



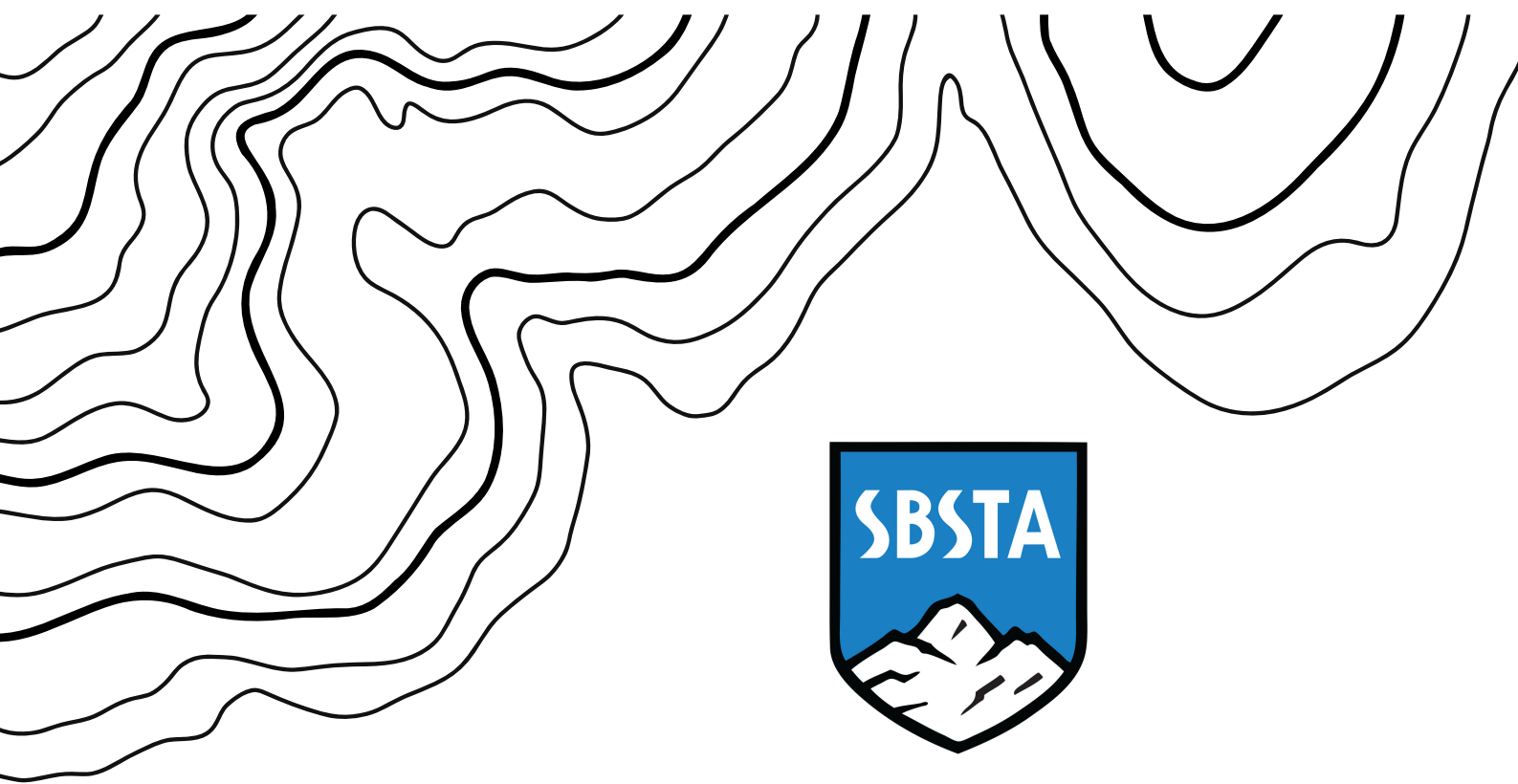
Sugar Bowl  
Ski Team  
& Academy

Grit. Grace. Courage.

# Program of Academics 2023-2024

“...forming & cultivating elite scholar-athletes”





Sugar Bowl Academy forms and cultivates elite scholar-athletes who wish to pursue Alpine, Nordic, and Freeride skiing at a National, World Cup, and Olympic level. All classes offered at Sugar Bowl Academy are aligned and adhere to the recommended University of California (A - G) subject requirements and fulfills the NCAA core curriculum requirements for Freshman eligibility. The recommended course units, articulated by the Academy, reflect rigorous academic standards of selective, elite colleges and universities in the US and internationally.



In order to graduate from Sugar Bowl Academy, a scholar-athlete must have completed their entire Senior Year of high school at the Academy. A student-athlete requires a minimum of a 2.0 GPA.

Only grades earned at SBA are included in the calculation of a scholar-athlete's GPA. All credits earned at other institutions are shown on the student-athlete's transcript. Student-athletes are expected to maintain a 2.0 GPA for continued enrollment.

Freshmen and Sophomores are required to take a minimum course load of at least 18-units per Academic Year. Juniors are required to take a minimum course load of 15-units per Academic Year. Seniors are required to take a minimum course load of 12-units. Seniors are required to take English, Senior Project, and two of the following four classes each term: Science, Math, History, World Languages, or Creative Art. Postgraduate student-athletes may satisfy their academic requirement through classes taken at SBA or elsewhere, internships, or work-study. The number of courses required does not include Physical Education, which is required each year a scholar-athlete is enrolled at the Academy.

**Dr. Toby D. Castle**  
**Dean of Academics and**  
**Director of Student-Athlete Development**



# SBSTA PROGRAM OF ACADEMICS OVERVIEW

**English**(4-Years): English 9; British Literature; American Literature; English 12.

**Mathematics**(3-Years): Algebra 1; Geometry; Algebra 2; Pre-Calculus; Statistics; Calculus.

**Science** (3-Years): Biology; Chemistry; Environmental Field Science; Physics.

**Humanities**(3-Years): World History; Human Geography; US History; Economics and Government.

**World Languages**(3-Years): Spanish 1; Spanish 2; Spanish 3; Spanish 4; Spanish 5.

**Visual and Performing Arts**(1-Year): Studio Art 1; Studio Art 2; Advanced Studio Art; Drama.

**Honors:** English 12; Calculus; Human Geography; Economics and Government; Environmental Field Science; Physics; Spanish 5; Senior Project.

**Additional Requirements:** Conditioning (1-Credit, enrolled each year); Senior Project.

**Electives:** Astronomy; Anatomy; Computer Programming; Computer Programming 2; Earth and Space Science; Health; Performance for Athletes; Science of Mindfulness; Ceramics; Digital Photography; Graphic Design; Introduction to Drawing and Painting; Ecocriticism; Economics; Introduction to Philosophy; Philosophy; Post-Colonial Russia; Rhetoric and Writing; Social Justice; World Religions.



# ENGLISH

4 years

## English 8

The eighth grade English curriculum engages a variety of texts that represent multiple genres and perspectives in literature and that have been selected to challenge and prepare students for the work they will encounter in high school. To help us process our understanding of complex developments within the American experience, we'll explore the ways in which people have questioned or challenged identity, authority, and injustice over time. This course also facilitates practice and support in reading comprehension strategies, vocabulary development, standard English language conventions, extended writing, and the revision process.

## English 9

World Literature operates in tandem with World History. World Literature is deliberately designed to take a handful of deep, meaningful dives into specific cultures and moments in time through insightful literature, rather than pretending to survey the literature of the entire planet. One theme in every work we explore will be the far-reaching effects of colonialism and the often-unseen tendrils that tie the 21st century back to this dubious ideology. This course asks students to gain practice, competences, and confidence reading critically, engaging in focused discussion of literature, both textual and sub-textual, and writing clearly and simply employing evidence in support of a thesis.

## British Literature

British Literature asks students to read some of the best works of literature from the birthplace of the English language, then apply their own independent critical thinking and writing to express what they understand. Students will sample literature from the gothic and dystopian genres, as well as one of Shakespeare's masterful comedies. They will be pushed to expand their awareness and understanding of subtext, develop their abilities to contribute meaningfully to student-centric class discussion, and write with insight and persuasion on any literary topic.

## American Studies

American Studies is designed to integrate the disciplines of history and literature in order for students to cultivate breadth and depth in their understanding of content. Over the course of the year, they explore the notion of freedom as it relates to the concrete possession of land and the abstract dynamics of power. To this end, they actively read, discuss, evaluate, and think critically about work from a diversity of voices representing the American experience from the pre-colonial era to the present. They also take an intersectional approach to the fictional and historical narratives, political documents, oratory, and media representations of that experience in the products of their learning. By the final term, they apply their literary and social science thinking skills to an inquiry-based project that features both collaborative and independent elements. This culminating work will determine their readiness for honors and is scaffolded to prepare them for the year-long passion project that they will undertake as Seniors.



# ENGLISH

4 years

## English 12

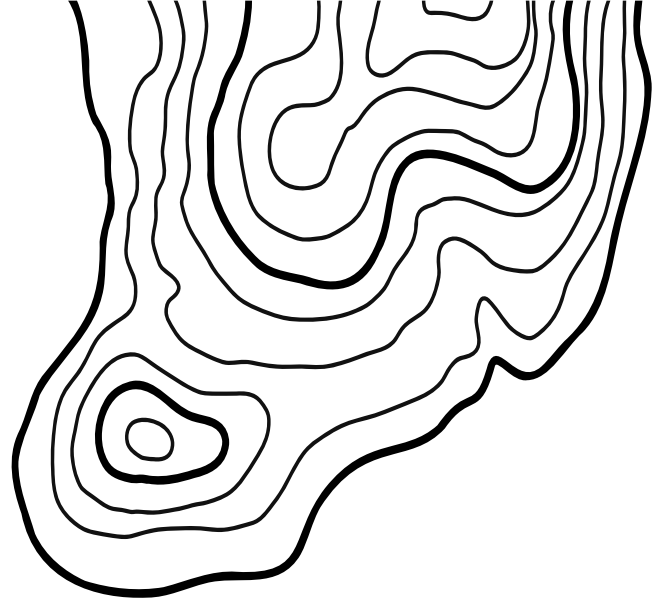
English 12 emphasizes non-fiction and rhetoric, rather than literature. Students read several books and many shorter works of rhetoric that highlight diverse perspectives on a multitude of topics and illustrate a variety of persuasive tools great thinkers and writers have at their disposal. Texts run the gamut from ancient Greek thinkers to 21st century marketers, with a focus on complex, sometimes contentious topics that our society faces today. Concepts taught include a broad range of rhetorical devices and strategies, principles of effective communication (both written and verbal), editing and revision, logical fallacies, and incisive critical reading and thinking.

## English 12 (Honors)

English 12 Honors emphasizes non-fiction and rhetoric, rather than literature. Students read several books and many shorter works of rhetoric that highlight diverse perspectives on a multitude of topics and illustrate a variety of persuasive tools great thinkers and writers have at their disposal. Texts run the gamut from ancient Greek thinkers to 21st century marketers, with a focus on complex, sometimes contentious topics that our society faces today. Concepts taught include a broad range of rhetorical devices and strategies, principles of effective communication (both written and verbal), editing and revision, logical fallacies, and incisive critical reading and thinking. English 12 Honors will cover the topics and concepts above, while exploring select topics in greater depth. Honors students will be expected to lead class discussions, offer thoughtful opinions, and demonstrate greater independence and academic responsibility.

## Senior Project

Senior Project has been the capstone academic experience for SBA student-athletes for 15 years. The majority of SBA Alumni refer to this independent research project as their most significant, positive academic experience of high school. At its core is a lengthy research paper that synthesizes evidence from many academic and primary sources combined with a 20- to 30-minute oral presentation to the SBA community. The year-long program pushes students to redefine their own limits of work ethic and intellectual inquiry, it teaches essential, high-level college and life skills, and it develops an area of interest unique to each student-athlete.



# MATHEMATICS

3 years

## **Pre and Algebra 1**

This is a year-long course for 8th graders that consolidates fundamental mathematical concepts learned in the Middle School years. Students will build on this foundation and be introduced to algebraic concepts utilizing previous experiences to create a clear path of understanding Algebra. This course will give students a solid opportunity to prepare for future math challenges through fun projects and problem solving.

Prealgebra is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory high school mathematics course. On a daily basis, students use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts.”

Algebra is the first course in a five-year sequence of college preparatory mathematics courses that starts with Algebra I and continues through Calculus. It aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving quadratic equations, exploring linear, quadratic, and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.

## **Geometry**

Geometry is the second course in a five-year sequence of college preparatory mathematics courses that starts with Algebra I and continues through Calculus. It aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.

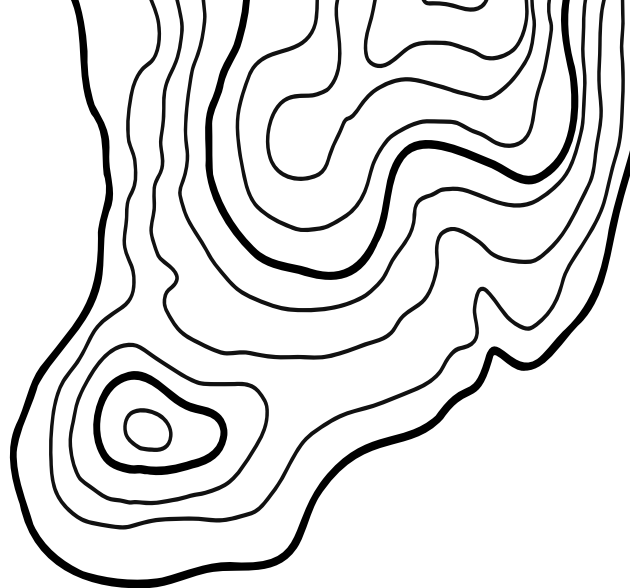
## **Algebra 2**

Algebra 2 is the third course in a five-year sequence of rigorous college preparatory mathematics courses that starts with Algebra I and continues through Calculus. It aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions.



# MATHEMATICS

3 years



## Pre-Calculus

Precalculus meets all of the standards for a Common Core 4th Year high school math course, and includes an introduction to calculus with functions, graphs, limits, area under a curve, and rates of change. The course is designed similarly to the CPM Core Connections courses. On a daily basis, students work collaboratively with others as they use problem-solving strategies, complete investigations, gather evidence, critically analyze results, and communicate clear and effective arguments while justifying their thinking.”

## Statistics

Statistics is designed to give students an introduction to acquiring, interpreting, analyzing and visualizing data. While most of mathematics is based on universal truths ordained by nature, the applications of Statistics have been created primarily for their practical uses. In a world full of data, Statistics is becoming increasingly important and practical. Course focus is on the application of statistical concepts in the context of projects that relate directly to Sugar Bowl Academy student-athletes.

### Statistics Learning Objectives

- Understand data collection and sources of bias in data.
- Utilize methods of data comparison and evaluation including central tendency, variation, and standardization.
- Demonstrate understanding of the relationship between correlation and causation.
- Use linear regression techniques to demonstrate the strength of association between variables and explain the linear relationship.
- Explain associations between variables based on probabilities and confidence intervals.

## Calculus

Calculus starts with five major problems that introduce the following big ideas of calculus: optimization, limits, differential equations, exponential functions, the relationship between distance and velocity, piecewise functions, volumes of revolution, ... and the Fundamental Theorem of Calculus. Each of these five major problems is revisited again later in the course for students to solve using new calculus knowledge.

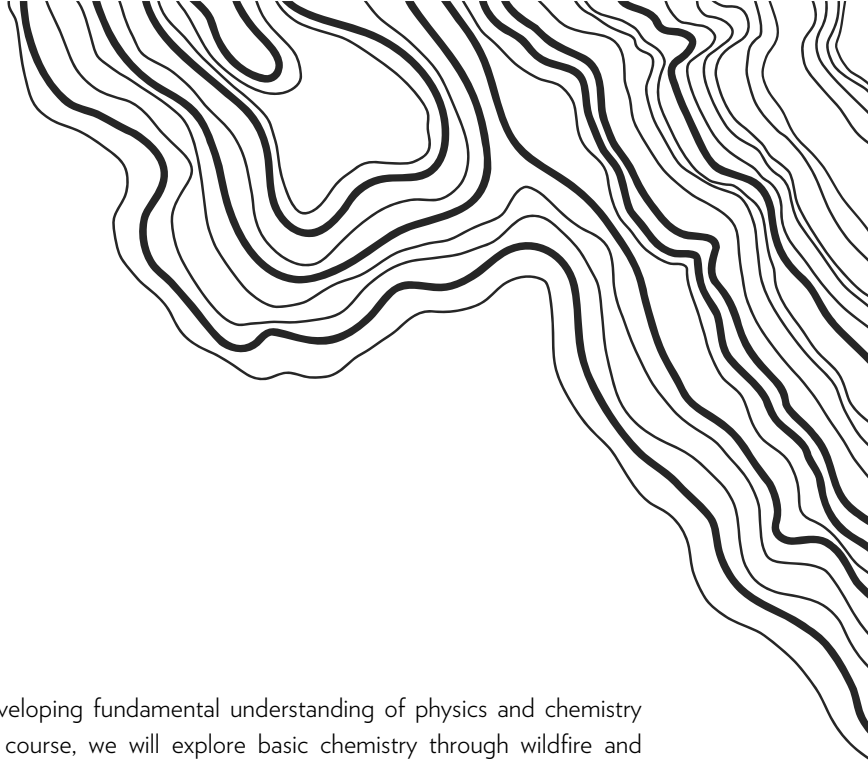
## Calculus (Honors)

Honors calculus is for the hard-working math student who is curious, desires challenge, and genuinely enjoys math. Students who check those three boxes will independently complete a preparatory summer assignment (due on the first day of class) and complete a 1:1 interview with the Calculus teacher to be eligible for the honors track. Throughout the school year, honors students will complete extended problem sets to tackle challenging applications, will independently complete an additional unit of study on the calculation of volumes by slicing, and will complete a comprehensive final exam at the end of the year.



# SCIENCE

3 years



## Physical Science

This is a year-long class for 8th graders that focuses on developing fundamental understanding of physics and chemistry through the lens of the world around us. Throughout this course, we will explore basic chemistry through wildfire and atmospheric rivers, design and build a non-motorized vehicle to better understand Newton's laws of motion and simple machines, and learn snow-science through field observation. This course consists of a combination of lecture, labs, projects, and observation of the natural world surrounding our campus. Our goal is to have students create their own understanding of the physical world and how it works through observation and labs, and revise that understanding through class discussions and direct instruction.

## Biology

Biology is centered around phenomenon-driven units in which students make sense of the natural world through the use of authentic data. This allows for deep, long-lasting learning because everything is taught in context. Students will explore concepts from a cellular level to an ecosystem level, making connections between concepts to gain a deeper understanding of the subject matter.

### Biology Learning Objectives

- Make and defend a claim based on evidence
- Analyze real-world data and use it to understand and explain the natural world
- Understand how changes in populations can lead to changes in communities and ecosystems
- Evaluate the evidence for the role of group behavior on individual or species' chances to survive and reproduce.
- Understand the feedback systems that allow for homeostasis at an ecosystem level, an organism level and a cellular level.

## Chemistry

Chemistry provides SBA student-athletes the opportunity to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences as well. Experiments provide tangible connections to major concepts and are used to practice laboratory techniques, data collection and analysis. Students wrestle with making sense of real data and drawing conclusions based on their observations. By the end of the course, students gain a deeper understanding of NGSS-based topics including the structures and properties of matter, chemical reactions, energy, and waves and electromagnetic radiation.

### Chemistry Learning Objectives

- Use laboratory data collection methods
- Understand the structure and properties of matter as the building blocks of our physical world
- Understand the interactions between energy and matter
- Understand how chemical reactions occur and can be managed and planned within a laboratory setting
- Understand how chemical processes impact our natural environment, including oceans and climate
- Understand how humans utilize energy stored in molecules and atoms for societal needs





# SCIENCE

3 years

## **Environmental Field Science**

Environmental Field Science emphasizes implementing the scientific method within the natural laboratory that surrounds Sugar Bowl Academy. Students develop an understanding of environmental issues, current research results, and field data collection methods, as well as the importance of the environmental issues to the Sierra Nevada, our global economy, and to the students themselves. Students will work in groups to choose a topic of interest, research their topic, conduct relevant experiments and/or field studies.

### Environmental Field Science Learning Objectives

- Use field data collection methods
- Understand physical and biological foundation of ecosystems
- Understand how and why humans utilize natural resources and the effects of those uses on the environment and human health
- Understand data used to interpret current and past climate change
- Recognize local and regional issues of environmental concern and methods of mitigating environmental impacts.

## **Environmental Field Science (Honors)**

Honors Environmental Field Science frames students towards a detailed understanding of the natural ecosystem and its various influences that shape and form the environment around Sugar Bowl Academy. Students relevant research questions that guide and shape advanced and complex environmental issues, complex research results, and detailed field data collection methods, as well as the importance of the environmental issues to the Sierra Nevada, our global economy, and to the students themselves. Students engage in an advanced research study of Sugar Bowl Resort that leads to their research being submitted to an academic journal for technical review and possible publication.

### Honors Environmental Field Science Learning Objectives

- Formulate relevant and specific research questions.
- Develop detailed, project-specific research plans.
- Conduct background research and summarize previous relevant work.
- Compose detailed, well-cited, and informative research reports based.
- Submit research to an academic journal for technical review and possible publication.



# SCIENCE

3 years

## Physics

Physics is an algebra-based course in which students use what they learn to tackle real-world problems. This Physics course requires a strong understanding of trigonometry and of manipulating equations to isolate and solve for different variables. In addition to learning and implementing Physics concepts, a large focus in this course is in constructing experiments, collecting data, and analyzing data. Students come away from the course confident in their ability to use Google Sheets as a data analysis tool.

Physics Learning Objectives:

- Design experiments, collect and analyze data
- Develop models to visualize and solve problems
- Manipulate equations to isolate and solve for different variables
- Understand motion (kinematics) and forces (dynamics)
- Understand momentum, circular motion and rotational motion
- Understand how energy can be transferred

## Physics (Honors)

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- Understand how energy can be transferred
- \*Honors track: Students must Computer Programming (Python) in order to be eligible for Honors Physics. Honors students will use both Google Sheets and Python 3 to analyze data collected during laboratory experiments.



# HUMANITIES

3 years

## History 8

US history is a survey course of earlier American History intended for 8th grade students. The class considers a variety of perspectives to answer the central question: what does it mean to be an American, and what societal problems did we, and do we continue to, grapple with? This course empowers students to critically analyze primary and secondary sources, grappling with both the social context in which they were written and the continued legacy of an author's ideas. Different perspectives are brought into conversation with one another, and students are invited to develop their own original insights about the historical factors at play throughout early American history.

## World History

World history operates in tandem with World Literature. The course strings together a web of historical time periods to answer the central question: how has colonialism shaped the world throughout history? The content ranges from the direct ancestors of modern western civilization, to those parts of the world that might appear more foreign to but are equally important. Students are asked to explore historical moments with a foundational knowledge of basic political and social vocabulary. Students also analyze primary and secondary sources to offer their own original insights about the significance of themes, events and ideas throughout world history.

## Human Geography

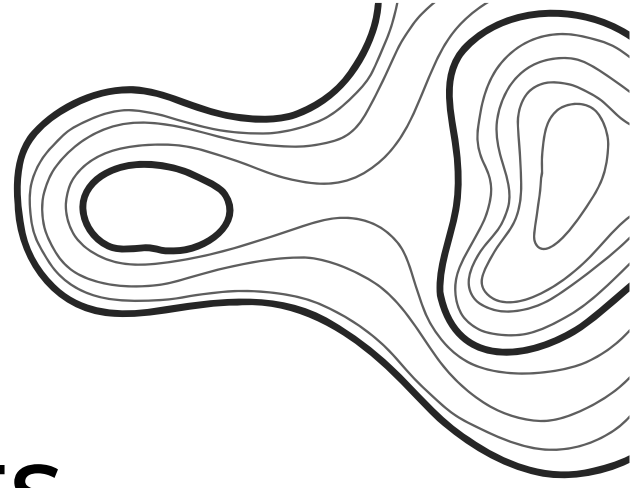
This course is an introduction to human and cultural geography for high school students. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. Students use an approach that is spatial and problem oriented, considering geographical concepts at a variety of different scales. The course asks students to explore case studies from all world regions, with an emphasis on understanding the world in which we live in today. Historical events serve to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction between people.

## US History

This course is designed to introduce and revisit central events in our nation's history. It begins with European exploration of the Americas and early colonization in the 1600s and concludes with the major themes and events of the twentieth century. Along the way, students will work to sharpen their research skills and historical writing skills using evidence to support their reasoning. They will be asked to share their understanding of concepts and content through a variety of creative and traditional writing assignments. They will also be asked to reflect on their learning process periodically throughout the year. A core ambition of this course is to equip Sugar Bowl Academy students with the tools necessary for critically examining our past and participating, in the present, as informed citizens of a modern democratic society.

## Economics and Government

From the extent of our privacy to the limits on the powers of government to the meaning of equality, the United States Supreme Court is the arbiter of many critical issues in American society. This one-trimester course examines the Court's efforts to balance the often conflicting rights of individuals with the broader interests of society and its associated economic impacts. In doing so, the course considers the proper role of the Court itself. Topics for debate may include privacy issues, equality under the law, wealth distribution, and freedom of speech. Assessments primarily consist of moot courts in which students assume the role of lawyers, economists, and justices to examine, argue, and rule upon recent or current issues before the Supreme Court.



# WORLD LANGUAGES

3 years

## Spanish 1

The goal of this class is to introduce students to the Spanish language, begin to develop proficiency, and explore cultural topics using our limited Spanish. In this course we will focus on learning through communication: interpreting, expressing, and negotiating the meaning of messages in the target language. We will reinforce your natural acquisition of linguistic structures through explicit grammar instruction and practice throughout the year, mostly focusing on using regular and irregular verbs in the present tense.

## Spanish 2

Spanish 2 builds on the fundamental language skills that were taught in Spanish 1 and continues to focus on developing proficiency through reading, writing, speaking, and listening. In this course we will continue to use a comprehensible based input curriculum model which focuses on the instruction being delivered just beyond the students' current level of proficiency. With that, the course objective is to be able to interpret the meaning of more challenging words and phrases by means of texts, movies, music; as well as being able to command more challenging grammar and usage when speaking. Cultural topics will include poverty in Central America, personal and public identities, families and communities, immigration, the dirty war in Argentina, differences in policies in Spanish speaking countries, Spanish superstitions, and cultural norms related to work ethic.

## Spanish 3

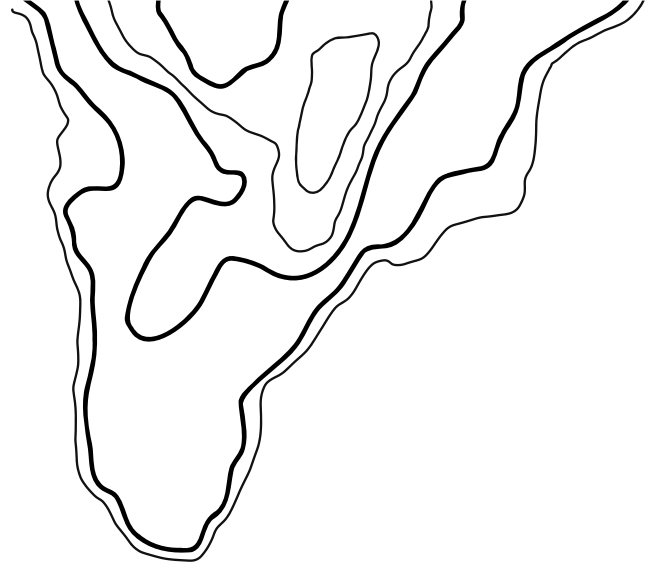
In this course we will build on language acquired in previous courses by exploring cultural topics in more depth using our growing Spanish proficiency, with a greater focus on speaking and writing than in Spanish 1 or 2. Although students are constantly being exposed to a variety of grammatical structures through the Spanish we read and listen to, this year's grammar instruction will focus on the past tenses, paying special attention to regular and irregular verbs in the preterite.

## Spanish 4

In this course students will expand their vocabulary on many topics as well as review and fine tune skills that were learned in Spanish 1-3. Students' expectations to speak Spanish more will be raised in this class, as well as instruction being spoken mainly in the target language. Students will continue to focus on regular and irregular verbs in the preterite past tense, the present perfect, as well as focusing on new vocabulary in context, asking and answering questions, retelling stories, and discussing past and current events. Cultural topics will include El Camino de Santiago, siestas en España, Afro-Latinx identities, military dictatorship in Chile, civil war in El Salvador, global issues surrounding the drug trade, and the challenges of undocumented immigration.

## Spanish 5 (Honors)

This course is SBA's most advanced language course offered in which students acquire higher proficiencies in their language skills. Course instruction will be entirely in Spanish, with a higher demand of the students to use Spanish as a means of communication within the classroom. In addition, students will be introduced to linguistic variation, colloquiums, aspects of Spanish syntax, bilingualism, and language history from Spanish speaking countries around the world. Grammar aspects will focus on fine tuning the past tense irregular verbs, as well as learning the present subjunctive, the conditional and hypothetical structures, and the past perfect. Cultural topics will include the Civil War in Spain, Latina and Mexican identity, the nuances of class systems in Latin America, and beauty ideals in Spanish speaking countries.



# VISUAL AND PERFORMING ARTS

1 year

## **Art 8**

### **Cultivating Creativity and Expression (Full Year)**

This year-long art course for 8th graders is designed to introduce students to the fundamental principles of visual arts while fostering creativity, self-expression, and technical skills. Through hands-on exploration of various mediums and techniques, students will build a strong artistic foundation, develop a deeper appreciation for the arts, and prepare for more advanced art studies in Grade 9.

## **Studio Art 1:**

### **Exploring Creativity Through Mediums (Full Year)**

This year-long art course for grades 9-10 is designed to nurture creativity, self-expression, and technical skills. Students will explore a variety of artistic mediums, experiment with techniques, study art history, and build portfolios, fostering a deeper understanding and appreciation for the arts.

## **Studio Art 2:**

### **Advancing Artistic Vision (Full Year)**

Studio Art 2 is an immersive and comprehensive year long art course designed to continue nurturing creativity, self expression and technical skills in students who have completed Studio Art 1. Building on the foundational knowledge and skills developed in previous courses, Studio Art 2 takes students on a journey to advance their artistic vision, preparing them for the challenges and opportunities that await in Advanced Studio Art. This course places a strong emphasis on the development of conceptual thinking. Students will learn to conceptualize and plan their artworks focusing on themes, messages and personal narratives. They will refine their ability to convey sophisticated ideas through their artistic creations.

## **Advanced Studio Art:**

### **Mastery and Specialization (Full Year)**

Advanced Studio Art is designed for 10th-12th grade students who have completed Art Exploration and Studio Art 1. This course strives to build upon a student's basic foundations in studio art by developing their ability to translate sophisticated concepts into well-executed portfolio pieces. Assigned projects will challenge students to apply and refine their understanding of different subject matter, media and artistic techniques in a variety of fun and challenging combinations while they build their knowledge of art's major movements, pivotal artists and signature works.

## **Advanced Studio Art (Honors):**

### **Mastery and Specialization (Honors) (Full Year)**

Advanced Studio Art (Honors) is designed for 11th-12th grade students who have completed Art Exploration and Studio Art 1 and hold a strong affiliation for the visual arts. This course builds upon the fundamental principles of visual arts, focusing on mastery, specialization, and the development of a distinct artistic voice. Through in-depth exploration of advanced techniques and themes, students will refine their skills, expand their creative horizons, and create a portfolio of work that showcases their artistic growth.



# ELECTIVES

## **Astronomy (Sciences)**

**Course Length: One Trimester**

This course includes topics such as astronomy's history and development from early civilizations into the modern era, basic scientific laws of motion and gravity, a closer look into our Solar System, and light pollution. Using observational data, students will find evidence to refute or confirm past and current thoughts about Earth's place in the Universe. Further appreciation and knowledge about the night sky is gained through several stargazing night labs.

## **Anatomy (Sciences)**

**Course Length: One Trimester**

This course introduces the major body systems and explores their functionality and common pathologies. Topics will include biochemistry, cellular biology, tissue types and function, and systems within the human body including circulatory, nervous, respiratory, and musculoskeletal systems. Emphasis placed on exploration of these systems using lab based dissection. Course intended primarily for students with high school experience in biology and chemistry.

## **Computer Programming (Python) (Sciences)**

**Course Length: One Trimester**

Computer Programming is centered around Python as an accessible programming language with simplified syntax. Students generate algorithms and learn how to use conditional statements. This course is focused on using Python for data analysis and it is a prerequisite for Honors Physics, where students will be using Python to analyze data collected in laboratory experiments throughout the year.

## **Computer Programming 2 (Python 2) (Sciences)**

**Course Length: One Trimester**

Computer Programming with Python 2 is a second course in computer programming using the Python programming language. In this course, students will use the programming techniques they developed in Computer Programming with Python to carry-out projects that involve making games and analyzing data. Students will have the freedom to pursue self-driven projects that use the Python programming language to design solutions to questions that they ask and analyze data.

## **Earth and Space Science (Sciences)**

**Course Length: One Trimester**

This trimester-long course provides students with a comprehensive earth science curriculum, focusing on geology, weather, and climate. Through collaborative activities, labs, and analysis of data, students investigate in depth the formation of the Sierra Nevada and the role of atmospheric rivers in California's winters. This course prepares students for further studies in geology and meteorology courses, and gives them practical experience in implementing scientific methods.

## **Health and Human Development (Sciences)**

**Course Length: One Trimester**

This course aims to introduce students to the basics of mental and physical health, healthy relationships, and substance use. Students examine specific mental illnesses as well as discuss the effects of nutrition, social media, and substance abuse on mental wellness. Students will also learn how to access supportive resources at Sugar Bowl. Students will be guided around components of abusive relationships, the opioid crisis, consequences of alcohol abuse, and the rising concern of fentanyl. Additional topics include human sexuality, alcohol and other drugs, and stress management.



# ELECTIVES

## **Performance for Athletes (Sciences)**

**Course Length: One Trimester**

This course is aimed at examining and exploring how the human body functions, both physiologically and psychologically, during training, recovery, and sports competition. You will learn how to manipulate the body's function, and subsequently its performance, through training, regeneration, nutrition, and mental performance skills to elicit desired performance adaptations and outcomes. We will use peer reviewed scientific research of Human Anatomy & Physiology, Exercise Physiology, Training Theory, Sports Nutrition, Program Design, and Coaching Science to help you practically apply various performance enhancing techniques to your own game and to that of your teammates. We will review the theory of the above topics, and practically apply what is learned in class through various physical exercises and assessments.

The objective of this Performance Course is to teach you the basics of how to improve your own general health & wellness, as well as your sports performance in training & competition, ultimately giving you the tools to be a lifelong athlete.

## **The Science of Mindfulness (Sciences)**

**Course Length: One Trimester**

This one trimester long course will survey several different mindfulness practices and afford students the opportunity to get hands-on experience while examining peer-reviewed research. Students will work individually and in groups while gaining experience in breathwork, visualization, mental focus, and mantras. The goal of this course is to give the enrolled student a toolbox with which to engage with a mindfulness practice, while also taking an active role in consolidating current research into a research paper. Students will also regularly submit reflective journal pieces on their experiences. This course emphasizes independent study and critical thinking.

## **Ceramics (Creative Arts)**

**Course Length: One Trimester**

This year-long ceramics course for grades 10-12 is designed to introduce students to the versatile world of ceramics, focusing on both sculptural and functional art. Students will learn various handbuilding and wheeling throwing techniques, explore glazing and firing processes, study ceramic history and develop their creative and technical skills.

## **Digital Photography (Creative Arts)**

**Course Length: One Trimester**

This course for grades 10-12 is designed to introduce students to the world of digital photography as a medium of artistic expression and visual storytelling through digital media. Students will learn the technical aspects of photography, explore different genres, study the history of photography and develop their creative and critical thinking skills.

## **Graphic Design (Creative Arts)**

**Course Length: One Trimester**

This trimester-long class introduces students to design principles, color theory, and provides a brief history of graphic design. Projects stress the importance of the brainstorming process and generating ideas that solve a problem prior to working on a computer. This class provides students the opportunity to explore both vector-based and pixel-based professional design programs and gain comfort in using these programs' basic tools. Projects allow students to create effective design solutions. Throughout the course, students work collaboratively to generate design solutions, provide feedback, and critique each other's work.





# ELECTIVES

## **Intro to Drawing and Painting (Creative Arts)**

**Course Length: One Trimester**

Drawing and Painting is an immersive one semester elective course designed for students who have completed Studio Art 1 & 2. This course offers a concentrated exploration of two fundamental and versatile artforms: drawing and painting. Through a series of hands-on projects and creative exercises, students will refine their skills, expand their artistic horizons and develop a deeper appreciation for the expressive potential of these mediums.

## **Ecocriticism (Humanities)**

**Course Length: One Trimester**

This elective course will explore the ways in which storytelling can move us to action in an age of environmental crisis. As contemporary poetry and fiction writers interrogate the human connection to and impact on our planet, we are made to confront the realities of desertification, extreme weather events, food insecurity, refugeeism, poor public health, ecological collapse, and institutional failure. Over the course of the trimester, we will consider the limits and possibilities of literature to provoke a meaningful response to global climate change. To this end, we will explore the place of nature in western thought from classical and biblical mythology to the industrial and Romantic periods. As we advance into the present, we will reflect on Jay Parini's conclusion that "Nature is no longer the rustic retreat of the Wordsworthian poet. ... [it] is now a pressing political question, a question of survival." Here, we will not only read works of "climate fiction" but will apply an ecocritical lens to a variety of genres including poetry, fiction, oratory, and literary journalism.

## **Economics (Humanities)**

**Course Length: One Trimester**

Economics is a trimester-long introduction to the foundations and methods of economics designed to help students master fundamental economic concepts and apply tools to the understanding of economic systems. Students investigate micro- and macro-economics in a historic and contemporary context, then look into the U.S. economic system and its impact nationally and globally. Students study the basic principles of decision-making, scarcity, opportunity cost and supply and demand. This course is designed to give students the tools to analyze their own personal decision making as well as to evaluate the decisions of an individual firm or the nation as a whole. Students gain real world skills in personal finance, such as budgeting, investments, taxes, and joining the workforce.

## **Introduction to Philosophy (Humanities)**

**Course Length: One Trimester**

This course will examine a range of questions about the nature of philosophy and its role in public and private life. What is philosophy, and why does it matter? Is it the main thing to pursue in life, or are there other things that are more important? Is it a kind of noble pursuit, or is it something more "objective" than that? What assumptions about philosophy are implicit in the ways that psychologists, economists, and writers of popular media measure and talk about philosophy? Students will consider these and other questions, engaging with historical and contemporary work from philosophers, scientists, religious thinkers, and contributors to popular media. Some examples of questions we will be addressing are: What evidence is there for or against the existence of God? How can we be sure that there is an external world? Is the mind distinct from the brain? What is the self? Do we have free will? What makes an action morally right or wrong? What distribution of social goods is demanded by justice? The primary aim of the course will be to introduce students to rich traditions of philosophical thinking about good, sound, and 'thick' thinking and to equip them to begin engaging with the world around them with some degree of rigor and discipline about the nature of humanity and its practices as they go about in their lives.





# ELECTIVES

## **Philosophy (Humanities)**

**Course Length: One Trimester**

This course tackles the big questions that shape modern lives: What is justice? What is liberty? What is equality? When is the state allowed to restrict our freedoms, and why? How should goods be distributed in a just society? The class will explore these and related questions through both classical and contemporary readings. In addition, students will devote considerable time to analyzing, constructing, and critiquing arguments about political issues. The class will equip students to think carefully and critically about the difficult and often controversial topics that come up in their lives as citizens.

## **Post-Colonial Russia (Humanities)**

**Course Length: One Trimester**

This one-trimester course will explore Russia from its Imperial history to modern day issues. The course will center around the Cold War and the inherent icy relationship between the US and Russia; the way that global power-- and the ideologies behind each nation-- imprinted themselves in other countries, particularly in Central Asia. The purpose of this course is to give students a background of turning points in Russia that shaped its identity and culture, that have had a lasting impact on US-Russia relations and allow them to critically analyze Russia itself, its role in the world, and digest current events more thoughtfully. This course is concerned with political history, the development of Russia's social classes, the impact of its cultural Westernization, the effects of economic modernization and Russia's place in the world. Topics covered will include Westernization, economic modernization, the fall of the Soviet Union, the decolonization of Central Asia and the ongoing conflict in Ukraine. Key events will act as lens through which to interpret Russia such as but not limited to: the struggle of invasion from Hitler in WWII, the life of a serf-peasant, the impact of Soviet Russia, the collapse of the Soviet empire (including the leadership of Gorbachev) and the leadership of Putin in Russia today paying particular attention to the war in Ukraine.

## **Rhetoric and Writing (Humanities)**

**Course Length: One Trimester**

This course engages students in the careful reading and critical analysis of literature, thus deepening their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will create written works in short fiction, creative nonfiction, film treatment, and poetry. Through weekly group critiques and readings, this course prepares students with the reading, analytical, and writing skills necessary for success in this course and later in their college work. Rhetoric and Writing includes intensive study of representative works from various genres and periods, concentrating on broadening the students' literary experiences. Course reading assignments are accompanied by thoughtful discussion and weekly assignments related to the readings. This course emphasizes development of student writing technique and voice, encourages students to take risks, and culminates with a community reading.



# ELECTIVES

## **Social Justice (Humanities)**

**Course Length: One Trimester**

In this course, students explore multiple definitions of social justice and methods used to promote social change. Students begin by evaluating how self and group identities shape individual perception and communities, exploring power dynamics by analyzing the distribution of wealth and power, and investigating how public policy is developed, and how it can lead to inequality. Students examine the historical importance and the contemporary relevance of struggles to overcome inequality and injustice. Students apply their understanding of social justice by identifying existing issues present in their own school and community. Students evaluate emerging social justice movements on a local, state, national, and global level by studying social justice issues, movements, pedagogy, and case studies. This course will consider the impact that rhetoric and social movements have on each other. Students will learn skills to proactively address issues of social justice, focusing on effective group and inter-group communication and organizing, development and implementation of action plans, the critique of media, research, analysis of statistics, and meaningful reflection.

## **World Religions (Humanities)**

**Course Length: One Trimester**

The course explores the expression and idea of religion throughout our world and what the world's religions attempt to explain. The 'Big 5': Buddhism, Hinduism, Judaism, Christianity and Islam, can be split into two major groups: Abrahamic (Judaism, Christianity and Islam) and Dharmic (Buddhism and Hinduism). This class functions as a comparative survey and explores how these religions came to be, their function, and the inter-play with culture in today's pluralistic world. A primary consideration of this course is how the belief in a supernatural moral authority, named, respectively, informs one's understanding of purpose and intervenes in lives lived through immeasurable relationship with humankind. In this class we stand at a distance from personal belief, instead looking at the religious encounter of others through their worship practices, holy days, scriptures, historical figures and contemporary expressions in literature and media.



# 6th & 7th GRADE WINTER TERM

## Winter-Term 6th and 7th Grade Only (January - March)

The winter-term middle school program runs from January 8, 2024-March 29, 2024. During this time, student-athletes in 6th and 7th Grade form a self-contained cohort of learning. Athletics take place in the mornings Tuesday-Friday, with academics all day Monday and in the afternoon the remainder of the week. Parent communication is essential in the Fall to establish contact with each student's school-of-record and plan each student's curriculum while attending Sugar Bowl Academy. Students will receive exit reports with grades, descriptions of the topics/units covered, and individualized comments following the completion of winter-term. Seventh grade students enrolling full-time in 8th grade the following school year may have the opportunity to continue classes through the end of the school year.

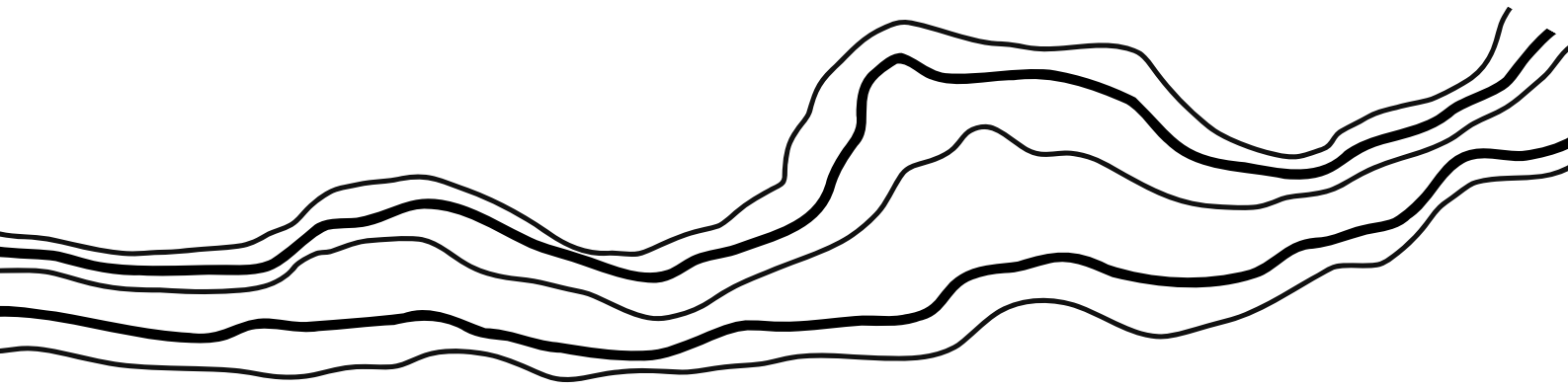
English Language Arts meets 3+ times per week in a whole group setting. This class revolves around a whole class novel and supporting texts that provides opportunities for collaborative activities and discussions. An emphasis is placed on making claims supported by text-based evidence, identifying a character's point of view and an author's purpose. Writing assignments focus on narrative and informative writing with an emphasis on descriptive details, character development through dialogue, making clear claim statements and integrating text evidence to support the claims. Vocabulary and grammar are incorporated into reading and writing assignments. Students also independently read the books assigned from their school-of-record.

History students work independently or in small groups based on the topics covered at their school-of-record. Students use History Alive! The Medieval World and Beyond and History Alive! The Ancient World, along with supplemental sources, and focus on GRAPES (geography, religion, accomplishments, politics, economy, social structure).

Math groups are formed based on each student's curriculum at their school-of-record. Our class uses CPM book 1, 2, and 3 when applicable to best customize our ability to meet student needs, foster collaboration, and provide a mix of direct teaching and guided exploration. Each group meets with a teacher three times per week.

Science offerings include chemistry, geologic processes, cells and cell processes, genetics and evolution, body systems, and other topics. These units tend to be thematic in nature and include hand-on activities and labs to best understand the material. Students are placed within groups to cover the same standards as their school of record. Science groups meet with a teacher two to three times per week.

Spanish is taught by our high school Spanish instructor as an introduction to the language with a focus on participation and simple conversational Spanish. Students learning another language may use this class time to work independently.



**Sugar Bowl  
Ski Team  
& Academy**