Center for Emotional Intelligence. RULER is used across all grades and with all students. The knowledge, attitude and skills taught and reinforced in RULER are as follows:

- R-Recognizing emotion in self and others
- U-Understanding the causes and consequences of emotion
- L-Labeling emotions accurately
- E-Expressing emotions in helpful ways
- R-Regulating emotions effectively

One goal for using RULER is to improve the quality of school interactions so that the school culture is supportive, empowering and engaging. This is accomplished by integrating skill-building lessons and tools so that teachers and students further develop their emotional intelligence. The Upper School curriculum is divided into four years, with each year containing 20 lessons that will be taught in Freshman Seminar for all freshmen and in mentor groups for students in 10th, 11th and 12th.

Through research, RULER has been shown to help students be less anxious, exhibit fewer attention problems, improve their academic performance and have greater leadership skills. Teachers have been shown to be more engaging, supportive and effective in RULER schools. Classrooms also have more positive climates and less bullying. Because RULER is a Tier One Social-Emotional Learning Program, some students may need greater support than this model offers. Thus, additional interventions will be recommended in these situations.

STANDARDIZED TESTING

Currey Ingram administers standardized tests to Upper School students to assess students’ academic progress, to allow Currey Ingram to assess the quality of its educational programs, and to prepare students for college admissions tests.

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The Stanford Achievement Test, 10th Edition is a standardized test designed by Pearson to measure the academic progress of students.

PreACT: The PreACT provides students with a structured testing environment similar to what they will experience when taking the ACT, ACT test-quality questions, and predictive scores on the familiar 1–36 scale. This helps students get comfortable with the test and understand how they’re doing in core subjects.

PSAT/NMSQT: The National Merit Scholarship Program is an annual academic competition among high school students for recognition and college scholarships. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is the qualifying test for entry to the National Merit Program. *The PSAT/National Merit Scholar Qualifying Test is offered in the fall of Junior year by invitation

ACT: The American College Testing (ACT) test is a national college admissions examination. It is a curriculum-based education and career-planning tool for high school students that assesses the mastery of college readiness standards.

SUMMER READING PROGRAM

The Currey Ingram Summer Reading Program is required of all Upper School students. Teaching units, activities and/or assessments based on the summer reading will be a part of the beginning activities of the school year.

TARDY POLICY AND PROCEDURES

A student is considered tardy to class if he/she arrives after the tardy bell rings. Each tardy will be documented by the classroom teacher in My CIA.

For every five tardies to a class, the student will be given one absence for that class that will go toward the five allowed absences for the semester.

Students arriving to campus late must sign-in at the US Main Office before going to class.

Students who accrue 5 tardies for a class in a semester will have to sit for a 30 minute detention.

Students who accrue 10 tardies for a class in a semester will have to sit for a 60 minute detention.

Students who accrue 15 tardies for a class in a semester will have to sit for a 90 minute detention.
TRANSCRIPT REQUESTS

To request an official transcript be sent to an academic institution, please use the Transcript Request Form found at:

https://www.curreyingram.org/page/Academics/Upper-School/College-Counseling/Transcript-Request-Form

TUTORING BY UPPER SCHOOL FACULTY

Currey Ingram endorses the following statement by the Tennessee Code of Professional Ethics for faculty: “The educator shall not tutor for remuneration students assigned to his/her present classes.” Receiving extra help from one’s teacher is part of the professional relationship established at enrollment. Tutoring falls outside of this relationship. A separate contractual agreement must be established between parents and a faculty member other than the child’s teacher if a parent feels that the child needs individual tutoring. All tutoring requests and arrangements involving a Currey Ingram faculty member and a Currey Ingram student must be arranged under the guidance of the Division Head. All tutoring during the school year must occur at Currey Ingram. Financial agreements and payments are made through Currey Ingram’s Business Office.
UPPER SCHOOL COURSE OFFERINGS AND SCHEDULE

Beginning in the 2019-20 school year, the Upper School will move from the traditional seven classes, 50-minute schedule, to class periods of 75 to 90 minutes each with three or four classes per day (a 10-day Block Schedule). Below is a visual display of this Block Schedule (There could be a few changes in this schedule as we implement it for the first time.):

The ideas behind this change were to reduce the number of wasted minutes and to provide more time to dive more deeply into the content. In this schedule, all students will continue with the following guidelines:

- All 9th-12th grade students are required to enroll in at least seven courses each semester.
- Course selections should be made based on the required credits for graduation, a student’s college/career interests, and the required prerequisites.
- Course offerings may vary from year to year.

NOTE: Course enrollment and staff availability may impact some course offerings. Consequently, Currey Ingram cannot guarantee that all courses will be offered every semester.

ENGLISH

English I (full year; 1.0 credit)

English I focuses on acquiring (or maintaining) a love of reading while developing college readiness skills and habits. Students read both classic and contemporary novels, nonfiction, plays, short stories, and poems that address a wide range of topics and themes. The course
organizes the readings according to genre (biography, poetry, mystery, contemporary realistic fiction, science fiction, fantasy, historical fiction, and non-fiction). For academic habits and skillful thinking, English I aims to move students toward independence through self-advocacy, self-discipline, and resilience. The course uses literary-based theater games to activate kinesthetic and social learning pathways and achieve a better understanding.

**English II (full year; 1.0 credit)**

English II extends upon the foundation established during the English I experience. Novels, short stories, and poems from contemporary and classic cannons enable students to use an array of analytical reading strategies to gain greater independence and comprehension. Students refine knowledge of literary elements and devices, exploring topics, themes, and cultures that inform classic and modern texts. Written instruction emphasizes structure, extending the eleven sentence paragraph model into essays. For a variety of purposes and audiences, students write, creating complex sentence structures and developing vivid word choice. Grammar instruction includes review of sentence patterns, punctuation, editing skills, and revision tasks. Creative assignments and group projects integrate technology and give students the opportunity to apply their abilities and talents.

**English II Honors (full year; 1.0 credit)**

English II Honors, which extends upon the foundation established during the English I experience, is enriched by a deeper scope and an expanded exploration of the study of English. This course is paced appropriately for scholars who have been deemed eligible to enroll. Students apply critical thinking and higher level reasoning, while practicing evaluative logic to the full application of concepts. Selected novels, plays, short stories, and poems from contemporary and classic cannons enable students to utilize an array of analytical reading strategies to gain greater independence and comprehension. Honors students pursue supplemental reading and write longer essays with higher frequency. Students refine knowledge of literary elements and devices, exploring topics, themes, and cultures that inform classic texts. Creative assignments and group projects integrate technology and give students the opportunity to apply their abilities and talents.

**English III (full year; 1.0 credit)**

Experience the finest works of British literature from ancient to present times. Chosen texts represent some of the most exciting and important thoughts of the ages. Students explore a wide range of topics and themes as we unfold the fascinating history of the English language and culture that produced the likes of William Shakespeare. The course approaches reading, writing, research, and discussion, emphasizing skillful thinking. The class will focus on grammar and mechanics in the context of essay writing. Students will understand the defining aspects of the major literary periods including the Renaissance, the Romantic Age, and the Age of Reason, as well as essential literary terms. Students will discover the way poems, plays, stories, and essays illuminate humanity and the amazing little island from which our nation descends.
**English III Honors (full year; 1.0 credit)**
Experience the finest works of British literature from ancient to present times. Chosen texts represent some of the most exciting and important thoughts of the ages. Students explore a wide range of topics and themes as we unfold the fascinating history of the English language and culture. The course approaches reading, writing, research, and discussion, emphasizing skillful thinking and college readiness. The class will focus on grammar and mechanics in the context of essay writing. Students will understand the defining aspects of the major literary periods.

**English IV (full year; 1.0 credit)**
English IV is designed to help students improve all aspects of written expression so they can apply this skill inside and outside the university classroom. Students will work on developing topics, interpreting prompts, crafting a thesis, and expanding supporting details through free writing, brainstorming, and discussion. Research skills include evaluating sources for credibility, paraphrasing, summarizing, and citing sources. Students read and draft essays, and edit and revise work to strengthen college-readiness skills. They will also strengthen their critical analysis of literature through selected works and class discussion.

**English IV Honors (full year; 1.0 credit)**
English IV Honors demands a higher level of written expression. Students focus on both writing masterful sentences and building interesting, readable essays by putting together sentences that flow and control the experience of the reader. English IV Honors is designed to help students improve all aspects of written expression so they can apply this skill inside and outside the university classroom. Using professionally published essays as models, students work on developing topics, interpreting prompts, crafting a thesis, and expanding supporting details through free-writing, brainstorming and discussion. Research skills include evaluating sources for credibility, paraphrasing, summarizing, and citing sources. Students read and draft essays, and edit and revise work to strengthen college readiness skills.

**Literacy Lab (1 or 2 semesters; 1 credit)**
In Literacy Lab, students receive direct instruction in reading and literacy skills through the Structured Literacy approach. Students build their foundational reading skills in order to improve their comprehension and fluency.

**Writing Lab (1 or 2 semesters; 1 credit)**
The writing lab is a "beyond the classroom" environment where students can converse and dialogue as they develop their writing skills. The writing lab is not a place for one-sided instruction. Instructors and students work collaboratively through open communication to discover effective writing strategies and approaches to reading and writing that are particularly useful to the individual student. The ultimate goal overtime is to produce confident articulate writers.
FINE ARTS

Art Foundations (half year; 0.5 credit)
This semester-long course is designed to instruct beginning art students in drawing, painting, printmaking, and sculpture. Students will become familiar with the elements of art and principles of design while completing a variety of assigned projects and experimenting with different media and processes. In addition to art production, students will be introduced to art history, art criticism, aesthetics, and art and its purpose in the modern world.

Band (full year, 1.0 credit)
This class is designed to give students the opportunity to write, record and perform music as a band. Students will have the privilege to work with state of the art recording software and learn how professional musicians record their records. Students will also play several live performances at school functions throughout the year.

Broadcasting (full year, 1.0 credit)
Students in Broadcasting (formerly known as the CIA News) are responsible for the production of the CIA News. The course is designed to develop skills in news reporting including the interview process and segment writing. Students produce the news by managing video and audio equipment, locating sources, conducting interviews, and writing scripts for the CIA News.

Cinematography (one semester, 0.5 credit)
Cinematography will be an interactive class covering the preproduction, production and postproduction foundations of digital filmmaking. In pre-production the focus will be on, storytelling, filming set up and overall scene planning. Production will cover anything from camera operation, to the rule of 180 degrees to lighting techniques. In post-production the students will learn beginning to advanced editing skills using Final cut pro. Students will work individually and in teams to create short films, commercials and music videos.

Big Ideas in Art (1 or 2 semesters; 0.5 or 1.0 credit)
Students will receive instruction in various art media. Students should expect to study historic and modern works and artists, and the relationship of the artwork to the society in which it was created. Students should expect to critique works using specific criteria. There will be time for personal creativity as well as specific assignments. Students will build on the skills that they developed in Art Foundations and continue growing both technically and conceptually as artists.

Making a Difference with Psychology (1 semester; 0.5 credit)
This course will be an introduction to psychological principles and how they are used to make decisions and solve dilemmas. Applied psychology and psychology in the helping professions will be topics of interest.
Photography (1 or 2 semesters; 0.5 or 1.0 credit)
The Photography class is designed to encourage students to further explore digital imaging as an extension of the photographic medium. Continuing with the mechanics of the computer and image-editing software, students will analyze the impact of technology on the development of photography and the photographic process. Frequent group and individual criticisms address the tenets of design, aesthetics and content, and also advanced technical aspects of photographic imaging. The artistic elements of processes and final products are stressed and final products are evaluated as artworks.

Sound Engineering/ Music Production (1 semester; 0.5 credit)
Students will be introduced to the fundamentals of recording and programming music. Students will learn how to run a recording session using the industry standard Pro-Tools; students will also learn how to create and program their own compositions using GarageBand and Logic. This class is a great opportunity for students who don’t want to perform on stage but are interested in learning how to record musicians, score their own music, program cool beats and get an overall experience of working in a recording studio.

Theatre (1 or 2 semesters; 0.5 or 1.0 credit)
A student must be enrolled in this course to participate in the theatre production. Theatre is a course that introduces students to all aspects of the theatre. The course includes acting, principles of movement, voice, and improvisation. The course also explores directing and producing, giving students an understanding of the different jobs of the director, the producer, the stage manager, and the design team. Students will learn about technical theatre, including fundamentals of light and sound production, costumes, props, and set construction. Finally, the areas of both theatre history and literature will be presented.

FITNESS

Fitness (one semester; 0.5 credit)
Fitness will be offered as an elective for students in grades 9-12. While participating in this class, students will learn weight room safety, proper lifting techniques, various exercises, and activities that will help them improve their overall fitness. The goal is that all students will show improvement in their fitness level upon completion of this class.

MATHEMATICS

Math Foundations (full year; 1.0 credit)
This course prepares students for the study of Algebra. Content for this course includes basic operations, linear equations, factors, exponents, perimeter, graphing area and volume, working with integers, decimals, percentages, fractions, inequalities and basic geometric relationships.
Algebra I (full year; 1.0 credit)
Prerequisite*: Pre-Algebra
The Algebra I course is appropriate for students who have completed Pre-Algebra content. This course includes the following topics: graphing and writing linear equations, solving linear inequalities, systems of linear equations, functions, exponents and square roots, polynomials, and quadratics.

Algebra II (full year; 1.0 credit)
Prerequisite*: Algebra I
Algebra II is a course that reviews and expands on the fundamental components from Algebra I. Students will apply the foundations of Algebra and use them in more complex problems. This course includes the following additional topics: first degree equations and inequalities, polynomial and radical equations and inequalities, matrices, complex numbers, the Fundamental Theorem of Algebra, and advanced functions and relations. A major emphasis will be placed on reasoning, graphing, and problem solving.

Algebra II Honors (full year; 1.0 credit)
Prerequisite*: Final grade above 85 in Algebra I
The Algebra II Honors course is appropriate for more advanced Algebra students. This course facilitates exploring the topics from the standard Algebra II course at a more profound depth. The Algebra II Honors student will participate in a deeper exploration of this material while being required to apply high-level analytical reasoning skills. A major emphasis will be placed on academic independence, mathematical reasoning, graphing, and problem solving. The course is intended to be more challenging than the standard course both in breadth and depth of study. Students are expected to take greater responsibility for their learning.

Geometry (full year; 1.0 credit)
Prerequisites*: Algebra I
Geometry provides students with the opportunity to develop mathematical reasoning by developing and testing conjectures through deduction. The course uses problem situations, physical models, and appropriate technology to investigate geometric concepts and relationships. Focusing on problem solving and deductive reasoning creates an environment that promotes communication, engages student reasoning, and fosters connections within mathematics, to other disciplines, and to the real world. Algebra skills are integrated throughout the course and reinforced within the geometry exercises. The concepts emphasized in the course include measurement, geometric pattern, deductive reasoning, congruence, similarity, right triangle trigonometry, and two- and three-dimensional figures.

Geometry Honors (full year; 1.0 credit)
Prerequisites*: Final grade above 85 in Algebra I
Geometry provides students with the opportunity to develop mathematical reasoning by developing and testing conjectures through deduction. The course is intended to be more challenging than the standard course both in breadth and depth of study. It provides multiple
opportunities for students to make predictions, draw conclusions, classify and analyze figures, support their solutions, and take greater responsibility for their learning. The course uses problem situations, physical models, and appropriate technology to investigate geometric concepts and relationships. Focusing on problem solving and deductive reasoning creates an environment that promotes communication, engages student reasoning, and fosters connections within mathematics, to other disciplines, and to the real world. Algebra skills are integrated throughout the course and reinforced within the geometry exercises. The concepts emphasized in the course include measurement, geometric pattern, deductive reasoning, congruence, similarity, right triangle trigonometry, and two- and three-dimensional figures.

Pre-Calculus Honors (full year; 1.0 credit)
Prerequisites*: Final grade above 85 in Algebra II
Pre-Calculus Honors is an advanced mathematics course that incorporates algebraic concepts, logarithms, advanced functions, discrete mathematics, and a significant amount of trigonometry. It provides multiple opportunities for students to make predictions, draw conclusions, support their solutions, and take greater responsibility for their learning. The course includes a review of previously learned concepts and an extension of those concepts to real world situations. Additionally, students develop more advanced problem-solving strategies and logical reasoning skills. Students also reinforce their mathematical foundation to allow them to be successful in Calculus and beyond. Graphing calculators are used extensively to visualize concepts, to analyze functions, and to enhance understanding.

Statistics (full year; 1.0 credit)
Prerequisites*: Algebra II
This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad themes: exploring data, planning a study, anticipating patterns and statistical influence.

Advanced Placement Calculus AB (full year; 1.0 credit)
Prerequisites*: Pre-Calculus
AP Calculus AB is roughly equivalent to a first-semester college calculus course devoted to topics in differential and integral calculus and is designed for advanced students who have succeeded in Pre-Calculus with teacher recommendation. Students are expected to have a strong foundation in reasoning with algebraic symbols, working with algebraic structure, and previous knowledge of various functions including their properties, compositions, algebra, and graphs. The AP course covers topics in the areas of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus, and includes both conceptual and skills-based curriculum. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Each student may take the Advanced Placement examination through The College Board for possible college credit. This
course is open to all students willing to attempt the rigors of the prescribed curriculum, including an increased academic pace throughout.

Math Lab (1 or 2 semesters; 0 credit)
The math lab is a "beyond the classroom" environment where students further develop their math understandings and skills. Students are provided instruction and remediation in mathematical concepts and skills.

Math Acceleration Requests
- Acceleration requests are not recommended unless a student is exhibiting clear and exceptional math aptitude and is scoring well above the 90th percentile on standardized testing.
- Exceptional math students may accelerate their math curriculum through the following steps:
  - Enroll in and complete a pre-approved mathematics course (Algebra I, Geometry, Algebra II, or Pre-Calculus) AND earn an 80% or better on a Currey Ingram end-of-course final exam.

NON-DEPARTMENTAL

Ethics II (1 semester, 0.5 credit)
In Ethics II, students will gain strategies of interpersonal communication for improved collaboration, and problem-solving. In order to gain these strategies, students will carefully observe and practice the basics of good communication such as eye contact, body language, and reciprocal listening. Students will also study and practice the basics of good technical communication focusing on social media and network etiquette. Finally, students will participate in activities where effective communication skills are discussed and practiced to resolve conflicts by examining examples of successful problem solving from public figures, both historic and otherwise.

Financial Literacy (Required 1 semester, 0.5 credit)
Financial Literacy is a semester course where students develop financial decision-making strategies to apply now and after high school. Students will utilize the chosen textbook, Internet resources, field trips, and Dave Ramsey’s Financial Peace DVD series to examine their current views and practices with money and to learn more about budgeting, insurance, banking and financial planning.

Freshman Seminar (Required full year, 1.0 credit)
This course is designed to develop each student as a lifelong learner. Content will include development of learning skills and strategies, effective communication techniques, academic study skills, and critical thinking skills. Students will also focus on the development of executive function skills including planning, organization, time management, self-advocacy, decision-making, adaptability and leadership. This is an interactive course where students will
practice key skills. A variety of presenters will share life experiences to assist students in making connections between content and daily living.

Health (1 semester, 0.5 credit)
The health course gives students the opportunity to learn the latest information about health, well-being, fitness, and safety. Through performance tasks, students will develop critical thinking, active and critical reading, and decision making skills; using seminar discussions students will learn to participate in discussion and use the group to clarify and deepen understanding; regular and frequent summarization will increase reading comprehension; using Quizlet and a preferred study strategy, students will acquire a larger health focused vocabulary; and students will reflect on new information and experiences in class.

Senior Capstone (Required full year, 1.0 credit)
Seniors are required to complete an independent research activity called the Capstone Project. This will allow students the opportunity to learn new skills and demonstrate learning gained from all their years of schooling. Skills in reading, writing, speaking, critical thinking, and problem solving will be showcased in a four-stage process. The four components of the Capstone Project include: Proposal Paper, Personal Experience, Research Paper, and Capstone Presentation. To underscore the value and importance of this endeavor, all seniors are required to complete all four components of the Capstone Project in order to graduate.

Study Hall (1 or 2 semesters; 0 credit)
Study Hall provides students with a structured, scheduled academic environment providing the opportunity to complete assignments. Students are assigned to an instructor for the class period and required to adhere to behavioral and academic expectations.

SCIENCE

Physical Science (full year; 1.0 credit)
This course provides a foundation for the study of chemistry and the study of physics. The chemistry portion of physical science explores properties and states of matter, atoms and molecules, the periodic table, chemical bonding, reactions, solutions, acids, and bases. The physics portion explores motion, forces, work, power, machines, energy, mechanical and electromagnetic waves, and an introduction to electricity.

Biology (full year; 1.0 credit)
Biology involves the study of how living things use information to organize matter and energy at the molecular and cellular levels. This course explores central ideas of general biology including biochemistry, levels of biological organization, heredity, and interactions among living systems. Students will also focus on laboratory and scientific writing skills.
Biology Honors (full year; 1.0 credit)
Prerequisite*: Final grade above 85 in Physical Science
Honors Biology is a course that focuses on the processes necessary for life on Earth. The course covers the chemistry of life, the cellular basis of life, cellular growth and reproduction, homeostatic mechanisms, genetics, ecology, and human physiology. Students engage in inquiry activities, where they develop their own questions about life processes and practice the skills involved in conducting experiments, analyzing data, and writing about their inquiry activities.

Earth Science (full year; 1.0 credit)
Earth Science is a course designed to develop curiosity and understanding of the planet on which we live. Students will explore the dynamic processes that formed the landscapes and features we see today and throughout Earth’s rich history. Additional focus will be given to human interactions that continue to impact and shape the Earth System.

Environmental Science (full year, 1.0 credit)
An intensive study of the ecosystem concept, human ecology, energy, and resources will provide students with a deeper understanding of the environment. Leveraging laboratory experiences, students will demonstrate conceptual proficiency through investigative, data-driven analysis of observed natural and historical phenomenon.

Chemistry (full year; 1.0 credit)
This course consists of several units, organized around specific concepts in chemistry. Students will be provided a comprehensive overview of the chemical sciences as well as the relationships between the scientific method and the nature of science. Through laboratory experiences, students will also be asked to make personal and global connections between chemistry and the natural world, and will demonstrate conceptual proficiency through investigative, data-driven analysis of observed natural phenomena.

Chemistry Honors (full year; 1.0 credit)
Prerequisite*: Final grade above 85 in Algebra I and Biology
In addition to the content offered in the standard course, the honors section of chemistry will place further emphasis on independence, academic habits, and critical thinking. Student-centered activities and labs will facilitate inquiry-based learning through the explorative, immersive process of science. The depth of the content will be expanded, with a special emphasis placed on the fundamental threads found throughout chemistry.

Physics (full year; 1.0 credit)
Prerequisite*: Geometry
This course is designed to use an inquiry-based approach to learning, with the idea that students learn best when reading is enhanced by doing. Students will be required to take an active role in many hands-on activities, both independently and in collaborative groups. This course will provide an introduction to physics with an overview of motion, force, energy, momentum, waves, sound, optics, electricity, and magnetism. The theories will involve a
considerable degree of math content, and students must be comfortable in the application of algebraic methods. In order to reinforce the class tutorials, the course will incorporate a large component of investigations and laboratory work and students will be expected to write formal lab reports.

SOCIAL STUDIES

**Ancient World History (full year; 1.0 credit)**
In Ancient World History, the class will explore the development of the ancient world from early civilization through the Reformation. Students will leverage photographs, art, film and original documents to develop their understanding of the ancient world. Research, essays, and in-class presentations will be common learning tools, along with class discussions, debates and note taking.

**Ancient World History Honors (full year; 1.0 credit)**
Prerequisite*: Final grade above 85 in English I or English I Honors
In Ancient World History, the class will explore the development of the ancient world from early civilization through the Reformation. Students will leverage photographs, art, film and original documents to develop their understanding of the ancient world. Research, essays, and in-class presentations will be common learning tools, along with class discussions, debates and note taking.

**Modern World History (full year; 1.0 credit)**
In Modern World History, the class will explore the development of the modern world from the Enlightenment to modern times by looking at major world movements. Students will develop their understanding of the modern world and international relations through analysis and discussion of photographs, art, film and original documents of the period. Research, essays, and in-class presentations will be common learning tools, along with class discussions, debates and note taking.

**U.S. History (full year; 1.0 credit)**
This two-semester course in U.S. History will explore the major historical eras from Reconstruction to late 20th century in order to establish stories in support of the class theme: Heroes and Horrors in American History. By identifying, categorizing and evaluating historical content, students will make connections with the people and events of America's past. Students will interpret primary sources, conduct research to solve problems or answer questions, write clear and precise responses, discuss and present their findings as they investigate such historical eras as Reconstruction, Westward Expansion, Immigration, Industrialization, Roaring Twenties, the Great Depression, and the World Wars.

**Economics (1 semester; 0.5 credit)**
Economics, as a social science, is primarily concerned with the choices individuals make with the limited resources at their disposal. From this foundation, students will explore and analyze the various factors that influence their everyday decisions, acquiring the necessary vocabulary.
to express these choices in an economic fashion. Students will be exposed to a multitude of news articles, essays, and video clips so as to advance their critical reasoning skills, thus preparing them for collegiate-level learning. Because it is a senior-level class, there will be an emphasis on writing, note taking, and test taking (among other mediums).

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**Government (1 semester; 0.5 credit)**
In this course, the first half of the semester will be devoted to exposing the students to the foundational aspects of American Government, in particular its origins and establishment, its foundational documents, and its practices from the founding to modern day. The second half of the semester will be focusing on the United States Constitution: The Bill of Rights, The Civil War Amendments, and interpreting Supreme Court cases that bring relevancy to these amendments. Students will leave the class with a better grasp on political procedures, current issues at stake, and how to participate in the process. Thus, critical thinking and analysis are crucial, for in sharpening these skills, students become capable contributors to the future of our nation. A variety of instructional methods will be utilized, including class discussion, lectures and note taking, group projects, primary source readings, films and structured debates. This class will rely heavily on critical thinking and writing.

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TECHNOLOGY

Intro to Technology (one semester, 0.5 credit)
Technology and the Internet specifically have impacted our lives and culture in a powerful way. This course will explore the history of the Internet from its creation to a technical exploration of how it works. This is a great course to take if you are interested in web design, web development, basic programming, and even network administration. We will explore both the technical as well as the philosophical foundations of the world of technology. At the very least you will walk away with a foundational understanding of how and why the technology we use works.

Coding Fundamentals (full year; 1.0 credit)
This class introduces students to a variety of the most widely used programming languages such as Ruby, Python, Java and C. Students will explore app development and website creation. Students will have the opportunity to hear from individuals working in the computing industry about the use of programming and computing skills from day to day.

WORLD LANGUAGES

Spanish I (full year; 1.0 credit)
Spanish I introduces students to the Spanish language and culture. Students use Spanish vocabulary to engage in discussion and conversation. Students learn to interpret written and spoken language on a variety of topics, describe people and places, and discuss their personal interests. The students will gain a fundamental knowledge of the grammatical structure of Spanish. The class provides students with an understanding of the daily life, traditions, institutions, as well as artistic and literary expressions of the Spanish culture. As students progress through the course, they will be developing skills in critical thinking and analytical reasoning.

Spanish II (full year; 1.0 credit)
Spanish II builds on the language presented in Spanish I. Students learn to describe their life experiences in Spanish and learn to communicate in Spanish. Students will learn to ask and answer questions on a variety of everyday topics, describe people and places, order a meal, ask directions, make purchases, relate personal history, describe leisure activities, handle transportation, as well as shop and discuss their personal interests. The students also learn to use phrases in past and imperfect tenses. The class provides students with an understanding of the daily life, traditions, institutions, as well as artistic and literary expressions of the Spanish culture. As students progress through the course, they will develop skills in critical thinking.

Spanish III Honors (full year; 1.0 credit)
Prerequisite*: Completion of Spanish II and Spanish teacher recommendation. Spanish III Honors expands on the language presented in Spanish I and II. This course continues to integrate listening, reading, speaking, and writing while incorporating technology,
hands-on experiences and a deeper exploration of concepts. Advanced grammar skills and extensive vocabulary will be taught. Students will analyze the cultures of Spanish-speaking people in the U.S.A., Mexico, and the Caribbean. As students progress through the course, they will be required to be more independent in developing skills in critical thinking, analytical reasoning and gain an increased understanding of cultural diversity. The depth of the Spanish III Honors class is appropriate for more advanced students.

**Spanish IV Honors (full year; 1.0 credit)**
Destinos is a course that allows students to hear Spanish and experience its cultural diversity while following a compelling story full of emotions, the surprises that real life frequently offers, and the force of the human spirit. Students will not only enjoy an engaging story but will also experience through videos the culturally rich environments of Mexico, Argentina, and various areas of the United States populated by Spanish speakers. This course is especially suited to helping students develop good listening comprehension skills. Students are exposed to varieties of the Spanish language spoken in different areas of the Spanish-speaking world. Speaking and writing skills are targeted, and abundant reading materials are provided.

*Prerequisites may, upon request by a student, be adjusted by committee review to include other criteria.

NOTE: Currey Ingram reserves the right to change any provision listed in this publication without actual notice to individuals. Every effort will be made to keep students and parents advised of such changes. While Currey Ingram staff guide students and families through the high school journey, it is ultimately the individual responsibility of each student to keep apprised of current graduation requirements.
APPENDIX: FORMS

CIA Upper School
Extended Absence Approval Form

An extended absence is defined as a planned absence of three or more consecutive school days. The school recognizes that extended absences from school are sometimes necessary or desirable for families; however, it is also seen as an interruption to classroom instruction and planning. As such, parents are required to notify the Upper School office in advance and complete the Extended Absence form at least one week prior to the first day of the planned absence. Students are required to put an academic plan in place with each teacher before their departure. Failure to complete the form and follow procedure may result in the consequence of Late Work policies as stated in the handbook.

Student’s Name: __________________________________ Grade: _______________

Dates of Extended Absence: ______________________________________________

Reason: ______________________________________________________________

_____________________________________________________________________

Teacher Signatures:

1. 5.
2. 6.
3. 7.
4. 8.

__________________________________  ______________________
Student Signature Date

__________________________________  ______________________
Parent Signature Date

__________________________________  ______________________
US Division Head Signature Date
CIA Upper School

Fitness Credit Verification Form

One (1.0) fitness credit is required for graduation. Involvement in Currey Ingram varsity athletics will award .5 credits per completed season. As an alternative, a student may choose to earn all or part of their Fitness credit by involvement in a sport or physical activity not offered at Currey Ingram Academy.

Prior approval of an activity not offered at Currey Ingram is required and may be obtained by completing and submitting this form to the Upper School Dean of Studies. A minimum of four hours per week per semester equals 0.5 credits.

Student’s Name: _________________________________________________________

School Year: _____________ Semester 1: ______ Semester 2: ______ Summer: ______

Activity: ________________________________________________________________

_____________________________________________________________________

Student Signature                                                    Date

_____________________________________________________________________

Parent Signature                                                      Date

_____________________________________________________________________

Upper School Dean of Studies Signature                                Date