

# HIGH SCHOOL

## COURSE CATALOG

### 2020-21



**PAVIRTUAL**  
CHARTER SCHOOL

A COMMUNITY OF PARTNERSHIP, LEARNING & ACHIEVEMENT

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# **Welcome**

Dear Students and Learning Coaches,

On behalf of the Teachers and Staff of PA Virtual High School, I am pleased to present the PA Virtual High School Course Catalog for the 2020-2021 School Year. This catalog contains information about earning credits to meet graduation requirements and details of how the course selection process works.

New for the 2020-2021 school year is the use of the Edgenuity curriculum which will be implemented according to a traditional, full-year course schedule. While a final class schedule has not been determined at the time of publication, a sample bell/student schedule is included in the Course Duration section to assist with the planning process. If you have any questions about this document or the processes explained within, please do not hesitate to contact a School Counselor.

Welcome to the new school year!

Mrs. BuAli

## **Mission & Vision**

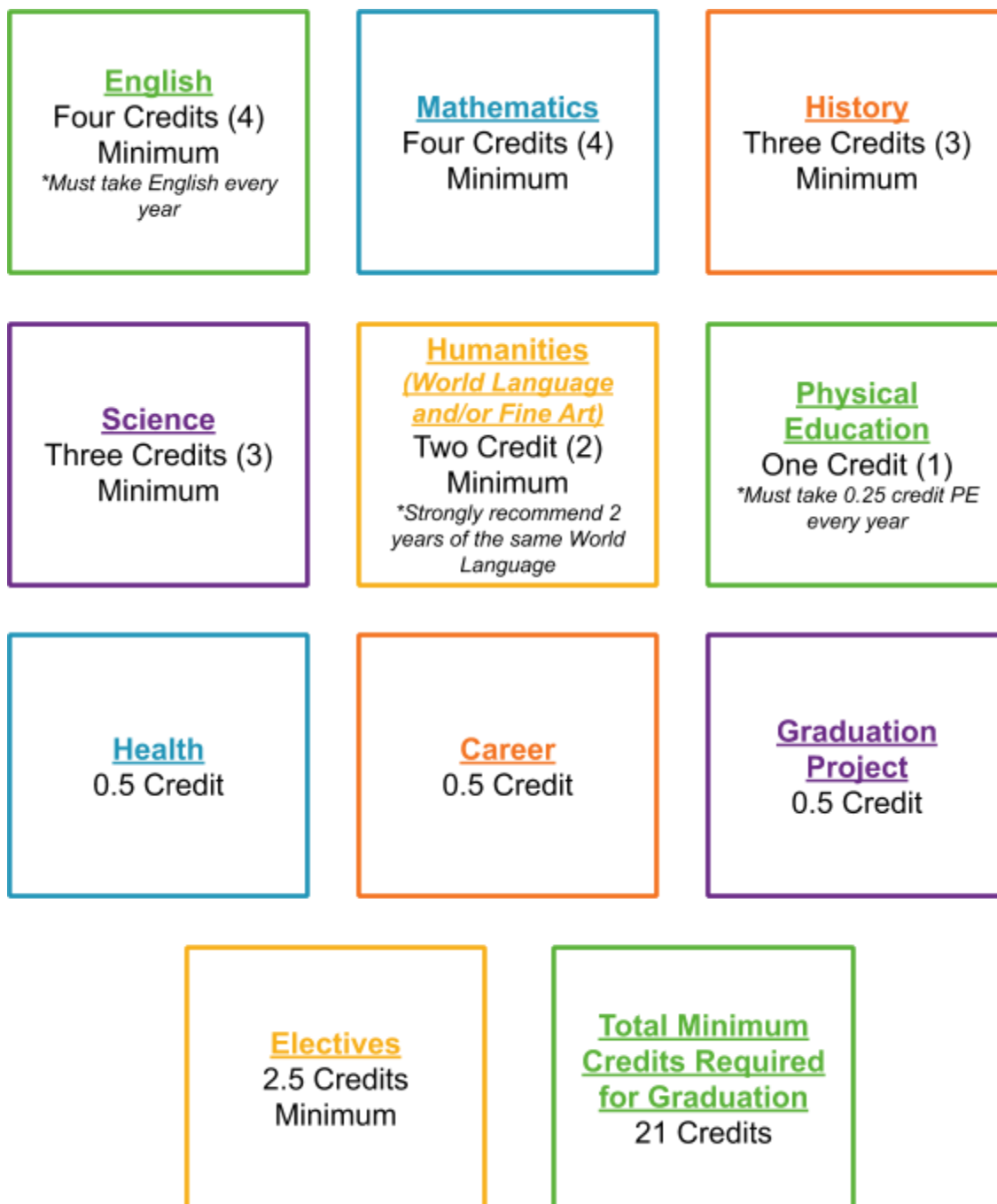
**Mission:** To provide Pennsylvania public K-12 students a superior cyber charter option, continuously improving by using innovative technologies, well-rounded curricula, and individualized educational delivery in safe learning environments. PA Virtual seeks to equip our students with excellent academic education, social skills, and character development for their lives as productive 21st-century citizens.

**Vision:** PA Virtual strives to be a recognized leader nationwide for strategic thinking, innovation, and quality in all areas of K-12 cyber education, serving as a respected exemplar for other cyber schools.

# Credits & Graduation Requirements

## Graduation Requirements

A total of 21 credits are required for graduation and to receive a diploma from PA Virtual Charter School. These graduation requirements are governed by the Pennsylvania Department of Education.



## 4-Year College Admissions Requirements

The following information is based on the Pennsylvania System of Higher Education minimum admission requirements. These are typical of most universities, however be sure to check with your college of choice to determine specific requirements.

Minimum Admissions Requirements	Years/Credits
History/Social Science	3
College Prep English	4
Mathematics (at least Algebra I, Geometry, & Algebra II)	4
Laboratory Science	3
World Language	2 (Strongly Encouraged)
Visual and/or Performing Arts	1
Additional College-Prep Electives (Choice of an additional year of Science, World Language, Social Science, Math, English, and Visual/Performing Arts)	3 (Strongly Encouraged)

## Grade Level Determination

Students must earn a minimum of 5.25 credits per year to be promoted to the next grade. Grade level will be determined based on the number of credits earned:

- 10th Grade: Minimum of 5.25 credits earned
- 11th Grade: Minimum of 10.5 credits earned
- 12th Grade: Minimum of 15.75 credits earned
- A minimum of 21 credits earned is required to graduate

## Minimum/Maximum Enrollment Per Year

Students in grades 9, 10, and 11 must be enrolled in a minimum of 5.25 credits per school year. Students in grade 12 must be enrolled in a minimum of 5 credits. Students in grades 9 through 12 can enroll in a maximum of 8 credits per school year.

## Grading Scale & GPA

Students will find their GPA on their unofficial transcript in the Sapphire Community Portal. If a student wishes to calculate their GPA manually, the grade points for each course are determined by multiplying two factors: the numerical weight of the final grade as reflected in the chart below and the credit value. The GPA is determined by dividing the total of the course grade points by the total of attempted credits.

Grade	Number Range	Standard Courses (4.0 scale)	AP/Honors Courses (5.0 scale)
A	100-95	4	5
A-	94-90	3.67	4.67
B+	89-87	3.33	4.33
B	86-83	3	4
B-	82-80	2.67	3.67
C+	79-77	2.33	3.33
C	76-73	2	3
C-	72-70	1.67	2.67
D	69-65	1	2
F	64-0	0	0

PA Virtual does not rank students into a class rank.

## State Testing Requirements for Graduation

Formerly, Pennsylvania's graduation requirement was more restrictive, requiring most students to pass the Keystone Exams — end of course exams in Algebra I, Literature, and Biology. Senate Bill 1095 will expand the options for students to demonstrate postsecondary readiness using four additional pathways that more fully illustrate college, career, and community readiness. The statewide graduation requirement takes effect for the graduating *Class of 2022*.

Students can meet the statewide graduation requirement by:

- Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.
- Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams. The passing composite score will be available in August 2019.
- Earning a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following: an alternative assessment (SAT, PSAT, ACT, ASVAB, Gold

Level ACT WorkKeys), advanced coursework (AP, IB, concurrent enrollment courses), pre-apprenticeship, or acceptance in a 4-year nonprofit institution of higher education for college-level coursework.

- Earning a passing grade on the courses associated with each Keystone Exam, and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration.
- Earning a passing grade on the courses associated with each Keystone Exam, and demonstrate readiness for postsecondary engagement through three pieces of evidence from the student's career portfolio aligned to student goals and career plan. Examples of evidence will include ACT WorkKeys, SAT Subject tests, AP, IB and concurrent coursework, higher education acceptance, community learning project, completion of an internship, externship or co-op or full-time employment.

	Below Basic	Basic	Proficient	Advanced
Algebra I	1200–1438	1439–1499	1500–1545	1546–1800
Biology	1200–1459	1460–1499	1500–1548	1549–1800
Literature	1200– 1443	1444–1499	1500–1583	1584–1800

# **Course Selection Planning**

## **Planning for Course Selection**

Students are encouraged to make the best use of their time and abilities by selecting courses at appropriate levels of challenge that will offer them a rigorous program of studies. Proper planning during high school is important to prepare students for their future goals. While planning, please take into consideration academic abilities, interests and goals, and the required credits for graduation.

Academic planning is a collaborative effort between students, counselors, teachers, and learning coaches. Students select courses to prepare them for their future goals. Counselors ensure that students take the appropriate courses to fulfill graduation requirements. Teacher input and recommendations will be utilized for core course placement. All students will be placed in the appropriate core courses unless there are multiple choices available. Each year a student's progresses in high school, they will have more courses to choose.

Course sequence maps can be found at the end of this course catalog. The maps show the general order in which students take their courses. This is because many courses have prerequisites and should be taken in a set order.

You should use the credit audit form located on page 14 to chart the courses you have completed, intend to complete, and the future projected courses that you will be required to complete. Please remember you have access to an unofficial transcript in the Sapphire Community Portal, which provides you with your full academic history.

Courses listed in this course catalog may be cancelled because too few students elected to enroll. It likewise may not be possible to schedule all the courses requested by the student.

## **Synchronous and Asynchronous Classes**

Most courses offered at PA Virtual are offered both Synchronously and Asynchronously, with the exception of elective courses which are only offered Asynchronously.

- **Synchronous:** Courses are live courses that meet at a specific time and place daily.
- **Asynchronous:** Courses are courses that do not have live meetings, and the student is responsible for following along in the syllabus and Blackboard/OLS course to complete course requirements.

All teachers for both types of classes offer Office Hours throughout the week to meet with students one-on-one. Students may request their desired course format during the course selection process, and the course format will always be indicated on the student schedule.



## Course Durations

Most 1.0 credit courses are yearlong, most 0.5 credit courses are one semester, and most 0.25 credit courses are one quarter.

The high school day is divided into six (6) 55-minute academic class periods. There is a 45-minute period in the middle of the school day for lunch.

Time	Period
8:10 AM - 9:05 AM	Period 1
9:10 AM - 10:05 AM	Period 2
10:10 AM - 11:05 AM	Period 3
11:05 AM - 11:50 AM	Lunch
11:55 AM - 12:50 PM	Period 4
12:55 PM - 1:50 PM	Period 5
1:55 PM - 2:50 PM	Period 6

## Mid-Year Enrollment

Students who enroll after the start of the school year will work directly with their assigned school counselor to determine course placement. Counselors will work to align the student's schedule as closely as possible with the previous schedule. Students should enroll with a copy of previous transcripts to ensure accuracy in the course schedule. Students enrolling mid-year may be limited in the course offerings available.

## Schedule Change Requests

Schedule change requests will only be reviewed during the add/drop periods, which are announced through Blackboard and via email. All schedule change requests must be submitted through the designated form. Not all schedule change requests can be accommodated. Schedule change requests will not be honored after the deadline set for schedule change requests.

Students who enroll mid-year will be notified of their add/drop period based on their enrollment date.

## Course Levels

Instruction is delivered with varying levels of difficulty, including Advanced Placement (AP) and Honors level courses.

- **Advanced Placement (AP):** AP courses follow the college-board curriculum, challenge students with college level work in both rigor and expectations, and prepare all students for the AP exam. Students enrolled in an AP course undertake a rigorous workload that involves extensive reading, writing, problem solving, and critical thinking. Essential to success in this course is the ability to learn independently outside the classroom. Students are advised to research whether AP credit is awarded for colleges/universities in which they are interested in attending. Please visit [www.collegeboard.org](http://www.collegeboard.org) for additional information on the expectations of AP courses.
- **Honors:** Honors courses follow a challenging curriculum using an accelerated pace and enriched content. Honors courses prepare students in their progress toward meeting the challenges of highly competitive college work. Students enrolled in Honors courses undertake a rigorous workload that involves extensive reading, writing, problem solving, and critical thinking. Essential to success in this course is the ability to learn independently outside the classroom.

Students wishing to take Advanced Placement and/or Honors level course(s) will need to fulfill prerequisite(s) and will need teacher recommendation(s).

## Graduation Project

Successful completion of the graduation project is a requirement for your graduation. It is intended to be a project that consists of community service, job shadow/internship, or a research project/paper. All projects require supervision by a mentor with experience, qualifications and expertise in the project area. All projects require submission of a research question, written paper, and presentation. Students are also required to meet with their school counselor for a Senior Review Meeting as part of the graduation project. *All parts of this project must be completed in order to pass the graduation project.*

# **Special Academic Programs**

## **Honor Roll**

Students will be recognized at the end of each school year for strong academic performance in all of their scheduled courses.

- **Distinguished Honor Roll:** To be recognized for the Distinguished Honor Roll, a student must have a GPA at or above 4.0 or higher.
- **Principal Honors Roll:** To be recognized for the Principal Honors Roll, a student must have a GPA of 3.5 or above.
- **Honor Roll:** To be recognized for the Honor Roll, a student must have a GPA of 3.0 or above.

## **PA Virtual Honors Program**

PA Virtual's Honors Program is augmented by the establishment of subject-specific, local chapters of National Honors Societies within various disciplines. These honor societies all require students to be enrolled in an accelerated course within the specific subject, to maintain a certain average in the course, and to maintain a minimum overall GPA within the course. Teacher advisors are responsible for maintaining and renewing PA Virtual's local charters and monitoring student compliance with national and charter/chapter bylaws.

Qualifying students in honors courses are invited to apply to the local chapters of the subject-specific national honor societies, based on each society's specific standards. Accepted members attend chapter meetings, hold elections for student leadership teams, discuss national bylaws and create original bylaws of the local chapter, set goals for implementation of upcoming service and enrichment opportunities, and engage in a variety of school and community-based initiatives.

## **National Honor Society**

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership, and character. NHS promotes scholarship and volunteerism.

Students in grades 10, 11, and 12 who have a cumulative grade point average of 3.5 will be eligible to apply. Students who are eligible to apply will receive an introductory email inviting them to join NHS. All applicants are required to complete an application that consists of basic biographical information, leadership, and volunteer work. Applicants are also required to write an essay about themselves and submit three recommendations (two teachers and one community member). Each application will be reviewed by a faculty committee. Accepted students will be inducted during a virtual ceremony held each Fall.

## **Early Graduation Program**

PA Virtual's Early Graduation Program allows high-achieving students the opportunity to graduate in three years. Students must apply for the program in the Spring of their Sophomore year and must meet strict conditions for acceptance, including credit and GPA requirements. Students in the Early Graduation program still complete all state and school graduation requirements while working at a faster, more condensed pace than their peers. If you are interested in the Early Graduation Program, please contact your school counselor.

Incoming 11th and 12th grade students are ineligible for the Early Graduation Program.

## **Dual Enrollment**

PA Virtual does not currently offer a Dual Enrollment program. However, high-achieving students are welcome to take college courses during their Junior and Senior year on their own, for enrichment purposes. PA Virtual will not award High School credits for these courses and they will not appear on the High School Transcript. For more information, reach out to your School Counselor.

Students are not permitted to be dually enrolled in a Career-Technical High School program at the same time that they are enrolled at PA Virtual Charter School.

## **Credit Recovery**

Credit Recovery is designed to provide students with an option to earn credit for up to two classes already attempted without success in order to stay on track for graduation. Credit Recovery consists of taking and successfully completing the approved course or courses made available through our partnership with Educere. The courses needed are delivered virtually and most courses are delivered asynchronously. An instructor teaches each course and an Educere Personal Learning Coach supports the student throughout the virtual education experience.

Once Educere provides PA Virtual Charter School with documentation of successful completion of the coursework, the credit is added into the PA Virtual transcript. Course tuition is the responsibility of the student/family. PA Virtual does not receive any money as a result of students taking these courses and is not associated with the delivery of the course(s) other than to approve the course as acceptable for credit at PA Virtual through Credit Recovery.

Failing to take advantage of Credit Recovery options will result in the need to repeat full courses during subsequent academic years and could result in insufficient credits for graduation. Students needing to register for Credit Recovery should contact their school counselor for registration information.

# College Level Athletics / NCAA Approved Courses

Athletes who wish to play a Division I or II sport in college need to adhere to the NCAA guidelines to ensure eligibility. PA Virtual Charter School courses that are NCAA approved are marked with an asterisk (\*) after the course title. For the most up to date information on the NCAA requirements, please visit [www.ncaa.org](http://www.ncaa.org).

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at [eligibilitycenter.org](http://eligibilitycenter.org).

## ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

## CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist) for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

### DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

### DIVISION II

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

## GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

## SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at [ncaa.org/test-scores](http://ncaa.org/test-scores).

## TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.

## Credit Audit Form

SUBJECT AREA	COURSE TITLE	CREDITS EARNED
ENGLISH	4 CREDITS NEEDED	
MATH	4 CREDITS NEEDED	
HISTORY	3 CREDITS NEEDED	
SCIENCE	3 CREDITS NEEDED	
HUMANITIES (WORLD LANGUAGE AND/OR FINE ART)	2 CREDITS NEEDED	
PHYSICAL EDUCATION	1 CREDIT NEEDED	
HEALTH	0.5 CREDIT NEEDED	
CAREER	0.5 CREDIT NEEDED	
GRADUATION PROJECT	0.5 CREDIT NEEDED	
ELECTIVES	2.5 CREDITS NEEDED	
21 TOTAL CREDITS NEEDED		GRAND TOTAL =

# Course Offerings & Descriptions

## English

### **ENGLISH LANGUAGE ARTS 9 \***

**1 CREDIT**

*Prerequisite: NONE*

This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

### **ENGLISH LANGUAGE ARTS 9 HONORS \***

**1 CREDIT**

*Prerequisite:*

1. *Grade 8 English (90% or Higher)*
2. *Teacher Recommendation*

This freshman honors English course invites students to explore a variety of diverse and complex texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of great texts, both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, honors students will master comprehension, use evidence to conduct in-depth literary analysis, and examine and critique how authors develop ideas in a variety of genres. Interwoven throughout the lessons are activities that encourage students to strengthen their oral language skills, research and critically analyze sources of information, and produce clear, coherent writing. In addition to activities offered to students in core courses, honors students are given additional opportunities to create and to participate in project-based learning activities, including writing a Shakespearean sonnet and creating an original interpretation of a Shakespearean play. Honors students will read a range of classic texts, including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, Jack London's "To Build a Fire" and Richard Connell's "The Most Dangerous Game." Students will also read Sue Macy's full length nonfiction work *Wheels of Change: How Women Rode the Bicycle to Freedom (With a Few Flat Tires Along the Way)*, and will study a variety of short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

### **ENGLISH LANGUAGE ARTS 10 \***

**1 CREDIT**

*Prerequisite:*

1. *English Language Arts 9*

Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays.

**ENGLISH LANGUAGE ARTS 10 HONORS \*****1 CREDIT***Prerequisite:*

1. *English Language Arts 9 (90% or Higher) OR English Language Arts 9 Honors*
2. *Teacher Recommendation*

This sophomore-year honors English course provides engaging and rigorous lessons with a focus on academic inquiry to strengthen knowledge of language arts. Honors reading lessons require analyzing complex texts, while concise mini-lessons advanced writing and research skills to craft strong, compelling essays and projects. Students will write argumentative and analytical essays based on literary texts, as well as an informative research paper using MLA style. Throughout the course, students read a range of classic and contemporary literary texts including Henrik Ibsen's *A Doll's House*, George Orwell's *Animal Farm*, and Marjane Satrapi's *Persepolis*. In addition to reading a wide range of literary texts, students read and analyze complex informational and argumentative texts including Sonia Sotomayor's "A Latina Judge's Voice," Niccolò Machiavelli's *The Prince*, and the contemporary informational text *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science*.

**ENGLISH LANGUAGE ARTS 11 \*****1 CREDIT***Prerequisite:*

1. *English Language Arts 10*

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

**ENGLISH LANGUAGE ARTS 11 HONORS \*****1 CREDIT***Prerequisite:*

1. *English Language Arts 10 (90% or Higher) OR English Language Arts 10 Honors*
2. *Teacher Recommendation*

This junior-year honors English course invites students to delve into American literature from early American Indian voices through contemporary works. Students will engage in literary analysis and inferential evaluation of great texts, including the full length novel *The Awakening* by Kate Chopin. While critically reading fiction, poetry, drama, and expository nonfiction, honors students will master comprehension, use evidence to conduct in-depth literary analysis, and examine and critique how authors develop ideas in a variety of genres. Interwoven throughout the lessons are activities that encourage students to strengthen their oral language skills, research and critically analyze sources of information, and produce clear, coherent writing. To round out the course, students will read a range of short but complex texts, including Henry David Thoreau's essay "Civil Disobedience," Floyd Dell's drama *King Arthur's Socks*, and works by Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

**ENGLISH LANGUAGE ARTS 12 \*****1 CREDIT***Prerequisite:*

1. *English Language Arts 11*

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works



of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

## **INTRODUCTION TO COMMUNICATIONS AND SPEECH \***

**1 CREDIT**

*Prerequisite:*

1. *English Language Arts 12*

Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this one-semester course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.

## **ENGLISH LANGUAGE ARTS 12 HONORS \***

**1 CREDIT**

*Prerequisite:*

1. *English Language Arts 11 (90% or Higher) OR English Language Arts 11 Honors*

2. *Teacher Recommendation*

This senior-year honors English course invites students to delve into British literature, from ancient texts such as the epic of Beowulf through contemporary works. Students will engage in a variety of rigorous lessons with a focus on academic inquiry, literary analysis, and inferential evaluation. While critically reading fiction, poetry, drama, and expository nonfiction, honors students will master comprehension, use evidence to conduct in-depth literary analysis, examine and critique how authors develop ideas in a variety of genres, and synthesize ideas across multiple texts. In addition to activities offered to students in core courses, honors students are given additional opportunities to create and participate in project-based learning activities, including creating a time travel brochure and an original interpretation of William Shakespeare's *The Tragedy of Hamlet*. Honors students will read a range of classic texts, including Robert Louis Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*, "Politics and the English Language" by George Orwell, and William Shakespeare's *The Tragedy of Hamlet*. In addition to full length works, students will read a variety of excerpts, including readings from *Lord of the Rings: The Fellowship of the Ring*, *The Smithsonian's History of America in 101 Objects*, and Chaucer's *The Canterbury Tales*, as well as a variety of short fiction, speeches, and poetry.

## **AP ENGLISH LANGUAGE & COMPOSITION \***

**1 CREDIT**

*Prerequisite:*

1. *English Language Arts 11 (90% or Higher) OR English Language Arts 11 Honors*

2. *Teacher Recommendation*

This college-level course prepares students for the AP English Language and Composition Exam while exploring and analyzing a variety of rhetorical contexts. This is a fast-paced, upper level course designed for highly motivated students. Multiple opportunities are provided to enhance test-taking skills through critical reading, writing, classroom assignments, and discussion activities. AP English Language and Composition practice assessments and essays will be given throughout the course as well. This course provides students an opportunity to increase knowledge concerning prose of many styles and genres, including essays, journalistic writing, political writing, science writing, nature writing, autobiographies/biographies, diaries, speeches, history writing, and critical writing. Throughout the course, there is an intense focus on writing and revising expository, analytical, and argumentative essays to prepare students for a broad range of writing purposes.

## AP ENGLISH LITERATURE & COMPOSITION \*

1 CREDIT

*Prerequisite:*

1. *English Language Arts 12 (90% or Higher) OR English Language Arts 12 Honors OR AP English Language & Composition*
2. *Teacher Recommendation*

English Literature and Composition is designed to be a college/ university-level course. This course equips students to critically analyze all forms of literature in order to comment insightfully about an author's or genre's use of style or literary device. Students will also interpret meaning based on form; examine the trademark characteristics of literary genres and periods; and critique literary works through expository, analytical, and argumentative essays. As students consider styles and devices, they will apply them to their creative writing. In addition to exposing students to college-level English course work, this course prepares them for the AP English Literature and Composition Exam.

## Mathematics

### PRE-ALGEBRA

1 CREDIT

*Prerequisite:*

1. *Grade 8 Math*
2. *Teacher Recommendation*

This course is designed for students who have completed a middle school mathematics sequence but are not yet algebraready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in numbers and operations, expressions and equations, ratios and proportions, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.

### ALGEBRA I \*

1 CREDIT

*Prerequisite:*

1. *Grade 8 Math OR Pre-Algebra*
2. *Teacher Recommendation*

This course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

## ALGEBRA I HONORS \*

1 CREDIT

*Prerequisite:*

1. *Grade 8 Math (90% or Higher) OR Pre-Algebra*
2. *Teacher Recommendation*

This honors course introduces students to linear, exponential, and quadratic functions by interpreting, analyzing, comparing, and contrasting functions that are represented numerically, tabularly, graphically, and algebraically. Technology is utilized within some lessons to further support students in identifying key features as well as displaying images of the functions. The course builds upon the basic concepts of functions to include transformations of linear and non-linear functions. Students deepen their understanding of quantitative reasoning, piecewise functions, and quadratic functions through performance tasks. The additional performance-based skills allow the honors students to apply more of the concepts taught in the course. The course concludes with students analyzing data through displays and statistical analysis.

## GEOMETRY \*

1 CREDIT

*Prerequisite:*

1. *Algebra I*

This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

## GEOMETRY HONORS \*

1 CREDIT

*Prerequisite:*

1. *Algebra I (90% or Higher) OR Algebra I Honors*
2. *Teacher Recommendation*

The course begins by exploring the foundational concepts of Euclidean Geometry in which students learn the terminology of geometry, measuring, proving theorems, and constructing figures. Students then expand on their knowledge of transformations and complete an assignment on identifying point symmetry as well as completing a performance task on tessellations. The course continues with an in-depth look at triangles where students prove theorems, relating congruency and similarity in terms of transformations, and connecting right triangles relationships to trigonometry. Students study set theory and apply probability through theoretical and experimental probability, two-way tables, and combinations and permutations. With lessons pertaining to quadrilaterals, students can identify the various figures based on their key features. Within the circles units, students identify angles, radii, and chords, perform a performance-based task on tangents, and then compute the circumference and area of various circles. Then students study parabolas, ellipses and hyperbolas before modeling and computing two- and three-dimensional figures.

## ALGEBRA II \*

1 CREDIT

*Prerequisite:*

1. *Geometry OR Geometry Honors*

This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of

functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

## **ALGEBRA II HONORS \***

**1 CREDIT**

*Prerequisite:*

1. *Geometry (90% or Higher) OR Geometry Honors*
2. *Teacher Recommendation*

The course begins with a review of concepts that will assist students throughout the course, such as literal equations, problem solving, and word problems. Students then progress to a unit on functions where students compute operations of functions, compose of functions, and study inverses of functions. To build on their algebraic skills, students learn about complex numbers and apply them to quadratic functions via completing the square and quadratic formula methods. Next, students solve linear systems and apply their knowledge of the concept to three-by-three systems. An in-depth study on polynomial operations and functions allow students build their knowledge of polynomials algebraically and graphically. In the second semester, students study nonlinear functions. Students solve and graph rational and radical functions whereas the exponential and logarithmic functions focus on the key features and transformations of the functions. Expected value and normal distribution concepts expand and deepen students' knowledge of probability and statistics. Students also cover trigonometric functions and periodic phenomena.

## **PRECALCULUS \***

**1 CREDIT**

*Prerequisite:*

1. *Algebra II OR Algebra II Honors*

With an emphasis on function families and their representations, Precalculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics.

## **PRECALCULUS HONORS \***

**1 CREDIT**

*Prerequisite:*

1. *Algebra II (90% or Higher) OR Algebra II Honors*
2. *Teacher Recommendation*

This advanced math course starts with a unit on the nature of functions and complex numbers before moving into matrices, systems, and linear programming. Students then return to functions with a focus on graphing a variety of function types; this unit includes a performance task on production schemes. Students explore rational functions in depth and then conclude the first semester with right triangle and circular trigonometry. In the second half of the course, students synthesize what they have learned to graph and solve trigonometric functions. They also study vectors, conics and analytic geometry, statistics and probability, mathematical modeling, and sequences and series.

## STATISTICS AND PROBABILITY \*

1 CREDIT

*Prerequisite:*

1. Geometry **OR** Geometry Honors

This high school course provides an alternative math credit for students who may not wish to pursue more advanced mathematics courses such as Algebra II and Pre-Calculus. The first half of the course begins with an in-depth study of probability and an exploration of sampling and comparing populations and closes with units on data distributions and data analysis. In the second half of the course, students create and analyze scatterplots and study two-way tables and normal distributions. Finally, students apply probability to topics such as conditional probability, combinations and permutations, and sets.

## FINANCIAL MATH

1 CREDIT

*Prerequisite:* NONE

Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.

## AP CALCULUS AB

1 CREDIT

*Prerequisite:*

1. Precalculus (90% or Higher) **OR** Precalculus Honors

2. Teacher Recommendation

This college-level course prepares students for the Advanced Placement (AP) Calculus AB Exam. Major topics of study in this full-year course include a review of pre-calculus, limits, derivatives, definite integrals, mathematical modeling of differential equations, and the applications of these concepts. Emphasis is placed on the use of technology to solve problems and draw conclusions. The course utilizes a multi-representative approach to calculus with concepts and problems expressed numerically, graphically, verbally, and analytically.

## History

### GEOGRAPHY \*

1 CREDIT

*Prerequisite:* NONE

Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. Divided into two semesters, this high school course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.

## **GEOGRAPHY HONORS \***

**1 CREDIT**

*Prerequisite:*

1. *Grade 8 History (90% or Higher)*
2. *Teacher Recommendation*

In this advanced yearlong course, students will examine current global issues and their impact on the world today. Using a thematic approach, students will examine the development of human systems, human understanding of the world, and human social organization. Throughout the course, students will be challenged to expand their geographic skills, including learning to interpret maps, analyze data, and compare theories. Geography Honors includes interactive content that will facilitate the growth of students' understanding of the development of modern civilization and human systems, framed by analyzing economic trends, comparing global markets and urban environments.

## **U.S. HISTORY \***

**1 CREDIT**

*Prerequisite:*

1. *Geography*

U.S. History is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

## **U.S. HISTORY HONORS \***

**1 CREDIT**

*Prerequisite:*

1. *Geography (90% or Higher) OR Geography Honors*
2. *Teacher Recommendation*

From the first colonial settlements through the Gilded Age and industrialization, students will embark on a more rigorous yearlong study of the beginnings of our nation's history. Students investigate the political, social, cultural, intellectual, and technological revolutions of the United States that have helped to lay the foundation of our country. Units progress through the course by starting with an in-depth look at the first settlements and European explorations that eventually led to colonization. Students study the events and outcomes of the American Revolution, as well as the creation of the Constitution and the beginnings of our government. Manifest destiny and slavery are the next topics students analyze that lead into a closer look at the Civil War and how it changed our nation. From writing about the Lincoln-Douglas debates to analyzing the effects of immigration and urbanization, students are better equipped to understand what happened during our nation's beginnings. Throughout this Honors course, students continuously analyze primary and secondary sources relating to the period of study. Incorporating activities from other disciplines gives students the opportunity to connect history to other subjects. Students read selections like "Your People Live Only Upon Cod," and poetry such as "The New Colossus" by Emma Lazarus. Activities such as writing a personal narrative as either a slave or newly freed person and analyzing a report on child labor encourage students to perform throughout the course at a higher level.

## **WORLD HISTORY \***

**1 CREDIT**

*Prerequisite:*

1. *U.S. History*
2. *Teacher Recommendation*

In this comprehensive yearlong course students follow the history of the world from 1450 to modern times. Many eras and events are studied, considering them through examinations of geography and both political and social history. Looking at history chronologically, regionally, and thematically, major class topics include imperialism, colonialism, the Industrial Revolutions, World Wars, the Cold War, and the contemporary world. Students will examine the historical record using maps, primary sources, and through the development of historical thinking and writing skills.

## **WORLD HISTORY HONORS \***

**1 CREDIT**

*Prerequisite:*

1. *U.S. History (90% or Higher) OR U.S. History Honors*
2. *Teacher Recommendation*

In this advanced yearlong course, students track the history of the world from 1450 to the present. Over the course of two semesters, students examine a number of different eras and events, considering them through examinations of geography and both political and social history. Looking at history chronologically, regionally, and thematically, major class topics include imperialism, colonialism, the Industrial Revolutions, World Wars, the Cold War, and the contemporary world. Students will analyze themes of human history by investigating the historical record using maps, primary sources, and through the development of complex historical thinking and writing skills.

## **AP UNITED STATES HISTORY \***

**1 CREDIT**

*Prerequisite:*

1. *World History (90% or Higher) OR World History Honors*
2. *Teacher Recommendation*

This course surveys the history of the United States from the settlement of the New World to modern times and prepares students for the AP United States History Exam. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

## **Science**

### **EARTH AND SPACE SCIENCE \***

**1 CREDIT**

*Prerequisite: NONE*

This course explains phenomena central to the earth and space sciences and to their daily lives. Students will gain an understanding of the universe and explore other topics such as Earth's history, structure, weather, biosphere, hydrosphere, atmosphere, resources, and the impact humans have on Earth's resources. The course includes interactive real-world examples throughout the lessons and application projects, as well as interactive lab simulations and in-school, hands-on lab options. Earth and Space Science will provide a solid foundation for understanding the physical characteristics that make the planet Earth unique and will examine how these characteristics differ among the planets of our solar system.



## **EARTH AND SPACE SCIENCE HONORS \***

**1 CREDIT**

*Prerequisite:*

1. *Grade 8 Science (90% or Higher)*
2. *Teacher Recommendation*

This rigorous course explains more in-depth phenomena central to the earth and space sciences and to their daily lives. Students will gain an extensive understanding of the universe and explore other topics such as Earth's history, structure, weather, biosphere, hydrosphere, atmosphere, resources, and the impact humans have on Earth's resources. The course includes interactive real-world examples throughout the lessons and application projects, as well as interactive lab simulations and in-school, hands-on lab options. Earth and Space Science will provide a solid foundation for understanding the physical characteristics that make the planet Earth unique and will examine how these characteristics differ among the planets of our solar system.

## **BIOLOGY \***

**1 CREDIT**

*Prerequisite: NONE*

This compelling course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes both hands-on wet labs and virtual lab options.

## **BIOLOGY HONORS \***

**1 CREDIT**

*Prerequisite:*

1. *Earth & Space Science (90% or Higher) OR Earth & Space Science Honors*
2. *Teacher Recommendation*

This compelling course engages students in a rigorous honors-level curriculum that emphasizes the study of life and its real-world applications. This course examines biological concepts in more depth than general biology and provides a solid foundation for collegiate-level coursework. Course components include biochemistry, cellular structures and functions, genetics and heredity, bioengineering, evolution, structures and functions of the human body, and ecology. Throughout the course, students participate in a variety of interactive and hands-on laboratory activities that enhance concept knowledge and develop scientific process skills, including scientific research and technical writing.

## **PHYSICAL SCIENCE \***

**1 CREDIT**

*Prerequisite:*

1. *Biology*

This course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual labs that require them to ask questions and create hypotheses. Hands-on wet lab options are also available.



**CHEMISTRY \*****1 CREDIT***Prerequisite:**1. Biology **OR** Honors Biology*

This rigorous course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

**CHEMISTRY HONORS \*****1 CREDIT***Prerequisite:**1. Biology (90% or Higher) **OR** Biology Honors  
2. Teacher Recommendation*

This rigorous course provides students with an engaging honors-level curriculum that emphasizes mathematical problem solving and practical applications of chemistry. Topics are examined in greater detail than general chemistry in order to prepare students for college-level coursework. Course components include atomic theory and structure, chemical bonding, states and changes of matter, chemical and redox reactions, stoichiometry, the gas laws, solutions, acids and bases, and nuclear and organic chemistry. Throughout the course, students participate in a variety of interactive and hands-on laboratory activities that enhance concept knowledge and develop scientific process skills, including scientific research and technical writing.

**PHYSICS \*****1 CREDIT***Prerequisite:**1. Chemistry **OR** Honors Chemistry  
2. Precalculus (Can be Taken Concurrently)*

This course acquaints students with topics in classical and modern physics. The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world. The course also includes interactive virtual labs and hands-on lab options, in which students ask questions and create hypotheses.

**PHYSICS HONORS \*****1 CREDIT***Prerequisite:**1. Chemistry (90% or Higher) **OR** Chemistry Honors  
2. Precalculus (Can be Taken Concurrently)  
3. Teacher Recommendation*

This rigorous full-year course provides students with an engaging honors-level curriculum that emphasizes abstract reasoning and applications of physics concepts to real-world scenarios. Topics are examined in greater detail than general physics and provide a solid foundation for collegiate-level coursework. Course components include one- and two-dimensional motion, momentum, energy and thermodynamics, harmonic motion, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students participate in a variety of interactive and hands-on laboratory activities that enhance concept knowledge and develop scientific process skills, including scientific research and technical writing.

**AP BIOLOGY \*****1 CREDIT***Prerequisite:*

1. *Biology (90% or Higher) OR Biology Honors*
2. *Teacher Recommendation*

This college-level course is designed to prepare students for the Advanced Placement (AP) Biology exam. Units of study include Biochemistry, Cells, Enzymes and Metabolism, Cell Communication and Cell Cycle, Gene Expression, Evolution and Genetic Diversity, and Ecology. This course includes student guides and materials lists for required hands-on labs; these materials are not included in the course.

**AP ENVIRONMENTAL SCIENCE \*****1 CREDIT***Prerequisite:*

1. *Chemistry (90% or Higher) OR Chemistry Honors*
2. *Teacher Recommendation*

Environmental Science is a laboratory- and field-based course designed to provide students with the content and skills needed to understand the various interrelationships in the natural world, to identify and analyze environmental problems, and to propose and examine solutions to these problems. Since this is an online course, the laboratory- and field-based activities will be completed virtually and via experiments that students can easily perform at home with common materials. The course is intended to be the equivalent of a one-semester, college-level ecology course, which is taught over a full year in high school. The course encompasses human population dynamics, interrelationships in nature, energy flow, resources, environmental quality, human impact on environmental systems, and environmental law.

## Humanities: World Language

**SPANISH I \*****1 CREDIT***Prerequisite: NONE*

Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

**SPANISH II \*****1 CREDIT***Prerequisite:*

1. *Spanish I*

Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

**SPANISH III \*****1 CREDIT***Prerequisite:**1. Spanish II*

In this expanding engagement with Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

**FRENCH I \*****1 CREDIT***Prerequisite: NONE*

Students begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

**FRENCH II \*****1 CREDIT***Prerequisite:**1. French I*

Students continue their introduction to French in this second year language course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major French speaking areas across the globe, and assessments.

**FRENCH III \*****1 CREDIT***Prerequisite:**1. French II*

In this expanding engagement with French, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, Edgenuity Course Catalog PAGE 22 World Language Courses reading, and writing. In addition, students read significant works of literature in French and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas.

**GERMAN I \*****1 CREDIT***Prerequisite: NONE*

Students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

**GERMAN II \*****1 CREDIT***Prerequisite:**1. German I*

Students continue their introduction to German in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

## Humanities: Fine Art

**ART HISTORY I****1 CREDIT***Prerequisite: NONE*

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this course cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth-and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

**MUSIC APPRECIATION****1 CREDIT***Prerequisite: NONE*

This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first section covers early musical forms, classical music, and American jazz. The second section presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

# Physical Education

## LIFETIME FITNESS I

0.25 CREDIT

*Required for all 9th Grade Students*

Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, Lifetime Fitness I equips high school students with the skills they need to achieve lifetime fitness. Throughout this one-semester course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals.

## LIFETIME FITNESS II

0.25 CREDIT

*Required for all 10th Grade Students*

Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, Lifetime Fitness II equips high school students with the skills they need to achieve lifetime fitness. Throughout this one-semester course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals.

## LIFETIME FITNESS III

0.25 CREDIT

*Required for all 11th Grade Students*

Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, Lifetime Fitness III equips high school students with the skills they need to achieve lifetime fitness. Throughout this one-semester course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals.

## LIFETIME FITNESS IV

0.25 CREDIT

*Required for all 12th Grade Students*

Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, Lifetime Fitness IV equips high school students with the skills they need to achieve lifetime fitness. Throughout this one-semester course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals.

## Health

### HEALTHY LIVING

0.5 CREDIT

*Prerequisite: NONE*

Encouraging students to make responsible, respectful, informed, and capable decisions about topics that affect the well-being of themselves and others, Healthy Living is a one-semester course that provides students with comprehensive information they can use to develop healthy attitudes and behavior patterns. Designed for high school students, this informative and engaging course encourages students to recognize that they have the power to choose healthy behaviors to reduce risks.

### CONTEMPORARY HEALTH

0.5 CREDIT

*Prerequisite: NONE*

This high-school health offering examines and analyzes various health topics. It places alcohol use, drug use, physical fitness, healthy relationships, disease prevention, relationships and mental health in the context of the importance of creating a healthy lifestyle. Throughout the course, students examine practices and plans they can implement in order to carry out a healthy lifestyle, and the consequences they can face if they do not follow safe practices. In addition, students conduct in-depth studies in order to create mentally and emotionally healthy relationships with peers and family, as well as nutrition, sleeping, and physical fitness plans. Students also examine and analyze harassment and bullying laws. This course takes covers issues of sex and gender identity, same-sex relationships, contraception, and other sensitive topics.

## Career

### REACHING YOUR ACADEMIC POTENTIAL

0.25 CREDIT

*Required for all 10th Grade Students*

Students learn essential academic skills within the context of their learning style, individual learning environment, and long-term goals. This course helps students develop habits for more successful reading, writing, studying, communication, collaboration, time management, and concentration. It also provides insights into how the brain works when it is learning, and ways to maximize its potential.

### ACHIEVING COLLEGE AND CAREER GOALS

0.25 CREDIT

*Required for all 11th Grade Students*

Students explore their options for life after high school and implement plans to achieve their goals. They identify their aptitudes, skills, and preferences, and explore a wide range of potential careers. They investigate the training and education required for the career of their choice, and create a plan to be sure that their work in high school is preparing them for the next step. They also receive practical experience in essential skills such as searching and applying for college, securing financial aid, writing a resume and cover letter, and interviewing for a job.

## Graduation Project

### GRADUATION PROJECT

*Required for all 12th grade students*

**0.5 CREDIT**

Students apply classroom lessons in real-world settings through the Graduation Project. Under the supervision of a staff member, the Graduation Project is student-driven and based on the student's career and academic interests. Students will learn and utilize the skills of planning and conducting research, developing a research paper, and presenting their graduation project to a staff committee.

## Electives

### ASTRONOMY: EXPLORING THE UNIVERSE

*Prerequisite: NONE*

**0.5 CREDIT**

This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the origin of the universe, the Milky Way, and other galaxies and stars.

### CIVICS & GOVERNMENT \*

*Prerequisite: NONE*

**0.5 CREDIT**

This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays.

### COMPUTER APPLICATIONS: OFFICE 2016

*Prerequisite: NONE*

**1 CREDIT**

This full-year course introduces students to the features and functionality of the most widely used productivity software in the world: Microsoft® Office®. Through video instruction, interactive skill demonstrations, and numerous hands-on practice assignments, students learn to develop, edit and share Office 2016 documents for both personal and professional use. By the end of this course, students will have developed basic proficiency in the most common tools and features of the Microsoft Office suite of applications: Word®, Excel®, PowerPoint®, and Outlook®.

## **CREATIVE WRITING \***

**0.5 CREDIT**

*Prerequisite: NONE*

For many hundreds of years, literature has been one of the most important human art forms. It allows us to give voice to our emotions, create imaginary worlds, express ideas, and escape the confines of material reality. Through creative writing, we can come to understand ourselves and our world a little bit better. This course provides students with a solid grounding in the writing process, from finding inspiration to building a basic story to using complicated literary techniques and creating strange hybrid forms of poetic prose and prose poetry. By the end of this course, students will learn how to discover their creative thoughts and turn those ideas into fully realized pieces of creative writing.

## **DRAWING & DESIGN**

**0.5 CREDIT**

*Prerequisite: NONE*

This is an introductory art course. Students will learn about basic design, observation and perspective, form and tone, and composition. The students will be creating actual art pieces that demonstrate mastery of these skills.

## **ECONOMICS \***

**0.5 CREDIT**

*Prerequisite: NONE*

This semester-long course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.

## **FORENSIC SCIENCE I: SECRETS OF THE DEAD**

**0.5 CREDIT**

*Prerequisite: Biology*

Fingerprints. Blood spatter. DNA analysis. The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

## **INTRODUCTION TO CODING**

**0.5 CREDIT**

*Prerequisite: NONE*

Intro to Coding covers a basic introduction to the principles of programming, including algorithms and logic. Students engage in hands-on programming tasks in the Python programming language as they write and test their own code using the approaches real programmers use in the field. Students will program with variables, functions and arguments, and lists and loops, providing a solid foundation for more advanced study as well as practical skills they can use immediately.



## KEYSTONE ALGEBRA I PREP

1 CREDIT

*Prerequisite:*

1. *Algebra I*
2. *Teacher Recommendation and Administrative Approval*

Prep classes for Algebra I, Biology, and English Language Arts 10 are designed to provide students with ongoing Math, English, and Science support and to increase a student's understanding of topics and concepts within the course. In these classes, teachers focus on reviewing concepts and skills taught in Algebra 1, Biology, and English Language Arts 10 while providing time for practice, modeling and practical application of skills. In conjunction with teacher recommendation and administrative approval, students are enrolled in the courses based on achievement and performance within the same course taken previously. The classes focus on PA-tested eligible content, with the teacher employing a variety of resources, including Study Island, Plato, the Standards Aligned System, and Keystone-released Items found on the PA Department of Education website.

## KEYSTONE BIOLOGY PREP

1 CREDIT

*Prerequisite:*

1. *Biology*
2. *Teacher Recommendation and Administrative Approval*

Prep classes for Algebra I, Biology, and English Language Arts 10 are designed to provide students with ongoing Math, English, and Science support and to increase a student's understanding of topics and concepts within the course. In these classes, teachers focus on reviewing concepts and skills taught in Algebra 1, Biology, and English Language Arts 10 while providing time for practice, modeling and practical application of skills. In conjunction with teacher recommendation and administrative approval, students are enrolled in the courses based on achievement and performance within the same course taken previously. The classes focus on PA-tested eligible content, with the teacher employing a variety of resources, including Study Island, Plato, the Standards Aligned System, and Keystone-released Items found on the PA Department of Education website.

## KEYSTONE LITERATURE PREP

1 CREDIT

*Prerequisite:*

1. *English Language Arts 10*
2. *Teacher Recommendation and Administrative Approval*

Prep classes for Algebra I, Biology, and English Language Arts 10 are designed to provide students with ongoing Math, English, and Science support and to increase a student's understanding of topics and concepts within the course. In these classes, teachers focus on reviewing concepts and skills taught in Algebra 1, Biology, and English Language Arts 10 while providing time for practice, modeling and practical application of skills. In conjunction with teacher recommendation and administrative approval, students are enrolled in the courses based on achievement and performance within the same course taken previously. The classes focus on PA-tested eligible content, with the teacher employing a variety of resources, including Study Island, Plato, the Standards Aligned System, and Keystone-released Items found on the PA Department of Education website.

## ONLINE LEARNING & DIGITAL CITIZENSHIP

0.5 CREDIT

*Strongly Recommended for all 9th Grade Students*

*Prerequisite: NONE*

This one-semester course provides students with a comprehensive introduction to online learning, including how to work independently, stay safe, and develop effective study habits in virtual learning environments. Featuring direct-instruction videos, interactive tasks, authentic projects, and rigorous assessments, the course prepares students for high school by providing in-depth instruction and practice in important study skills such as

time management, effective note-taking, test preparation, and collaborating effectively online. By the end of the course, students will understand what it takes to be successful online learners and responsible digital citizens.

## **PERSONAL FINANCE**

**0.5 CREDIT**

*Prerequisite: NONE*

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

## **PSYCHOLOGY**

**1 CREDIT**

*Prerequisite: NONE*

This two-semester course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

## **VETERINARY SCIENCE: THE CARE OF ANIMALS**

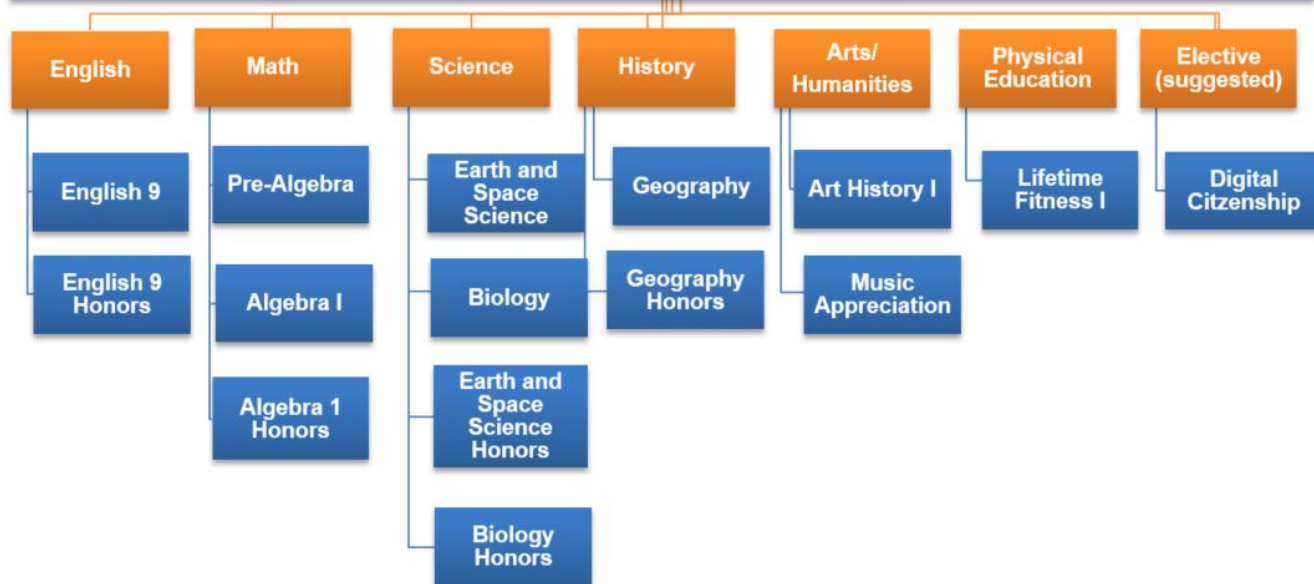
**0.5 CREDIT**

*Prerequisite: NONE*

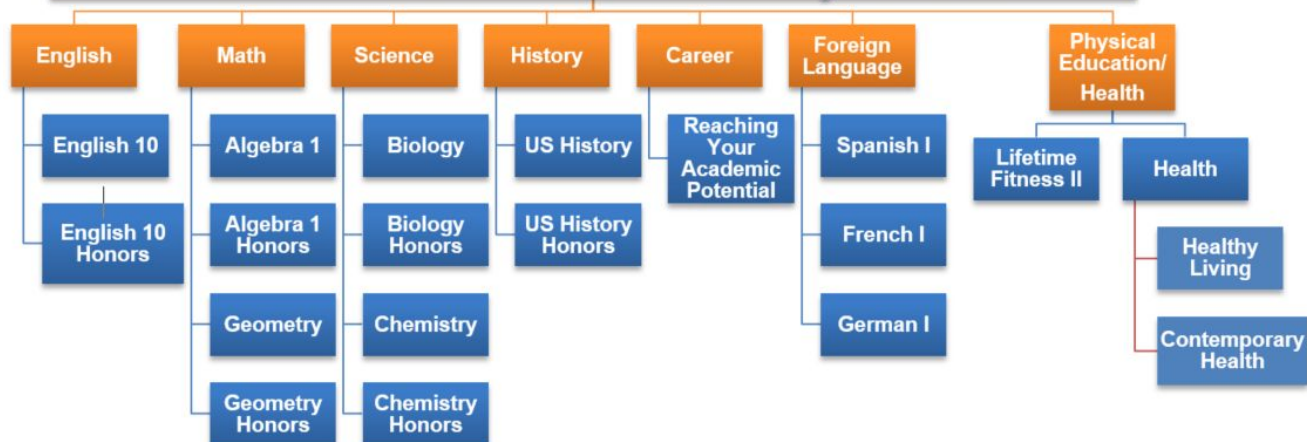
As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

# Course Sequence Maps

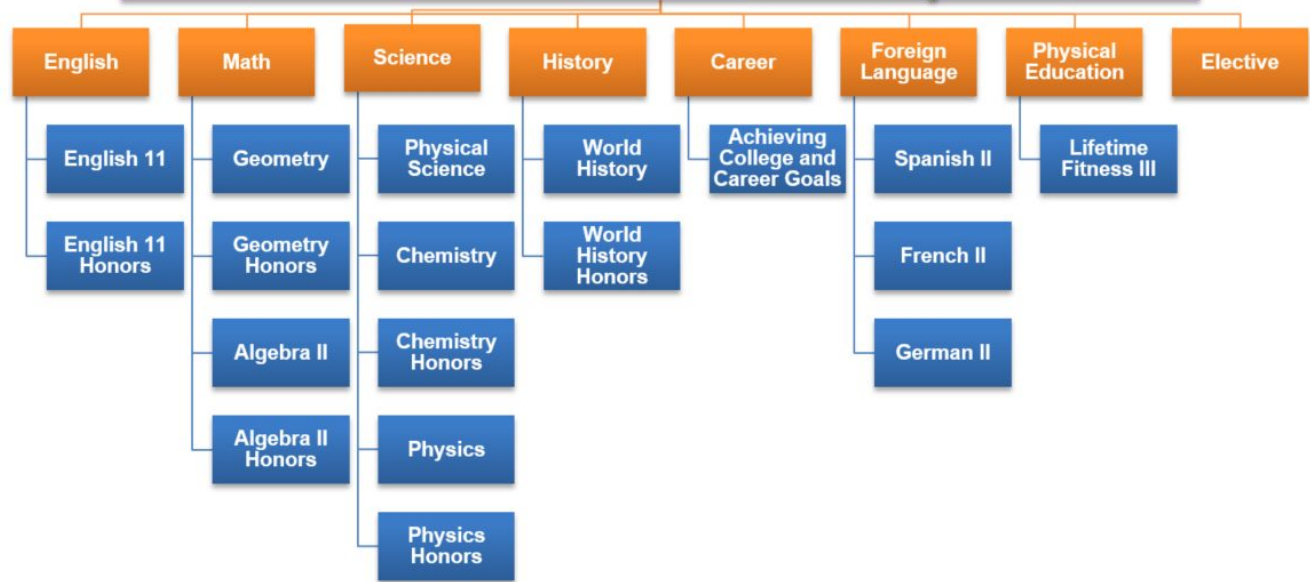
## 9th Grade Course Sequence



## 10th Grade Course Sequence



## 11th Grade Course Sequence



## 12th Grade Course Sequence

