

# Course Selection Manual



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**2024-2025**

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Dear students and families,

We are so pleased to be able to serve you as we enter the 2024-2025 school year. It is our vision to ***prepare all students to achieve their highest potential through actively engaging in their own schooling, achieving their personal learning goals, and being ready to reach post-secondary success and cultivate success as lifelong learners.*** A significant part of this journey is the selection of the courses you will take. In this Course Guide you will see that we offer a wide variety of courses that are designed to provide challenging academics and plenty of electives as you prepare for life after high school.

We have highly-qualified and Pennsylvania state-certified school counselors who will work with you in the course selection process to ensure you are meeting all the requirements for graduation as well as accommodating your interests and goals. We are also very pleased to share that all of our courses are taught by highly-qualified and Pennsylvania state-certified teachers to ensure you have a great learning experience. We wish you success as you begin the 2024-2025 school year.

Dr. Richard Jensen  
Chief Executive Officer

Dr. Anne Butler  
Chief Academic Officer



**AGORA**<sup>®</sup>  
CYBER CHARTER SCHOOL

*Chart a new course.*<sup>™</sup>

As a high school student, one of the most important decisions with which you will face each year is the selection of courses for the following year. Proper planning is critical if you are to prepare yourself adequately for your future goals, whether they include further education or immediate entry into the job market.

Planning should be a cooperative effort. As a student, you should not feel that you are alone in making your decision. Your counselors, teachers, and parents are ready and willing to help you with your decision. However, ultimately, the choice must be yours. When planning your schedule of courses, consider these four criteria:

**Abilities:** Carefully consider your academic record for the past several years. While your grades in middle school should not necessarily determine your academic program in high school, a review of your report cards should give you a good indication of your strengths and weaknesses. If you have consistently received "D's" in science, for example, you would probably be wise not to schedule more than the required number of courses in science unless you are willing to devote extra time and effort to your science classes. Conversely, if you have consistently received "A's" in science, you may want to schedule a minimum of one science course every year and even consider some of the advanced courses in that area.

**Interests:** A high school schedule provides an opportunity not only to prepare for your future, but also to explore and develop your individual interests and abilities. If you have always enjoyed or have a specific interest in art, music, computers, or technology, you may want to take as many courses in these areas as you can schedule.

**Goals:** Ideally, your selection of courses in high school will be based upon future goals you have established for yourself. Good advice would be to remain flexible and try not to limit your future options when selecting courses.

**Your Requirements:** You should be aware of a number of course requirements when planning your schedule. This guide highlights required courses, the number of credits needed to graduate, and other key points.

## CORE VALUES

Agora Cyber Charter School is governed by four core values that are used to shape and define the culture and climate of the school. These values also guide behavior and decision-making.



LEARNER-CENTERED



WELLNESS



RESPONSIBILITY



ENGAGEMENT

## I. INTRODUCTION

This Course Selection Manual contains the answers to most of the questions that may arise concerning the process of developing your schedule. Read all of the information carefully. For students currently enrolled, please look for announcements about scheduling live sessions in the month of May. Student and parent/guardian attendance are highly recommended.

## II. MISSION

The mission of the Agora Cyber Charter School is to provide an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills and develop proficiency in the design and use of new computer technologies and scientific research. Agora embraces a collaborative partnership between teachers and parents in order to empower students to reach extraordinary heights. Extraordinary results require extraordinary efforts! Through commitment, hard work, consistency, and responsibility, every student will meet the challenge of mastering high expectations.

## III. GENERAL INFORMATION

In planning a program, students should carefully consider the following information:

### Course Requirements

Ninth Grade – Class of 2028	
English*	1.00 credit
Social Studies*	1.00 credit
Math*	1.00 credit
Science*	1.00 credit
Physical Education	.50 credit
Health	.50 credit
World Language/Computer Literacy	.50-1.00 credit
	5.50-6.00 credits

Tenth Grade – Class of 2027	
English*	1.00 credit
Social Studies*	1.00 credit
Math*	1.00 credit
Science*	1.00 credit
Physical Education	.50 credit
Humanities	1.00 credit
Career Explorations	.50 credits
	6.0 credits

Eleventh Grade – Class of 2026	
English*	1.00 credit
Social Studies*	1.00 credit
Math*	1.00 credit
Science*	1.00 credit
Physical Education	.50 credit
Humanities	1.00 credits
	5.50 credits

Twelfth Grade – Class of 2025	
English*	1.00 credit
Electives	4.00 credits
	5.00 credits

*\*Course sequencing explained on p. 9*

## Course Requirements

Curricular Area	Credits Required
English	4
Social Studies	3
Science	3
Mathematics	3
PE/Health	2
Humanities/World Language	2
Electives and Career Explorations	5
<b>TOTAL</b>	<b>22</b>

### **\*\* REQUIREMENTS SET FORTH BY ACT 158 OF 2018 (KEYSTONE EXAM REQUIREMENTS)\*\***

**Keystone Exam Proficient Pathway** – Scoring Proficient or Advanced on each Keystone Exam – Algebra 1, Literature, & Biology

**Keystone Composite Pathway** – Earning a satisfactory composite score on the Algebra 1, Literature, and Biology Keystone Exams by achieving at least a proficient score on one or more of the three exams and no less than a basic score on the remaining two – the satisfactory composite score as determined by PDE is 4452

**Alternative Assessment Pathway** – Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and one of the following:

- Attainment of an established score on an approved alternative assessment (SAT, PSAT, ACT, ASVAB)
- Attainment of an established score on an AP Exam in the area a student did not score proficient on the Keystone Exam
- Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve a proficient score.

**Evidence Based Pathway** – Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student’s goals and career plans include: One of the following:

- Attainment of an established score on the ACT WorkKeys Assessment or SAT subject test, an AP Program Exam
- Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework
- Attainment of an industry-recognized credential
- Successful completion of a concurrent enrollment post-secondary course

Two additional pieces of evidence including:

- One or more of the options listed above
- Satisfactory completion of a service-learning project
- Attainment of a score of proficient or advanced on a Keystone Exam
- A letter guaranteeing full-time employment
- Certificate of successful completion of an internship or cooperative education program
- Satisfactory compliance with the NCAA core courses for college-bound student athletes with a minimum GPA of 2.0

**A. Grade Level Determination**

Grade level will be determined based on the number of earned credits:

- 9<sup>th</sup> Grade – 0 to 4.99
- 10<sup>th</sup> Grade – 5 to 10.99
- 11<sup>th</sup> Grade – 11 to 15.99
- 12<sup>th</sup> Grade – 16+

A minimum 22 credits must be earned prior to graduation to participate in graduation ceremonies.

**B. Make-Up of Failures**

Failures may be made up in summer school if the course is offered. Required subjects must be repeated if failed. If needed, elective courses may be made up to fulfill prerequisites or achieve additional credits. Senior year exceptions, with prior administrative approval, will be considered. Subjects failed by underclassmen in the fall semester may not be repeated during the spring semester of the same school year without administrative approval. However, successful summer school efforts will permit more flexibility in scheduling and will allow the student to stay on track toward graduation.

**C. Changes in Schedule**

It is important to emphasize to students that they and their parents should devote their most serious attention to the decision-making process necessary for valid course selection.

Schedule changes will be honored for students enrolled in summer school. However, once school has opened, any request for a change in a student's schedule will be handled within the first 10 days of the course. Any request to drop a course after the first 10 days of the course can only be dropped with the grade of a "WF" or "WP" depending on the grade at the time of the withdrawal.

**D. Selection of Courses**

Students are responsible for the selection of courses to fulfill graduation requirements and prepare them for future goals.

Courses listed in this booklet may be withdrawn/canceled because too few students elected to enroll.

It likewise may be impossible to schedule all the courses requested by the student. Parents and students should plan for this contingency at the time of course selection by indicating suitable alternates.

All students will be placed in the appropriate core courses (Math, English, Social Studies, Science) based on sequence unless there are multiple choices available. All 9<sup>th</sup> grade students will have courses planned for them based on 8<sup>th</sup> grade teacher input or a previous school report card/transcript. Each year a student's progresses in high school, they will have more courses to choose.

**E. Late Enrollment**

Students who enroll after the start of the school year may be limited in the course offerings available. Students should enroll with a copy of previous transcripts to ensure accuracy in the student's schedule. In addition, limited course offerings could result in a delay of anticipated graduation.



**F. Course Sequencing**

Course sequencing will follow the outline below. The starting point for Math and English could vary based on previous middle school performance and/or Benchmarking testing results. For Social Studies and Science, the first course not completed on the list below will be the required placement. Credits needed per subject beyond the sequence may be chosen if the prerequisite has been made.

<b>ENGLISH</b>	English 9	English 10*	American Literature	British Literature
<b>SOCIAL STUDIES</b>	World History	US History	Modern World Studies	Government or Economics
<b>SCIENCE</b>	Earth Science	Biology*	Chemistry or Physical Science	Physics or Elective Science
<b>MATH</b>	Algebra 1*	Geometry	Algebra 2	Pre-Calculus/Trigonometry

\*Keystone courses

**IV. SPECIAL PROGRAMS**

**A. College Prep**

The academic curriculum is designed for students who intend to enroll in a higher education program after high school graduation. Students need to consider carefully the particular type of program that they wish to pursue and the institutions that they wish to attend. Students interested in art, business, or technology education can prepare for college by taking certain Career Pathway subjects. It is the responsibility of students planning to enter college to complete a program of studies that will qualify them for admission. Program planning should be made in consultation with parents, teachers, and counselors. For a student planning to enter a four (4) year college/university, 25-27 credits are recommended. In addition to the required four (4) English and three (3) social studies courses. It is recommended the student earn a minimum of four (4) credits in academic mathematics, three (3) credits in academic lab science, and at least two (2) credits in the same foreign language.

**B. DCA – DESTINATIONS CAREER ACADEMY**

Our online career academies combine traditional academics with industry-relevant, career-focused courses to help students gain real-world skills in high-demand career fields. While working toward a high school diploma, students get the jump-start they need for college, career, or both. We offer three career fields and pathways, Business, Health and Human Services and Information Technology.

### **C. Advanced Placement Courses – General Statement**

Advanced Placement (AP) courses are designed for the college-bound student. Such courses have very high academic standards and expectations. These courses are the equivalent of college level courses and can lead to credit being granted at the college level for the successful completion of the program and passing the AP Exam. A student who elects to take one or more of these courses does so with the understanding that there is a personal responsibility involved in attaining success in these courses. If there is assigned work, the student is expected to complete it on time. If there is a concern, the student is expected to contact the teacher prior to the deadline for the submission of work. Failure to do so may result in initial difficulty throughout the course or failure of the course and AP Exam.

It is important to note that as a culminating part of the AP program, there is an exam that is offered to students that may help them obtain college credit. More information is available from the school counselor about AP courses. The test is not a requirement, but we encourage our students to take advantage of this opportunity.

Please use the link: <https://apstudent.collegeboard.org/exploreap> to research potential courses and to see which colleges/universities may accept college credit for AP course and exam scores.

### **D. Honors Courses**

When deciding to take Honors courses, you should possess all of the following:

- Current grade – C or above
- Self-motivation and self-discipline
- Good organizational skills
- Good written and spoken expression skills
- An ability to work independently and collaboratively
- Remain on task in class with little to no disruption
- Self-advocacy skills
- Will reach out and communicate with teacher when needed
- Good attendance
- Will engage in class discussions on the microphone
- Works collaboratively and will contribute in peer group activities

## Art & Music

### **ART010: Fine Art**

This course is a course developed and written for highly motivated students genuinely interested in studying art. The yearlong course demands a significant commitment from the student. This challenging and fast-paced art course combines art history, appreciation, and analysis while engaging students in hands-on studio-based art projects. This course is geared towards 11th and 12th-grade students who are seriously interested in and committed to the practical experience of visual art. Lessons introduce periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Several studio lessons throughout the semester provide opportunities for hands-on creative endeavors. Students taking this fast-paced, rigorous course should have foundational skills in art and be willing to work hard to improve those skills. Before enrolling, they should also have a working knowledge of the Elements of Art, Principles of Design, and Feldman's 4 steps of art analysis. This course is labor intensive and requires a yearlong commitment from the student to succeed in the course. Students that are willing to take on this challenge are welcome to enroll.

Students will need to obtain supplies. Suggested supplies include and are not limited to paint of any kind, brushes, clay or play dough, markers, crayons, or colored pencils – any type of coloring tools, paper, and pencils.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Foundations of Art (A or B) or a survey course in World History is recommended as a prerequisite or co-requisite.

**Special Note:** Course qualifies as a Humanities course.

### **ART011: Foundations of Art A**

Introduction to Art A is an exciting entry-level art appreciation course. Within this one semester course you will study the elements of art and principles of design while engaging in an introductory exploration of ancient art and art history. Part A of the course will explore ancient cultures and their artwork from different parts of the world. While studying the different cultures, history and artworks students will be

required to make art to demonstrate their knowledge of the elements, principles, techniques and history learned within this exciting introductory course. This is a studio, hands on art course. Students will need to obtain supplies.

Suggested supplies are: paint of any kind, brushes, clay or playdough, markers/crayons/colored pencils – any type of coloring tools, paper and pencils.

**Course Length:** One Semester

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** Course qualifies as a Humanities course.

### **ART012: Foundations of Art B**

Introduction to Art B is an exciting entry-level art appreciation course. Within this one semester course you will study the elements of art and principals of design while engaging in an introductory exploration of modern art. Part B of the course will explore modern art and art movements of the 20th century. While studying modern art, art techniques and art movements, students will be required to make art to demonstrate their knowledge of the elements, principles, techniques and history learned within this exciting introductory course. This is a studio, hands on art course. Students will need to obtain supplies.

Suggested supplies are: paint of any kind, brushes, clay or playdough, markers/crayons/colored pencils – any type of coloring tools, paper and pencils.

**Course Length:** One Semester

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** Course qualifies as a Humanities course.

### **ART020: Music Appreciation**

This course expands on students' knowledge of 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 semester covers early musical forms and classical rhythms, rock and roll, and hip hop and jazz. 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. Listening Logs are mastery assignments contained within the course that allow for a demonstration of student understanding of key components and curricular elements. Practice and performance are necessary components of music learning and growth and are highly encouraged as additional complements to Music Appreciation.

**Course Length:** Yearlong

**Suggested Grade:** 10-12

**Prerequisites:** Foundations of Music A or Foundations of Music B or other music background.

**Special Note:** Course qualifies as a Humanities course.

### **ART021: Foundations of Music A**

This course will explore how music interacts with society, ultimately shaping the way we view and engage with the world around us. Students will examine music from its creation to how it is interpreted by the mind.

The course provides an interdisciplinary look at the cognitive aspects of music as relating to aesthetics, appreciation, and therapeutic means of learning. Major topics include World Music, Music and the Mind, Music and Conflict, and Music and Social Change.

**Course Length:** One Semester

**Suggested Grade:** 9-12

**Prerequisites:** None; however, this course serves as a prerequisite for Music Appreciation.

**Special Note:** Course qualifies as a Humanities course.

### **ART022: Foundations of Music B**

This course will explore how music interacts with society, ultimately shaping the way we view and engage with the world around us. Students will examine music from its creation to how it is interpreted by the mind.

The course provides an interdisciplinary look at the cognitive aspects of music, as relating to aesthetics, appreciation, and therapeutic means of learning. Major topics include: Love and Loss, Performances, Virtuosity, and Remixes and Covers.

**Course Length:** One Semester

**Suggested Grade:** 9-12

**Prerequisites:** None; however, this course serves as a prerequisite for Music Appreciation.

**Special Note:** Course qualifies as a Humanities course.

### **ART500: AP Music Theory**

This course continues to expand on students' knowledge of the history, theory, and genres of music. The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing.

Students understand basic concepts and terminology by listening to and performing a wide variety of music.

Notational skills, speed, and fluency with basic materials are also emphasized. Students are encouraged to check information regarding AP Music Theory at the College Board website. <https://apcentral.collegeboard.org/pdf/ap-music-theory-course-overview.pdf?course=ap-music-theory>

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Music Appreciation. Students should also be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument as performance is a requirement and component of study in the course.

**Special Note:** Course qualifies as a Humanities course. This course is offered every other year. It will be offered during the 24/25 school year.

## Business

### **BUS045: Intro to Entrepreneurship I**

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, then plan and execute their own business.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** None

### **BUS065: Marketing I**

Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing and product management.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** None

### **BUS113: Accounting**

Through this course, students will gain a foundation in the skills needed for college accounting courses, office work, and managing their own small businesses. These skills are necessary for any student planning to major in Business in college. In this Introduction to accounting, students who have never had prior accounting training are given an overview of the three forms of accounting: financial, cost, and management accounting. The course helps build an appreciation for the role of accounting in managing a profitable business. It covers the basic concepts, conventions and rules of the double entry

system. It introduces techniques to analyze ratios from the balance sheet. The concept of ethics, integrity, and confidentiality and rigor are woven through all the chapters.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Algebra I or equivalent

### **CAR017: Business and Marketing Explorations**

How do the people hired shape the future of a business? How can we improve productivity? How do networks affect the way we market products and services? According to Pew Research, 71% of all Americans work in a business or marketing related capacity but you'll be surprised to learn there are more than just the traditional industries that need these services. Business and marketing represent the largest number of current job openings. In this project-based learning course, students will collaborate and explore careers by engaging in business and marketing roles. Examples include collaborating as the marketing team to produce a presentation and acting as hiring managers to create a job posting and develop interview skills. Students will explore business tools including Microsoft Office Suite, Teams and Google Sites web design. This entry-level course will help students determine a path inside the Destination Careers Academy that could lead to a credential or certificate that will allow a student to enter the job market sooner than traditional curriculums.

**Course Length:** One Semester

**Suggested Grade:** 9-10

**Prerequisites:** None

## English

### **ENG010: Journalism**

The goal of the Journalism course is to develop informed news consumers regarding the news they receive through various mediums and platforms. Students study the basic concepts of journalism related to the characteristics of news genres and mediums as well as the historical importance and evolution of journalism. Throughout the course students will examine the role of the news media to understand the messages that are being communicated. Students will read and analyze school appropriate news articles. To demonstrate mastery students will complete Classwork/Homework Assignments, Reading Comprehension Assignments, Unit Tests and Discussion Threads.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** None

**Special Note:** This course is not a writing course in which students will learn how to write news stories.

### **ENG011: English Foundations II (Remediation)**

Students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Struggling readers develop mastery in reading comprehension, vocabulary building, study skills, and media literacy. Students build confidence in writing fundamentals by focusing on composition in a variety of formats, grammar, style, and media literacy. Formative assessments identify areas of weakness, lessons are prescribed to improve performance, and summative assessments track progress and skill development.

**Course Length:** Yearlong

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** Remediation courses are assigned to students as needed.

### **ENG020: Public Speaking**

Students are introduced to public speaking as an important component of their academic, work, and social lives. They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study

speech types (informative, persuasive, dramatic, and special occasions), read and listen to speech models, and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** None

**Special Note:** Students will be required to create video and audio recording of themselves for this class.

### **ENG030: Creative Writing**

Students that love writing get to explore a range of creative writing genres, including but not limited to: memoirs, fiction, poetry, creative nonfiction, drama, journaling, and multimedia writing. Students will study examples of writing through classic and contemporary selections and will apply that knowledge and understanding to their writing. In addition, students will develop an intimate understanding of the writing process and its application to various projects. Learning activities include a significant amount of writing with each unit of study. Activities include reading, listening, discussing, multiple choice, self-check activities, student sharing, peer editing, and reflection. Unit lessons and performance tasks are scaffolded carefully to help students achieve deeper levels of understanding.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** None

**Special Note:** This class requires interest in writing to pass. A student that is not interested in writing will not be successful in this class.

**ENG101: English 9**

This standards focused course challenges students to improve their written skills, while strengthening their ability to understand and analyze literature in a variety of genres.

**Literature:** Students read a broad array of fiction and nonfiction texts. The course guides students in the close reading and critical analysis of works of literature and informational texts and helps them appreciate the texts and the contexts in which the works were written.

**Language Skills:** Students broaden their composition skills by completing constructed response prompts and text-dependent analysis essays developed through writing strategies. Revision and editing skills are practiced through feedback and in class remediation. Students build on their grammar, usage, and mechanics skills, agreement, and punctuation. Students will have opportunities to improve their reading fluency, comprehension skills, and vocabulary acquisition.

**Course Length:** Yearlong

**Suggested Grade:** 9

**Prerequisites:** Summit Language Arts 8, or equivalent

**ENG102: Honors English 9**

This course challenges students to improve their writing skills, while strengthening their ability to understand and analyze literature in a variety of genres. Students enrolled in this course will be offered enrichment opportunities that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

**Literature:** Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of literature and helps them appreciate the texts and the contexts in which the works were written.

**Language Skills:** Students broaden their composition skills by completing various writing assignments. They are provided with examples, strategic tools and rubrics in order to succeed. Students will focus on text dependent analysis questions and learn to provide valid and relevant evidence to support their answers.

**Course Length:** Yearlong

**Suggested Grade:** 9

**Prerequisites:** Summit Language Arts 8, or equivalent

**Special Note:** All students in Honors will often be required to use the microphone and video cameras

during in-class and in-course literature discussions.

**ENG201: English 10**

In this course, students build on existing literature and composition skills and move to higher levels of analytical sophistication.

**Literature:** Students hone their skills of literary analysis by reading short stories, poetry, drama, informational texts, and works of narrative nonfiction. High interest, modern, relevant texts and assessments are also considered as supplemental material. Additionally, the course focuses on Keystone reading and writing skills, aligned with the Common Core Standards and Keystone Anchors.

**Language Skills:** In this course, students become more proficient writers and readers. In composition lessons, students write analytical responses to a written piece and learn to extract key evidence to answer critical questions about the passage. Students will focus on using text-dependent evidence from the reading passages to support their writing in both single paragraph and multi-paragraph responses.

**Course Length:** Yearlong

**Suggested Grade:** 9-10

**Prerequisites:** MS English and English 9 or equivalent

**ENG202: Honors English 10**

In this course, students build on existing literature and composition skills and move to higher levels of analytical sophistication.

**Literature:** Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors may include W.B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, Paulo Coelho, Richard Rodriguez, and various non-fiction authors.

Students will read a dramatic piece such as Shakespeare's *Macbeth* or Miller's *Death of a Salesman*. The course focuses on practice of Keystone reading and writing skills, aligned with the PA State Standards/Keystone Anchors.

**Language Skills:** In this course, students become more proficient writers and readers. In composition lessons, students write analytical responses to a written piece and learn to extract key evidence to answer critical questions about the passage. Students will also work to strengthen their skills through peer critiquing and scoring practice.

Students also explore narrative, persuasive, and research writings. Students strengthen their vocabularies within each unit focusing on word roots, suffixes and prefixes, context clues, and other important vocabulary building strategies. Projects will be assigned throughout the school year that will challenge students to apply these skills on a more advanced level.

**Course Length:** Yearlong

**Suggested Grade:** 9-10

**Prerequisites:** MS English and Success in Honors English 9 or equivalent, and teacher/school counselor recommendation.

### **ENG303: American Literature**

In this course, students read and analyze works of American literature from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, research projects, and online discussions. Students expand vocabulary skills and refresh their knowledge of grammar, usage, and mechanics.

**Course Length:** Yearlong

**Suggested Grade:** 10-11

**Prerequisites:** English 10 or equivalent.

### **ENG304: Honors American Literature**

In this course, students read and analyze works of American literature from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Students enrolled in this challenging course will also complete projects that deepen their understanding of the themes and ideas presented in the curriculum.

**Course Length:** Yearlong

**Suggested Grade:** 10-11

**Prerequisites:** Success in Honors English 10, or equivalent, and teacher/school counselor recommendation.

**Special Note:** All students in Honors will be required to use the microphone and video cameras during in-class and in-course literature discussions.

### **ENG403: British and World Literature**

Students read selections from British and World literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choosing.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** American Literature, or equivalent.

### **ENG404: Honors British and World Literature**

Students read selections from British and World literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students work independently on many of their analyses and engage in creative collaboration with their peers. Students complete an independent Honors writing portfolio throughout the year.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in Honors American Literature, or equivalent, and teacher/school counselor recommendation.

**Special Note:** All students in Honors British and World Literature will often be required to use their microphone and video cameras during in-class and in-course literature discussions.



**ENG500: AP English Language and Composition**

Students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. In this equivalent of an introductory college-level survey class, students prepare for the AP® Exam and for further study in communications, creative writing, journalism, literature, and composition.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in Honors American Literature (or equivalent) and teacher/school counselor recommendation.

**Special Note:** This course is offered every other year. It will be offered during the 24/25 school year.

**OTH036: Gothic Literature**

Since the eighteenth century, Gothic tales of the macabre and supernatural have influenced fiction writers and fascinated readers. This course focuses on the major themes found in Gothic literature and demonstrates how writing style and structure produce a suspenseful environment for readers. Students complete Classwork/Homework Assignments, Reading Comprehension Assignments, Unit Tests and Discussion Threads to demonstrate mastery. The literature for this course includes Frankenstein, The Strange Case of Dr. Jekyll and Mr. Hyde, Gothic Poetry, Dracula, and Edgar Allan Poe.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** Grade of "B" or higher in English 10 or higher English course.

**Special Note:** The Gothic Literature course requires an interest in reading literature independently to pass the class. Audiobooks/recordings are available for the literature to assist students with their independent reading.

## History & Social Studies

### **HST010: Anthropology**

Anthropology is the study of human beings and their social, environmental, and cultural relationships over time. In this course, students familiarize themselves with their own culture as they explore cultures from around the world and from different periods in history. Students examine each culture through the lens of family, land, death, identity, and power, to explore the similarities and differences of cultural roles in various times and places. Students will also examine the importance of anthropology as one of the main branches of the Social Sciences as they explore the five major categories of anthropology as physical, cultural, linguistic, social, and archaeological.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** World History (or equivalent)

**Special Note:** Evolution is a topic for this course.

### **HST020: Psychology**

In this introductory course, students explore why people think and act the way they do. Topics include key terms, the major concepts and theories of psychology, and ethical standards that govern psychological research. Students develop critical thinking skills to evaluate theories and current research, learn how psychological principles apply to their own lives, and build on reading, writing, and discussion skills.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** None

**Special Note:** Course qualifies as a Humanities course.

### **HST050: Sociology**

Sociology is the study of people, social life, and society. How do your beliefs, values, and behavior affect the people around you and the world in which we live? By developing a “sociological imagination” students are able to examine how society itself shapes human action and beliefs—and how in turn these factors re-shape society itself! The world is becoming more complex. Students will examine social problems in our increasingly connected world and learn how human relationships can strongly influence and impact their lives.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** None

**Special Note:** Course qualifies as a Humanities course.

### **HST103: World History**

In this comprehensive survey of world history from prehistoric to modern times, students focus in depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement World History: Our Human Story, a textbook written and published by Stride. Students are challenged to consider topics in depth as they analyze primary sources and maps, create timelines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.

**Course Length:** Yearlong

**Suggested Grade:** 9-10

**Prerequisites:** Intermediate Global Studies or equivalent

### **HST104: Honors World History**

In this challenging survey of world history from prehistoric to modern times, students focus in depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement World History: Our Human Story, a textbook written and published by Stride.

Students are challenged to consider topics in depth as they analyze primary sources and maps, create timelines, and complete other projects—practicing advanced historical thinking and writing skills as they

explore the broad themes and big ideas of human history. Students complete an independent honors project each semester.

**Course Length:** Yearlong

**Suggested Grade:** 9-10

**Prerequisites:** Stide middle school American History Since 1865, World History, or equivalent and teacher/school counselor recommendation.

### **HST203: Modern World Studies**

In this comprehensive course, students follow the history of the world from approximately 1870 to the present. They begin with a study of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice sophisticated skills of historical thinking and analysis. Activities include analyzing primary sources and maps, participating in activities and discussions, and completing projects and written assignments.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** World History or equivalent.

### **HST204: Honors Modern World Studies**

In this advanced course, students investigate the history of the world from approximately 1870 to the present. They begin with an analysis of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students undertake an in-depth examination of both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore advanced topics in physical and human geography and investigate issues of concern in the contemporary world. Activities include analyzing various primary and

secondary sources, actively engaging in discussions, presenting information about historical events and research findings, completing projects and written assignments, and conducting research. Students complete an independent, comprehensive, honors research project each semester.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** World History or equivalent, success in previous social studies course, and a teacher/school counselor recommendation.

### **HST213/HST214: Geography and World Cultures**

This Geography course will examine a broad range of geographical perspectives covering all of the major regions of the world. Each region will be reviewed in a similar structure in order for students to more clearly see the similarities and differences between each region. Specifically, the course will explore where each region is located along with its physical characteristics, including absolute and relative location, climate, and significant geographical features. The exploration will then continue on to look at each region from a cultural, economic, and political perspective, closely examining the human impact on each region from these perspectives as well as how human activities impact the environments of the region.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** World History or equivalent.

### **HST222: Contemporary World Issues**

In this course students will compare governments, economies, cultures and geography of the world. Emphasis will be placed on the civics, politics, economics, structures, processes and policies of United States and then compared with those of the international community. Students will use what they know and learn about the United States and the world to analyze current events and contemporary issues. Reasoning and research skills will be applied to the content throughout the course.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** World History and US History, or equivalents

**Special Note:** Course qualifies as a Humanities course.

**HST303: US History**

This course is a full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from Stide's *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

**Course Length:** Yearlong

**Suggested Grade:** 10-11

**Prerequisites:** World History or equivalent

**HST304: Honors US History**

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from Stride's *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

**Course Length:** One Semester

**Suggested Grade:** 10-11

**Prerequisites:** World History or equivalent success in previous history course, and a teacher/school counselor recommendation

**HST403: US Government and Politics**

This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest

groups, the media, and the Supreme Court, and discuss their own views on current political issues.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** U.S. History or equivalent

**HST413: US and Global Economics**

In this course on economic principles, students explore choices they face as producers, consumers, investors, and taxpayers. Students apply what they learn to real-world simulation problems. Topics of study include markets from historic and contemporary perspectives; supply and demand; theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; money (what it is, how it evolved, the role of banks, investment houses, and the Federal Reserve); Keynesian economics; how capitalism functions, focusing on productivity, wages, investment, and growth; issues of capitalism, such as unemployment, inflation, and the national debt; and a survey of markets in such areas as China, Europe, and the Middle East.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** U.S. History or equivalent, U.S. Government and Politics is recommended, but not required

**HST500: AP US History**

Students explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students are asked to master not only the wide array of factual information necessary to do well on the AP exam, but also to practice skills of critical analysis of historical information and documents. Students read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture. Majority of the work in this course is independent. The content aligns to the sequence of topics recommended by the College Board and to widely used textbooks. Students prepare for the AP exam.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in previous history course and a teacher/school counselor recommendation. Teacher

approval and writing submission approval is required for this course.

**Special Note:** This course is offered every other year. It will be offered during the 24/25 school year.

### **HST510: AP U.S. Government and Politics**

This course is the equivalent of an introductory college-level course. Students explore the operations and structure of the U.S. government and the behavior of the electorate and politicians. They gain the analytic perspective necessary to evaluate political data, hypotheses, concepts, opinions, and processes and learn how to gather data about political behavior and develop their own theoretical analysis of American politics. Students also build the skills they need to examine general propositions about government and politics, and to analyze specific relationships between political, social, and economic institutions. They prepare for the AP<sup>®</sup> Exam and for further study in political science, law, education, business, and history.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in Honors U.S. History, or equivalent, and teacher/school counselor recommendation

**Special Note:** This course is offered every other year. It will be offered during the 25/26 school year.

### **HST520: AP Macroeconomics**

This course is the equivalent of an introductory college-level course. Students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. Students also examine how individuals and institutions are influenced by employment rates, government spending, inflation, taxes, and production. Students prepare for the AP exam and for further study in business, political science, and history.

**Course Length:** One semester

**Suggested Grade:** 11-12

**Prerequisites:** Success in Algebra II (or equivalent) and a teacher/school counselor recommendation

**Special Note:** This course is offered every other year. It will be offered during the 24/25 school year.

### **HST530: AP Microeconomics**

This course is the equivalent of an introductory college-level course. Students explore the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students learn why the same product can cost different amounts at different stores, in different cities, and at different times.

Students also learn to spot patterns in economic behavior and learn how to use those patterns to explain buyer and seller behavior under various conditions.

Lessons promote an understanding of the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in the economy. Students prepare for the AP exam and for further study in business, history, and political science.

**Course Length:** One semester

**Suggested Grade:** 11-12

**Prerequisites:** Success in Algebra II (or equivalent), AP Macroeconomics, and a teacher/school counselor recommendation

**Special Note:** This course is offered every other year. It will be offered during the 25/26 school year.

### **HST540: AP Psychology**

This course is the equivalent of an introductory college-level course. Students receive an overview of current psychological research methods and theories. They explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They study core psychological concepts, such as the brain and sensory functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Students prepare for the AP<sup>®</sup> Exam and for further studies in psychology and life sciences.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in Honors Biology, or equivalent, and teacher/school counselor recommendation

**Special Note:** Course qualifies as a Humanities course.

**HST560: AP World History: Modern**

This course is divided into four historical periods ranging from 1200 CE to the present in a rigorous academic format that is viewed through fundamental concepts and course themes. Students analyze the causes and processes of continuity and change across historical periods. Themes include humans and the environment, cultural developments and interactions, governance, economic systems, technology and innovation, and social interactions and organization. In addition to mastering historical content, students cultivate historical thinking skills that involve crafting arguments based on evidence, identifying causation, comparing, and supplying context for events and phenomenon, and developing historical interpretation. Students will prepare for the AP exam.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in previous history course and a teacher/school counselor recommendation

**Special Note:** This course is offered every other year. It will be offered during the 24/25 school year.

**OTH031: Archaeology**

George Santayana once said, "Those who cannot remember the past are condemned to repeat it." The field of archaeology helps us better understand the events and societies of the past that have helped shape our modern world.

Students focus on the techniques, methods, and theories that guide the study of the past. They learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved.

They explore the relationship of material items to culture and discover what we can learn about past societies from these items.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** World History

**Special Note:** This course extensively covers the science of human evolution by aligning with state standards. Course qualifies as a Humanities course.

**OTH039: Criminology**

Students are introduced to the field of criminology: the study of crime. They look at possible explanations for crime from psychological, biological, and sociological perspectives.

Students learn about the categories and social consequences of crime, and how the criminal justice system handles criminals and their misdeeds.

They explore key questions, including: Why do some individuals commit crimes while others do not? What aspects of culture and society promote crime? Why are different punishments given for the same crime? What factors – from arrest to punishment – help shape the criminal case process?

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** Sociology & US History

**OTH091: Law and Order**

Every society has laws that its citizens must follow. From traffic laws to regulations on how the government operates, laws help provide society with order and structure. Our lives are guided and regulated by our society's legal expectations. Consumer laws help protect us from faulty goods; criminal laws help protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody. This course focuses on the creation and application of laws in various areas of society. By understanding the workings of our court system, as well as how laws are actually carried out, students become more informed and responsible citizens.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** US History

**Special Note:** Course qualifies as a Humanities course.

## Mathematics

### **MTH030: Personal Finance**

In this introductory finance course, students learn basic principles of economics and best practices for managing their own finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. Students are inspired by experiences of finance professionals and stories of everyday people and the choices they make to manage their money.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** Algebra 1

### **MTH113: Pre-Algebra**

In this course, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean Theorem; and explain strategies for solving real-world problems. Online lessons provide demonstrations of key concepts, as well as interactive problems with contextual feedback.

**Course Length:** Yearlong

**Suggested Grade:** 9-10

**Prerequisites:** Completion of 8th Grade Math, Math Foundations, or equivalent

### **MTH128: Algebra I**

Students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Topics include simplifying expressions involving variables, fractions, exponents, and radicals; working with integers, rational numbers, and irrational numbers; graphing and solving equations and inequalities; using factoring, formulas, and other techniques to solve

quadratic and other polynomial equations; formulating valid mathematical arguments using various types of reasoning; and translating word problems into mathematical equations and then using the equations to solve the original problems. Students will develop fluency in data analysis through use of tables and graphs.

**Course Length:** Yearlong

**Suggested Grade:** 9-11

**Prerequisites:** Math 8, or equivalent, or appropriate placement testing results

### **MTH129: Honors Algebra I**

This course prepares students for more advanced courses while they develop algebraic fluency, learn the skills needed to solve equations, and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Topics include simplifying expressions involving variables, fractions, exponents, and radicals; working with integers, rational numbers, and irrational numbers; graphing and solving equations and inequalities; using factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulating valid mathematical arguments using various types of reasoning; and translating word problems into mathematical equations and then using the equations to solve the original problems. This course includes all the topics in MTH128 but includes more challenging assignments and optional challenge activities.

**Course Length:** Yearlong

**Suggested Grade:** 9-10

**Prerequisites:** Eureka Math 8, or equivalent, and teacher/school counselor recommendation

**MTH208: Geometry**

In this comprehensive course, students are challenged to recognize and work with geometric concepts in various contexts. They build on ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They develop deeper understandings of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries.

**Course Length:** Yearlong

**Suggested Grade:** 10-11

**Prerequisites:** Algebra 1, or equivalent

**MTH209: Honors Geometry**

Students work with advanced geometric concepts in various contexts. They build in-depth ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They also develop a sophisticated understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries. Students work on additional challenging assignments and assessments.

**Course Length:** Yearlong

**Suggested Grade:** 10-11

**Prerequisites:** Algebra I or Honors Algebra I, or equivalent, and teacher/school counselor recommendation

**MTH307: Practical Math**

In this course, students use math to solve real-world problems—and real-world problems to solidify their understanding of key mathematical topics. Data analysis, math modeling, and personal finance are key themes in this course. Specific topics of study include statistics, probability, graphs of statistical data,

regression, finance, and budgeting. In addition, students learn how to use several mathematical models involving algebra and geometry to solve problems. Proficiency is measured through frequent online and offline assessments, as well as class participation. Units focused on projects also allow students to apply and extend their math skills in real-world cases.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Algebra I and Geometry, or equivalent.

**MTH308: Algebra II**

This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include functions and their graphs, quadratic functions, inverse functions, and advanced polynomial functions.

Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

**Course Length:** Yearlong

**Suggested Grade:** 10-12

**Prerequisites:** Algebra 1 and Geometry

**Special Note:**

**MTH309: Honors Algebra II**

This course builds upon advanced algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically.

Topics include functions and their graphs; quadratic functions; complex numbers, and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions, sequences and series, probability, and statistics.

Students work on additional challenging assignments, assessments, and research projects.

**Course Length:** Yearlong

**Suggested Grade:** 10-12

**Prerequisites:** Algebra 1 or Honors Algebra 1, or equivalents, and teacher/school counselor recommendations



**MTH332: Integrated Math**

The purpose of this course is to provide students with an overview of the many mathematical disciplines. Topics include number sense, geometry, algebra, measurement, probability and statistics, and data interpretation. In this course students build mathematical skills that will allow them to solve problems and reason logically. The course will provide students with opportunities to communicate their understanding by organizing, clarifying, and refining mathematical information for a given purpose. Students will use every day mathematical language and notation in appropriate and efficient forms to clearly express ideas and information. Assessments within the course include multiple-choice, short answer, fill in the blank, and constructed response questions. Also included in this course are videos and text-based resources. This course is not designed to take the place of Algebra I.

**Course Length:** Yearlong

**Suggested Grade:** 9-12

**Prerequisites:** Algebra I

**MTH403: Pre-Calculus/Trigonometry**

Pre-Calculus/Trigonometry weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include complex numbers, linearity, and transformations; vectors and matrices including networks and linear transformations; rational and exponential functions, including work with inverse and composition of functions; trigonometry including trigonometric functions and inverse trigonometric functions; and probability and statistics. Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Geometry and Algebra II

**MTH413: Probability and Statistics**

Students learn counting methods, probability, descriptive statistics, graphs of data, the normal curve, statistical inference, and linear regression. Proficiency is measured through frequent online and offline assessments, as well as asynchronous discussions. Problem-solving activities provide an opportunity for students to demonstrate their skills in real-world situations.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** Algebra I

**MTH433: Calculus**

This course is a comprehensive look at the study of differential and integral calculus concepts including limits, derivative and integral computation, linearization, Riemann sums, and the Fundamental Theorem of Calculus. Applications include graph analysis, linear motion, average value, area, and volume.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in Geometry, Algebra II and Pre-Calculus/Trigonometry, and a teacher/school counselor recommendation

**MTH500: AP Calculus AB**

This course is the equivalent of an introductory college-level calculus course. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. Students learn to evaluate the soundness of proposed solutions and apply mathematical reasoning to real-world models.

Students also learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students prepare for the AP exam and further studies in science, engineering, and mathematics.

**Course Length:** Yearlong

**Suggested Grade:** 12

**Prerequisites:** Success in Geometry, Algebra II and Pre-Calculus/Trigonometry, and a teacher/school counselor recommendation

**Special Note:** This course is offered every other year. It will be offered during the 25/26 school year.

**MTH510: AP Statistics**

This course is the equivalent of an introductory college level course. Statistics—the art of drawing conclusions from imperfect data and the science of real-world uncertainties— plays an important role in many fields. Students collect, analyze, graph, and interpret real-world data. They learn to design and analyze research studies by reviewing and evaluating examples from real research. Students prepare for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in Algebra II and a teacher/school counselor recommendation

**Special Note:** This course is offered every other year. It will be offered during the 24/25 school year.

## Physical Education & Health

### **OTH010: Skills for Health**

This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

**Course Length:** One Semester

**Suggested Grade:** 9-12

**Prerequisites:** None

### **OTH020: Physical Education**

This course combines online instructional guidance with student participation in weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity. The course promotes the value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management. Students may enroll in the course for either one or two semesters and repeat for further semesters as needed to fulfill state requirements.

**Course Length:** One Semester

**Suggested Grade:** 9-12

**Prerequisites:** None

## Electives

### **AGR105: Agriscience 1: Introduction**

Agriculture has played an important role in the lives of humans for thousands of years. It has fed us and given us materials that have helped us survive. Today, scientists and practitioners are working to improve and better understand agriculture and how it can be used to continue to sustain human life. In this course, students learn about the development and maintenance of agriculture, animal systems, natural resources, and other food sources. Students also examine the relationship between agriculture and natural resources and the environment, health, politics, and world trade.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** Earth Science or equivalent.

### **BUS120: Hospitality and Tourism**

People are traveling around the globe in growing numbers. As a result, the hospitality and tourism industry is one of the fastest growing in the world. Students are introduced to this industry through topics including hotel and restaurant management, cruise ships, spas, resorts, and theme parks. They learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. They also examine current and future trends in the field.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** None

### **HLT213: Medical Terminology I**

Through “tours” of the human body systems, students learn about the language and specialized vocabulary associated with these systems while also learning about the basic structures and functions of the human body systems. Students will develop an extensive medical vocabulary used in health-related careers. Students gain proficiency in “breaking apart” terms into their prefixes, suffixes, and roots to understand their meanings and the parts of the human body that are related to specific medical terms. Activities are provided throughout the course to engage students in this learning through skill-building, reinforcement and practice. Students

interested in learning about medical terminology and overview of how the human body functions in health and in disease states enroll in this course.

**Course Length:** One Semester

**Suggested Grade:** 9-12

**Prerequisites:** None

### **OTH033: Veterinary Science**

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 examines some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases affect not only the animals around us, but at times, us humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues are studied and applied.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** Biology or equivalent.

### **OTH070: Drivers Safety**

This course is a foundation of theory for responsible driving. Emphasis is placed on understanding of traffic laws, driving situations, safety concerns, and PA specific laws. Students completing this course are prepared to take the PA Knowledge Test to obtain a Learner’s Permit.

**Course Length:** One Semester

**Suggested Grade:** 10-11

**Prerequisites:** None

**Special Note:** Students should take this course prior to acquiring their drivers’ license or for purposes of strengthening knowledge related to safe driving practices.

### **OTH080: Nutrition and Wellness**

This 1/2 credit course will introduce the student to an overview of good nutrition principles that are needed for human physical & mental wellness. Discussion of digestion, basic nutrients, weight management, sports & fitness, and life-span nutrition is included. Application to today's food and eating trends, plus learning to

assess for reliable nutrition information is emphasized.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** None

### **OTH093: Introduction to Biological Sciences**

Will we ever find a cure for cancer? What treatments are best for conditions like diabetes and asthma? How are illnesses like meningitis, tuberculosis, and measles identified and diagnosed? People in health science related fields work to discover and provide the answers to questions such as these. Introduction to Health Sciences presents healthcare information and terminology, examines the contributions of different health science areas, and discusses characteristics helpful to pursuing a career in this field. Students are introduced to the various disciplines within the health sciences. Topics such as health and wellness, leadership, teamwork, ethics, safety, technology, and communication are discussed throughout the semester. Written work comprises a large portion of the overall grade.

**Course Length:** One Semester

**Suggested Grade:** 9-12

**Prerequisites:** None

### **OTH161: Early Childhood Education**

Children experience enormous changes in the first few years of their lives. They learn to walk, talk, run, jump, read and write, among other milestones. Caregivers can help infants, toddlers, and children grow and develop in positive ways.

This course is for students who want to influence the most important years of human development. In the course, students learn how to create fun and educational environments for children; how to keep the environment safe for children; and how to encourage the health and well-being of infants, toddlers, and school-aged children.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** None

**Special Note:** Course qualifies as a Humanities course.

### **OTH171: Culinary Arts**

Food is fundamental to life. Not only does it feed our bodies, it's often the centerpiece for family gatherings and social functions. Students learn all about food,

including kitchen safety, knife skills, cooking methods, and good culture. They also learn about the food service industry and prepare culinary dishes. Through hands-on activities and in-depth study of the culinary arts field, students hone their cooking skills and explore careers in the food industry.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** None

**Special Note:** Course qualifies as a Humanities course.

### **OTH181: Fashion Design**

In this course students begin to develop the skills needed to participate in the exciting and impactful career of Fashion Design. In addition to developing skills for a possible career, students can apply the basics of this Fashion Design Course to their own individual developing styles. Students try their hand at designing as they learn the basics of color and design, then test their skills through projects. In addition, they develop the essential communication skills that build success in any business.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** None

**Special Note:** Course qualifies as a Humanities course.

### **OTH182: Interior Design**

Do you have a flare for designing and decorating? If so, this course will show you how to turn your interests and skills into a career. From professionals who own their own business to those working within a larger company, interior designers do it all—from planning the color scheme to choosing furniture and light fixtures—with the end goal of creating a space where people can live or work comfortably, safely, and happily.

You will learn about color, texture, trends and styles over time, how homes are built, and “green” options for homes and businesses. Most importantly, you’ll learn how to work with a client to meet their unique needs and style requirements. This course will help you to identify parts of interior design that are most interesting to you, helping you to chart the path for your future.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** None

**Special Note:** Course qualifies as a Humanities course.

## Science

### **SCI010: Environmental Science**

This course examines how human interactions with the environment leads to changes, both expected and unexpected. Topics of the course include management of natural resources, investigation of energy flow through ecosystems, examination of environmental policies and laws, causes and effects of climate change of climate change on Earth, an overview of endangered species, importance of biodiversity and more. Students will use course materials, online simulations, videos, websites, notes and more to explore this large and ever-changing topic.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** None

**Special Note:** This course qualifies as 0.5 Science.

### **SCI020: Astronomy**

Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe. This course introduces 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 solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students examine the life cycle of stars, the properties of planets, and the exploration of space.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** Earth Science or equivalent.

**Special Note:** This course qualifies as 0.5 science credit.

### **SCI102: Physical Science**

Students explore the relationship between matter and energy by investigating the basics of force and motion, the structure of atoms, the structure and properties of matter, chemical reactions, and the interactions of energy and matter. This introductory course prepares students for further studies in chemistry or physics.

**Course Length:** Yearlong

**Suggested Grade:** 10-12

**Prerequisites:** None

### **SCI113: Earth Science**

This course provides students with a comprehensive earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of in- depth online lessons, an associated reference book, collaborative activities, and hands-on laboratories students can conduct at home. The course prepares students for further studies in geology, meteorology, oceanography, and astronomy courses, and gives them practical experience in implementing scientific methods.

**Course Length:** Yearlong

**Suggested Grade:** 9

**Prerequisites:** Stride middle school Earth Science, or equivalent

### **SCI114: Honors Earth Science**

This challenging course provides students an honors-level earth science curriculum implemented via online reading, collaborative activities, and laboratory explorations. Honors Earth Science focuses on the development of scientific literacy via writing to convey understanding of scientific phenomena. This course prepares students for further study in geology, meteorology, oceanography, and astronomy, as well as creating a solid foundation in the scientific method's implementation. Current and future environmental issues are an important part of this course. Additional honors-level assignments include debates, discussions, and research papers. Students should have a working microphone to be used in collaborative daily activities.

**Course Length:** Yearlong

**Suggested Grade:** 9

**Prerequisites:** Stride middle school Life Science, or equivalent, success in previous science course, and teacher/school counselor recommendation

**SCI203: Biology**

In this comprehensive course, students investigate living things: the cell, genetics, evolution, the structure and function of living things, ecology, and biotechnology.

The program consists of in-depth online lessons including: extensive animations, an associated virtual reference book, collaborative explorations, and laboratory experiments.

Laboratory experiments are conducted using virtual laboratories.

**Course Length:** Yearlong

**Suggested Grade:** 10

**Prerequisites:** Stride middle school Life Science, or equivalent

**SCI204: Honors Biology**

This course provides students with a challenging honors-level biology curriculum, focusing on the chemistry of living things: the cell, genetics, evolution, structure and function of living things, ecology, and biotechnology. The program consists of advanced online lessons including extensive animations, an associated virtual reference book, collaborative explorations, and laboratory experiments. Honors biology activities include a biological debate, research paper, extended collaborative laboratories, virtual laboratories and discussions. The activities require virtual meetings outside of the standard class time for students to collaborate in grouped assignments. Collaboration is a vital part of the course. All students are required to have a working microphone and utilize it for group discussions, team collaboration and general daily activities.

**Course Length:** Yearlong

**Suggested Grade:** 10

**Prerequisites:** Stride middle school Life Science, or equivalent, success in previous science course, and teacher/school counselor recommendation

**SCI303: Chemistry**

This comprehensive course will prepare students for success in college-level science courses. It provides an in-depth survey of some key areas of chemistry such as atomic structure, periodic table organization, chemical bonding and reactions, states of matter, stoichiometry and solution chemistry. The course includes daily direct online instruction and related assessments. Labs for this

course will be virtual.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in previous science courses and demonstrated success in Algebra I, or equivalent.

**Special Note:** This course is for college-bound students.

**SCI304: Honors Chemistry**

This advanced course will prepare college-bound students for success in post-secondary science majors and/or careers. It is a challenging course in both content and pace, focusing on all areas of chemistry including atomic structure, periodic table organization, chemical bonding and reactions, states of matter, stoichiometry, solution chemistry, acid/base chemistry, thermochemistry, electrochemistry, organic chemistry, and nuclear chemistry. The course includes daily direct online instruction and related assessments. Labs for this course will be virtual.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in previous science courses and demonstrated success in Algebra I and algebra teacher / school counselor recommendation.

**SCI330: Anatomy and Physiology 1**

This course is for students interested in learning about the structure and function of the human body systems, and for those who may be interested in a career in the life sciences or health-related careers. Students will explore several human body systems through class discussions, virtual lab activities, reading materials, study guides and activity-based and/or writing assignments. A focus of how body systems work together to maintain homeostasis is emphasized. Through the study of human body systems students will gain an understanding of how health is maintained, as well as how diseases and medical conditions are related to the structure and functions of the human body systems. Note that Anatomy and Physiology 2 is a course that is also offered that focuses on body systems not explored in the Anatomy and Physiology 1 course.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** None

**Special Note:** It is recommended that students enrolling in this course have taken high school biology.

**SCI331: Anatomy and Physiology 2**

This course is a continuation of the study of anatomy and physiology for those students who have taken Anatomy and Physiology 1. Students learn about the body systems not covered in the Anatomy and Physiology 1 course. Structure and function of body tissues, organs and organ systems is emphasized through class discussions, virtual lab activities, reading materials, study guides and activity-based and/or writing assignments.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** Anatomy and Physiology 1

**Special Note:** It is recommended that students enrolling in this course have taken high school biology.

**SCI403: Physics**

This course provides a comprehensive survey of all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. The course gives students a solid basis to move on to more advanced courses later in their academic careers. The program consists of online instruction and related assessments, plus an associated problem-solving book and instructions for conducting hands on laboratory experiments at home. Stride lab kits contain all lab materials that cannot easily be found in the home.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Algebra II, Biology, and Chemistry

**SCI404: Honors Physics**

This advanced course surveys all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories. The course gives a solid basis for moving on to more advanced college physics courses. The program consists of online instruction and related assessments, plus an associated problem-solving book and instructions for conducting hands- on laboratory experiments at home. Stride lab

kits contain all lab materials that cannot easily be found in the home.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Honors Algebra II, Biology, and Chemistry Algebra II or and teacher/school counselor recommendation

**SCI500: AP Biology**

This course guides students to a deeper understanding of biological concepts including the diversity and unity of life, energy and the processes of life, homeostasis, and genetics. Students learn about regulation, communication, and signaling in living organisms, as well as interactions of biological systems. Students carry out a number of learning activities, including extensive daily college-level readings, interactive exercises, virtual laboratory experiments, and practice assessments.

These activities are designed to help students gain an understanding of the science process and critical- thinking skills necessary to answer questions on the AP Biology Exam. The content aligns to the sequence of topics recommended by the College Board.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in Biology, Chemistry, Algebra II, and teacher/school counselor recommendation required; success in Pre-Calculus and English highly recommended.

**Special Note:** Students planning to take the AP Biology exam in May must register and pay for the test. Taking the AP exam is not a requirement of the course, but highly encouraged.

**Special Note:** This course is offered every other year. It will be offered during the 24/25 school year.



**SCI510: AP Chemistry**

This college level course is designed to be comparable to the general chemistry course usually taken during the first college year. Therefore, AP Chemistry is both rigorous and is also an academically challenging math-based course.

The goal of this course is for students to prepare to take the AP Chemistry Exam. The AP Chemistry course aligns to the sequence of topics recommended by the College Board and to widely used textbooks. This course centers around six big ideas which are structure of matter, bonding and intermolecular forces, chemical reactions, kinetics, thermodynamics, and chemical equilibrium. In addition, students are required to perform virtual labs, and complete lab reports that are also aligned to the AP Chemistry College Board requirements.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in Chemistry or Honors Chemistry and Algebra II, and a teacher/school counselor recommendation.

**Special Note:** This course is offered every other year. It will be offered during the 25/26 school year.

**SCI530: AP Environmental Science**

This course—the equivalent of an introductory college-level course—examines the interrelationships of the natural world. Students identify and analyze environmental problems and their effects and evaluate the effectiveness of proposed solutions. They learn to think like environmental scientists: making predictions based on observations, writing hypothesis, designing and completing field studies and experiments, and reaching conclusions based on the analysis of data derived from these experiments. Students apply the concepts of environmental science to their everyday experiences and current issues in science, politics, and society. Students participate in guided inquiry, student-centered learning, and critical thinking, and leave the course prepared for the AP® exam and further study in environmental science.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in two years of laboratory sciences in the following, or equivalents: usually Honors Biology or (AP): Biology; or Life Science either or (AP): Chemistry; or (AP): Physics SCI, Earth Science is recommended Honors Algebra I teacher/school counselor recommendation.

**Special Note:** This course is offered every other year. It will be offered during the 24/25 school year.

## Technology

### **TCH018: 3D Animation**

In this advanced, labor intensive course, students build on the skills they developed in 3D Art I Modeling to learn Animation techniques based upon the 12 Principles of Animation and Elements and Principles of Art and Design. Successful completion and a passing grade in Modeling is required to enroll in this course. Successful completion of a Foundations of Art or Fine Arts Course is encouraged but not required. Students will hand draw art in the course. Therefore, a basic understanding of art principles and drawing fundamentals is recommended. Using open-source animation programs, students will complete and participate in asynchronous discussions throughout the course to build upon concepts through peer collaboration, critique, and feedback. Topics may include motion and timing, lighting, staging, editing, effects, synthesis, plot, script, storyboard, presentation, and creation of animations using the principles of animation. Class time will include but not limited to lecture, demonstration, individual and team-based worktime, presentations, and hands-on individual classroom worktime. Instructional focus will include synchronous supported work time in live class sessions and asynchronous animation video demonstrations, discussions, quizzes, and other forms of content completed outside of live classes. Videos, word docs and various other media will support the curriculum. The format of classroom instruction will be lecture, demonstration, individual and team-based projects, presentations, and hands-on classroom work. This course is labor intensive and requires a commitment by the student to the workload involved in the course.

**Course Length:** One Semester

**Suggested Grade:** 12

**Prerequisites:** Successful completion of Art I—Modeling

**Special Note:** Required software must be downloaded/installed the first week of course. Software may not work on non-school computers. Course qualifies as a Humanities course.

### **TCH028: Digital Arts I**

In this course students are introduced to the elements of art, as well as foundational concepts of visual communication.

Students will use the vector-based software, Inkscape, to create a series of focused digital artworks. These works of art will explore and build on the various concepts and tools covered in the lessons. Students will have the opportunity to respond to the artwork of others and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas. This course is suitable for students with no prior experience in 2D design software.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** Basic computer skills

**Special Note:** Required software must be downloaded/installed the first week of course. Software may not work non-school computers.

### **TCH029: Digital Arts II**

Students build on the skills and concepts they learned in Digital Arts I as they develop their vocabulary of design principles. They will explore career opportunities in the design field through the artwork they create in Inkscape. By the end of the course, they will have created a collection of digital art projects for their digital design portfolio.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** Digital Arts I

**Special Note:** Required software must be downloaded/installed the first week of course. Software may not work non-school computers.

### **TCH035: Image Design and Editing**

This is the perfect course for anyone who is interested in photo and image manipulation and wants to learn to edit any photo to create compelling, professional looking graphic designs and images. Students learn the basics of composition, color, and layout before moving on to technical topics like working with layers and masks, adding special effects, and effectively using typefaces to create visual impact. At the end of this course, students will have a variety of original projects for their graphic design portfolio.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** None

**TCH071: Game Design**

In this fundamental course, students learn game design principles and concepts. Students also learn about careers, Game Design history, the software development process, and prevalent industry practices. At the end of the course, students will learn how to use Unity and code a simple project.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** Computer Literacy

**TCH076: 3D Modeling**

This course introduces students to 3D modeling tools and concepts. Using Blender, the popular open source 3D modeling package, students will learn the basics of creating shapes, adding textures and lighting, and rendering. By the end of the course, students will have produced a series of increasingly sophisticated projects for their 3D portfolios. This course is suitable for students with no prior experience with 3D game design or digital media authoring tools.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** None

**Special Note:** Required software must be downloaded/installed the first week of course. Software may not work on non-school computers. Course qualifies as a Humanities course.

**TCH105: Computer Literacy**

Students are introduced to the personal computer. They learn about the hardware, the operating system, and software applications. They practice using applications such as word processors, spreadsheets, and presentation software. They explore social and ethical issues related to the Internet, information, and security. In addition, students learn how to gather and analyze data, and the tools to use to present data. Students will use Logical Thinking, Problem Solving, and Collaboration while learning the basics of coding.

**Course Length:** One Semester

**Suggested Grade:** 9-12

**Prerequisites:** None

**TCH114: Microsoft Office 1**

Microsoft Office I and II are a part of the Destinations Career Academy. This course is for students who wish to learn core skills in Microsoft Word and PowerPoint.

Students work through a combination of LearnKey online training and real-world hands-on projects to hone skills in formatting text, page layout, images, charts, and a vast variety of commonly used word processing and presentation tools. The content of this course is designed to prepare students for the 2019 Microsoft Office specialist exams for both Word and PowerPoint. These exams are industry-based certifications which students can use on their resume. Students are able to test for these exams provided that they meet the qualifications based on their preparation test scores and classroom assignments. Microsoft Office 1 can be taken with Microsoft Office 2, or on its own.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** Computer Literacy

**TCH115: Microsoft Office 2**

Microsoft Office I and II are a part of the Destinations Career Academy. This course is for students who wish to learn core skills in Microsoft Excel and Outlook. Students work through a combination of LearnKey online training and real-world hands-on projects to hone skills in data entry and management, formula creation, email management and a vast variety of commonly used email and spreadsheet tools. The content of this course is designed to prepare students for the 2019 Microsoft Office specialist exams for both Excel and Outlook. These exams are industry-based certifications which students can use on their resume. Students are able to test for these exams provided that they meet the qualifications based on their preparation test scores and classroom assignments. Office I is not a pre-requisite for this course. It can be taken on its own or before Microsoft Office 1.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** Computer Literacy

**TCH310 Adobe Photoshop**

This course offers students comprehensive coverage in all areas of Adobe® Photoshop and prepares students for the Adobe® Certified Associate Photoshop certification. The course covers the fundamentals of working in the design industry. It will familiarize students with the key terminology related to digital images, introduce them to the purpose, audience, and

needs of preparing images, and teach them basic design principles and best practices. The course will also cover project setup and interface, document organization, creating and modifying visual elements, and publishing digital media. Adobe® Photoshop software will be available for students via remote download.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** Computer Literacy

### **TCH323: Java Programming 1**

This challenging course presents the beginning programmer with a guide to developing applications using the Java programming language. Java is popular among professional programmers and provides an excellent environment for the beginning programmer as well. A student can quickly build useful programs while learning the basics of structured and object-oriented programming techniques.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** Algebra I

### **TCH330: Adobe Illustrator**

This course offers students comprehensive coverage in all areas of Adobe® Illustrator and prepares students for the Adobe® Certified Associate Illustrator certification. Beginning with fundamental concepts and progressing to in-depth exploration of the software's full set of features. Topics covered include creating text and gradients, drawing and composing an illustration, transforming and distorting objects, working with layers, working with patterns and brushes, creating 3D objects and preparing a document for print. Adobe® Illustrator software will be available for students via remote download.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** Digital Arts 1

### **TCH342: Intro to Python Programming I**

This course introduces students to the foundations of computer science and basic programming in Python using CodeHS. This Python Programming course is designed to help students develop logical thinking and problem solving skills. The content is web-based, with

students writing and running code in a web browser. By the end of this course, students will have a solid foundation for further study in programming language.

**Course Length:** One Semester

**Suggested Grade:** 10-12

**Prerequisites:** Algebra I

### **TCH500: AP Computer Science Principles**

It covers the big ideas and computational thinking practices required in the AP Computer Science curriculum framework using an easy to learn blocks-based programming language called Scratch, and higher order functions and computability. Through the course, students learn to create beautiful images, and realize that code itself can be beautiful. This is NOT just a programming course; students will learn many other CS Principles big ideas: creativity, abstraction, data and information, algorithms, the Internet, and global impact. When discussing the social implications of computing, the course balances optimism about technology with a critical stance toward any particular technology. This is a course designed for students new to computer science.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Algebra 1 and Computer Literacy

**Special Note:** No previous programming experience needed.

### **CAR095: IT Explorations**

This course is designed as an exploration of the information technology career pathways. Students will get an introduction to information technology careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of information technology, as well as career options in each area. Students study the concepts of networking information support, web and digital communications, and programming and software development.

**Course Length:** One Semester

**Suggested Grade:** 9-10

**Prerequisites:** None

## World Language

### **WLG100: Spanish I**

Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. Students will be provided many opportunities to practice these four skills throughout all units. Each unit consists of a new vocabulary theme, grammar concept, and culture study. Students will learn the foundations of Spanish conversation, which incorporates the vocabulary and grammar learned in class, to expand their communication skills. Simultaneously, students will learn the vocabulary necessary to talk about home and school life, hobbies, activities, likes and dislikes, foods, animals, places, and more. In order to get the most out of this course, students should expect to engage actively, practice daily, and use all resources provided. This course represents a blend of language learning pedagogy and online learning and has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

**Course Length:** Yearlong

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** Course qualifies as a Humanities course. Students must have and use a working microphone.

### **WLG110: French I**

Students begin their introduction to French by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic

conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

**Course Length:** Yearlong

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** Course qualifies as a Humanities course. Students must have and use a working microphone.

### **WLG200: Spanish II**

Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Students should expect to actively participate on the microphone. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. Assessments include vocabulary and culture quizzes, daily homework, multiple choice tests, speaking tests (submitting voice recording to teacher), writing short paragraph tests, constructive response questions and text dependent analysis assignments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages). Teachers recommend at least a C

average in Spanish I to do well in Spanish II.

**Course Length:** Yearlong

**Suggested Grade:** 10-12

**Prerequisites:** Spanish I, middle school Spanish 1 and 2, or equivalent

**Special Note:** Course qualifies as a Humanities course. Students must have and use a working microphone. Students will be required to SPEAK and WRITE in the target language.

### **WLG210: French II**

Students continue their study of French by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. Assessments include graded practice, culture quizzes, multiple choice tests, speaking tests (submitting voice recording to teacher), writing short paragraphs, and completing culture and language-based projects. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages). Teachers recommend at least a C average in French I to do well in French II.

**Course Length:** Yearlong

**Suggested Grade:** 10-12

**Prerequisites:** French I, middle school French 1 and 2, or equivalent

**Special Note:** Course qualifies as a Humanities course. Students must have and use a working microphone.

### **WLG300: Spanish III**

Spanish III Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. Assessments include vocabulary, listening and culture quizzes, multiple choice tests, speaking tests (submitting voice recording to teacher), writing short paragraph tests, participating in discussion boards, and completing culture and language-based projects. By semester 2, the course content is conducted almost entirely in Spanish. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages). Teachers recommend at least a C average in Spanish I to do well in Spanish II.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Spanish I, middle school Spanish 1 and 2, or equivalent

**Special Note:** Course qualifies as a Humanities course. Students must have and use a working microphone

**WLG500: AP Spanish Language**

In AP Spanish Language, students perfect their Spanish speaking, listening, reading, and writing skills. They study vocabulary, idioms, grammar, and cultural aspects of the language, and apply what they have learned in extensive daily written and spoken exercises. By the end of the course, students will have an expansive vocabulary, a solid working knowledge of all Spanish verb forms and tenses, and be competent in presentational, interpersonal, interpretive modes of Spanish. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish

language, culture, and literature. Teachers recommend at least an A average in Spanish IV to do well in AP Spanish.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Spanish III (or equivalent) and a teacher/school counselor recommendation

**Special Note:** Course qualifies as a Humanities course. Students must have and use a working microphone.

## Other Courses

### **LC: Literacy Connections**

Literacy Connections is a literacy course that will build on foundational reading and writing skills and will prepare students for the demands of higher-level Literature courses. Through this course, students will be introduced to integral reading strategies that they can utilize across all content areas. Also, students will work on attaining mastery in reading fluency, comprehension, vocabulary acquisition, and writing skills. Students will have the opportunity to learn both collaboratively and independently through regular reading and writing workshops. A variety of assessments will be administered to determine each student's areas of strength and need, and daily instruction will be designed with these strengths and needs for personalized instruction.

**Course Length:** One or Two Semesters

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** This course is determined by placement.

### **OTH051: Career Explorations**

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. Students will use the SmartFutures and CareerSafe platform to complete state required artifacts and acquire an industry recognized credential. This is a Pass/Fail course.

Required class for 10th Graders.

**Course Length:** One Semester

**Suggested Grade:** 10

**Prerequisites:** None



## Special Education Specific HS Course Guide 2024-2025

Students participating in these courses must be receiving special education services.

### Special Education Content Courses

Listed from most to least restrictive environments. **Blue highlighted courses** are designed for students eligible for the alternate assessments.

#### English Language Arts

##### **Real World ELA A**

Real World ELA A is a differentiated reading intervention course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills at the Pre-K level in the areas of letter recognition, sight word vocabulary, emergent reader skills, and written expression on their individual learning levels.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Baseline reading score: IXL 0-25, Ability to attend to computer screen for up to 15 minutes

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

##### **Real World ELA B**

Real World ELA B is a differentiated reading intervention course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills at the Pre-K level in the areas of letter recognition, sight word vocabulary, emergent reader skills, and written expression on their individual learning levels.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Baseline reading score: IXL 25-35, Ability to attend to computer screen for up to 20-25 minutes

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state

assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

##### **Real World ELA C**

Real World ELA C is a differentiated reading intervention course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills at the Pre-K level in the areas of letter recognition, sight word vocabulary, emergent reader skills, and written expression on their individual learning levels.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Baseline reading score: IXL 35-50, Ability to attend to computer screen for up to 30 minutes

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

##### **Real World ELA D**

Real World ELA D is a differentiated reading intervention course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills at the K level in the areas of letter recognition, sight word vocabulary, emergent reader skills, and written expression on their individual learning levels.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Baseline reading score: IXL 50-90, Ability to attend to computer screen for up to 40 minutes

**Special Note:** All students participating in this course

must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Real World ELA E**

Real World ELA E is a differentiated reading intervention course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills at the K to 1st grade level in the areas of letter recognition, sight word vocabulary, emergent reader skills, and written expression on their individual learning levels.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Baseline reading score: IXL 90-140, Ability to attend to computer screen for up to 50 minutes

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Functional ELA A**

Functional ELA A is the first course in a series of differentiated reading intervention courses which align with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills at the 1st grade level in the areas of vocabulary, reading fluency, reading comprehension, grammar, and written expression on their individual learning levels.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisite:** Baseline reading score: IXL 140-190

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Functional ELA B**

Functional ELA B is the second course in a series of differentiated reading intervention courses which align with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills from the 1st to 2nd grade levels in the areas of vocabulary, reading fluency, reading comprehension, grammar, and written expression on their individual learning levels.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisite:** Baseline reading score: IXL 190-240

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Functional ELA C**

Functional ELA C is the third course in a series of differentiated reading intervention courses which align with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills from the 2nd to 3rd grade levels in the areas of vocabulary, reading fluency, reading comprehension, grammar, and written expression on their individual learning levels.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisite:** Baseline reading score: IXL 240-350

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **ELA Fundamentals**

ELA Fundamentals is the first course in a series of differentiated reading intervention courses which align with Common Core Standards and the student's Individualized Education Program. Within this year-long course students will work to close the achievement gap between foundational skills at the 2nd to 3rd grade level while having exposure to grade-level material in the areas of vocabulary, reading fluency, reading

comprehension, grammar, and written expression.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** All students participating in this course must be receiving special education services with a reading comprehension level ranging from Grade 2 to Grade 3. Course is taught at a Keystone pace and rigor. *Students can only be scheduled for this course based on an IEP team decision and AD approval.*

### ELA Skills

ELA Skills is the second course in a series of differentiated reading intervention courses which align with Common Core Standards and the student's Individualized Education Program. Within this year-long course students will work to close the achievement gap between foundational skills at the 4th to 5th grade level while having exposure to grade-level material in the areas of vocabulary, reading fluency, reading comprehension, grammar, and written expression.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** All students participating in this course must be receiving special education services with a reading comprehension level ranging from Grade 4 to Grade 5. Course is taught at a Keystone pace and rigor. *Students can only be scheduled for this course based on an IEP team decision and AD approval.*

### Principles of ELA

Principles of ELA is the third course in a series of differentiated reading intervention courses which align with Common Core Standards and the student's Individualized Education Program. Within this year-long course students will work to close the achievement gap between foundational skills at the 6th to 7th grade level while having exposure to grade-level material in the areas of vocabulary.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** All students participating in this course must be receiving special education services with a reading comprehension level ranging from Grade 6 to Grade 7. Course is taught at a Keystone pace and rigor. *Students can only be scheduled for this course based on an IEP team decision and AD approval.*

## Mathematics

### Real World Math A

Real World ELA A is a differentiated math intervention course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills at the Pre-K level in the areas of number identification 0-20, number comparisons, patterns, identify and count money, telling time, addition and subtraction of numbers under 20 on their individual learning levels.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Baseline math score: IXL 0-25, Ability to attend to computer screen for up to 15 minutes

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### Real World Math B

Real World ELA B is a differentiated math intervention course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills at the Pre-K level in the areas of number identification 0-20, number comparisons, patterns, identify and count money, telling time, addition and subtraction of numbers under 20 on their individual learning levels.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Baseline math score: IXL 25-35, Ability to attend to computer screen for up to 20-25 minutes

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### Real World Math C

Real World ELA C is a differentiated math intervention course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills at the Pre-K level in the areas of number identification 0-20, number comparisons, patterns, identify and count money, telling time, addition and subtraction of numbers under 20 on their individual learning levels.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Baseline math score: IXL 35-50, Ability to attend to computer screen for up to 30 minutes

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### Real World Math D

Real World ELA D is a differentiated math intervention course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills at the Pre-K level in the areas of number identification 0-20, number comparisons, patterns, identify and count money, telling time, addition and subtraction of numbers under 20 on their individual learning levels.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Baseline math score: IXL 50-90, Ability to attend to computer screen for up to 40 minutes

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### Real World Math E

Real World ELA A is a differentiated math intervention course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course

students will work on mastering IEP goals and building on foundational skills at the K level in the areas of number identification 0-20, number comparisons, patterns, identify and count money, telling time, addition and subtraction of numbers under 20 on their individual learning levels.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Baseline math score: IXL 90-140, Ability to attend to computer screen for up to 50 minutes

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### Functional Math A

Functional Math A is the first course in a series of differentiated mathematics intervention courses which align with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills from the K to 1st grade level in the areas of math application, computation, and comprehension skills. Some topics that will be covered in this course include number identification from 0-20; identifying place value of ones and tens, identification of money including dollar bills and coins, telling time to the hour and half hour, and more.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisite:** Baseline math score: IXL 140-190

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### Functional Math B

Functional Math B is the first course in a series of differentiated mathematics intervention courses which align with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills from the 1st to 2nd grade level in the areas of math

application, computation, and comprehension skills. Some topics that will be covered in this course include counting from 0-11; addition and subtraction through 20, skip counting by 5s and 10, addition/subtraction of 2- and 3-digit numbers with and without regrouping, working with fractions, and more.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisite:** Baseline math score: IXL 190-280

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### Functional Math C

Functional Math C is the first course in a series of differentiated mathematics intervention courses which align with the PA Alternate Eligible Content standards and the student's Individualized Education Program. Within this year-long course students will work on mastering IEP goals and building on foundational skills from the 2nd to 3rd grade level in the areas of math application, computation, and comprehension skills. Some topics that will be covered in this course include counting from 0-11; addition and subtraction through 20, skip counting by 5s and 10, addition/subtraction of 2- and 3-digit numbers with and without regrouping, working with fractions, and more.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisite:** Baseline math score: IXL 280-350

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### Math Fundamentals

Math Fundamentals is the first course in a series of differentiated math intervention courses which align with Common Core Standards and the student's Individualized Education Program. Students learn to use foundational math skills to solve real-world problems to solidify their understanding of key mathematical topics. Within this year-long course students will build and reinforce foundational math skills typically found in 2nd

and 3rd grade, achieving the math application, computation, and comprehension skills.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** All students participating in this course must be receiving special education services with a math computation/application level ranging from Grade 2 to Grade 3. Course is taught at a Keystone pace and rigor. *Students can only be scheduled for this course based on an IEP team decision and AD approval.*

### Math Skills

Math Skills is the second course in a series of differentiated math intervention courses which align with Common Core Standards and the student's Individualized Education Program. Students learn to use foundational math skills to solve real-world problems to solidify their understanding of key mathematical topics. Within this year-long course students will build and reinforce foundational math skills typically found in 4th and 5th grade, achieving the math application, computation, and comprehension skills.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Students are placed in this course based on needs outlined in an Individualized Education Program with a math computation level ranging from Grade 4 to Grade 5. *Students can only be scheduled for this course based on an IEP team.*

### Principles of Mathematics

Principles of Mathematics is the third course in a series of differentiated math intervention courses which align with Common Core Standards and the student's Individualized Education Program. Students learn to use foundational math skills to solve real-world problems to solidify their understanding of key mathematical topics. Within this year-long course students will build and reinforce foundational math skills typically found in 6th and 7th grade, achieving the math application, computation, and comprehension skills.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Students are placed in this course based on needs outlined in an Individualized Education Program with a math computation level ranging from Grade 6 to Grade 7. *Students can only be scheduled for this course based on an IEP team.*

## Science

### **Real World Science & History AB**

Real World Science & History is a differentiated science and history course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. In this year-long course, students will work on building on foundational skills at the Pre-K level in various areas of science and history.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Enrollment in Real World ELA/Math

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Real World Science & History CD**

Real World Science & History is a differentiated science and history course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. In this year-long course, students will work on building on foundational skills at the Pre-K level in various areas of science and history.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Enrollment in Real World ELA/Math

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Earth & Space Science Exploration**

Earth & Space Science is the first course in a series of differentiated science courses which align with the PA Alternate Eligible Content Standards and the student's Individualized Education Program. Students explore foundational science skills including earth and space, astronomy, meteorology, and oceanography.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9

**Prerequisites:** None

**Special Note:** All students participating in this course

must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Physical Science Exploration**

Physical Science is the second course in a series of differentiated science courses which align with PA Alternate Eligible Content Standards and the student's Individualized Education Program. Students explore foundational science skills including management of natural resources, atmospheric, land, weather, and water science.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 10

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Life Science Exploration**

Life Science is the third course in a series of differentiated science courses which align with PA Alternate Eligible Content Standards and the student's Individualized Education Program. Students explore the structure and function of living things, ecology, and biotechnology.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 11

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Earth Science Fundamentals**

Earth Science Fundamentals is one course in a series of differentiated science courses which align with Common Core Standards and the student's Individualized Education Program. Students explore foundational science skills including earth systems, atmospheric, land, weather, and water science. Students will learn to apply scientific processes

concerning ecological structures, earth and space. Students will improve written expression as well building connections between speaking and listening, and analyzing non-fiction texts.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be enrolled in a replacement reading course that requires instruction by a special education teacher in science. *Students can only be scheduled for this course based on an IEP team decision and Assistant Director approval.*

### Physical Science Fundamentals

Physical Science Fundamentals is one course in a series of differentiated science courses which align with Common Core Standards and the student's Individualized Education Program. Students explore the relationship between matter and energy by investigating the basics of force and motion, the structure of atoms, and the interactions of energy and matter. Students will improve written expression as well building connections between speaking and listening, and analyzing non-fiction texts.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 10

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be enrolled in a replacement reading course that requires instruction by a special education teacher in science. *Students can only be scheduled for this course based on an IEP team decision and Assistant Director approval.*

### Biology Fundamentals

Biology Fundamentals is one course in a series of differentiated science courses which align with Common Core Standards and the student's Individualized Education Program. Students explore the structure and function of living things, ecology, and biotechnology. Students will improve written expression as well building connections between speaking and listening, and analyzing non-fiction texts.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 11

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be

enrolled in a replacement reading course that requires instruction by a special education teacher in science. *Students can only be scheduled for this course based on an IEP team decision and Assistant Director approval.*

## History

### Real World Science & History AB

Real World Science & History is a differentiated science and history course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. In this year-long course, students will work on building on foundational skills at the Pre-K level in various areas of science and history.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Enrollment in Real World ELA/Math

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### Real World Science & History CD

Real World Science & History is a differentiated science and history course which aligns with the PA Alternate Eligible Content standards and the student's Individualized Education Program. In this year-long course, students will work on building on foundational skills at the Pre-K level in various areas of science and history.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Enrollment in Real World ELA/Math

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### American History Exploration

American History is the first course in a series of differentiated social studies courses which introduces students to broad themes chronologically from Colonial History through World War II. Within this year-long course students will study skills related to vocabulary,

mapping skills, creation of timelines, and geography throughout each time period. Students will complete projects and build connections between each historical time period and current events.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### World History Exploration

World History is the second course in a series of differentiated social studies courses which introduces students to broad themes chronologically from Colonial History through World War II. Within this year-long course students will study skills related to vocabulary, mapping skills, creation of timelines, and geography throughout 1900 to the present day. Students will complete projects and build connections between each historical time period and current events.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### Civics Exploration

Civics Exploration is the third course in a series of differentiated social studies courses that provides a broad range of topics from the organization and functions of the US Government. Students will focus on branches of government, the US constitution and the political process.

**Course Length:** Semester (.5 credit)

**Suggested Grade:** 11-12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state

assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### Geography Exploration

Geography Exploration is the fourth course in a series of differentiated social studies courses that provides a broad range of topics addressing geography. Students will explore geographical features, location and climate of regions around the world.

**Course Length:** Semester (.5 credit)

**Suggested Grade:** 11-12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### Psychology Exploration

Psychology Exploration is the fifth course in a series of differentiated social studies courses that provides a broad range of topics from psychology. Students will focus on the biological bases of behavior and why many people act the way they do; Social influence and relationships (affects us in all aspects in life). The course will discuss psychology's roots in philosophy and natural science.

**Course Length:** Semester (.5 credit)

**Suggested Grade:** 11-12

**Prerequisites:** None

**Alternate Credit Option:** Can also be used toward Humanities credit requirements on HS transcript.

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### American History Fundamentals

American History Fundamentals introduces students to broad themes chronologically from Colonial History through World War II. Within this year-long course students will study skills related to vocabulary, mapping skills, creation of timelines, and geography throughout each time period. Students will build connections between each historical time period and current events.



Students will improve written expression as well building connections between speaking and listening, written expression, and analyzing historical/non-fiction texts. Students will complete quarterly projects which require the student to build connections between each historical time period and current events through constructed response, text dependent analysis and presentations.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 9

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be enrolled in a replacement reading course that requires instruction by a special education teacher in science. *Students can only be scheduled for this course based on an IEP team decision and Assistant Director approval.*

### **World History Fundamentals 1**

World History Fundamentals 1 introduces students to broad themes including early humans, agriculture, government, trade, religion, and ways in which societies change. Within this year-long course students will study skills related to vocabulary, mapping skills, creation of timelines, and geography throughout from the year 1309 through 1900. Students will improve written expression as well building connections between speaking and listening, written expression, and analyzing historical/non-fiction texts. Students will complete quarterly projects which require the student to build connections between each historical time period and current events through constructed response, text dependent analysis and presentations.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 10

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be enrolled in a replacement reading course that requires instruction by a special education teacher in history. *Students can only be scheduled for this course based on an IEP team decision and Assistant Director approval.*

### **World History Fundamentals 2**

World History Fundamentals 2 introduces students to broad themes including early humans, agriculture, government, trade, religion, and ways in which societies change. Within this year-long course students will study skills related to vocabulary, mapping skills, creation of

timelines, and geography throughout 1900 to the present day. Students will improve written expression as well building connections between speaking and listening, written expression, and analyzing historical/non-fiction texts. Students will complete quarterly projects which require the student to build connections between each historical time period and current events through constructed response, text dependent analysis and presentations.

**Course Length:** Full Year (1.0 credit)

**Suggested Grade:** 11

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be enrolled in a replacement reading course that requires instruction by a special education teacher in history. *Students can only be scheduled for this course based on an IEP team decision and Assistant Director approval.*

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## Academic Resource Room Courses

### English Language Arts

#### **Resource ELA 1**

In this course, students will work within a small group taught by the special education learning support teacher to focus on instruction which aligns with the student's Individualized Education Program and the General Education ELA course. This course is for special education students who are below grade level with needs in the areas of reading fluency, reading comprehension and/or written expression.

**Length:** Full Year (0.2 credit) Meets 1 time per week.

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** This course is scheduled as a 2 part Full Year course, worth 0.1 credits per semester, with a total of .2 possible by the end of the year. This is a Pass/Fail course.

#### **Resource ELA 2**

In this course, students will work within a small group taught by the special education learning support teacher to focus on instruction which aligns with the student's Individualized Education Program and the General Education ELA course. This course is for special education students who are below grade level with needs in the areas of reading fluency, reading comprehension and/or written expression.

**Length:** Full Year (0.2 credit) Meets 1 time per week.

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** This course is scheduled as a 2 part Full Year course, worth 0.1 credits per semester, with a total of .2 possible by the end of the year. This is a Pass/Fail course.

#### **Resource ELA 3**

In this course, students will work within a small group taught by the special education learning support teacher to focus on instruction which aligns with the student's Individualized Education Program and the General Education ELA course. This course is for special education students who are below grade level with needs in the areas of reading fluency, reading comprehension and/or written expression.

**Length:** Full Year (0.2 credit) Meets 1 time per week.

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** This course is scheduled as a 2 part Full Year course, worth 0.1 credits per semester, with a total of .2 possible by the end of the year. This is a Pass/Fail course.

### Math

#### **Resource Math 1**

In this course, students will work within a small group taught by the special education learning support teacher to focus on instruction which aligns with the student's Individualized Education Program and the General Education Math course. This course is for special education students who are below grade level with needs in the areas of Math Computation and/or Math Applications.

**Length:** Full Year (0.2 credit) Meets 1 time per week.

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** This course is scheduled as a 2 part Full Year course, worth 0.1 credits per semester, with a total of .2 possible by the end of the year. This is a Pass/Fail course.

#### **Resource Math 2**

In this course, students will work within a small group taught by the special education learning support teacher to focus on instruction which aligns with the student's Individualized Education Program and the General Education Math course. This course is for special education students who are below grade level with needs in the areas of Math Computation and/or Math Applications.

**Length:** Full Year (0.2 credit) Meets 1 time per week.

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** This course is scheduled as a 2 part Full Year course, worth 0.1 credits per semester, with a total of .2 possible by the end of the year. This is a Pass/Fail course.

#### **Resource Math 3**

In this course, students will work within a small group taught by the special education learning support teacher to focus on instruction which aligns with the student's Individualized Education Program and the General Education Math course. This course is for special education students who are below grade level with needs in the areas of Math Computation and/or

Math Applications.

**Length:** Full Year (0.2 credit) Meets 1 time per week.

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** This course is scheduled as a 2 part Full Year course, worth 0.1 credits per semester, with a total of .2 possible by the end of the year. This is a Pass/Fail course.

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## Executive Skills Courses

### **Executive Skills Exploration**

In this course, students will learn the basis for planning, organizing, initiating, and following through with tasks and assignments. Foundational executive skills including response inhibition, working memory, emotional control, flexibility, sustained attention, and task initiation are the focus of this course.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** An Executive Skill Need is outlined in the RR and IEP

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.

### **Executive Skills Fundamentals**

In this course, students will learn the basis for planning, organizing, initiating, and following through with tasks and assignments. Foundational executive skills including response inhibition, working memory, emotional control, flexibility, sustained attention, and task initiation are the focus of this course.

**Course Length:** Full Year (Meets 1x/week for .2 credit)

**Suggested Grade:** 9-12

**Prerequisites:** An Executive Skill Need is outlined in the RR and IEP

**Special Note:** All students participating in this course must be receiving special education services and be enrolled in mostly replacement courses. Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval. This is a Pass/Fail course.

### **Resource Executive Functioning**

In this course, students will learn the basis for planning, organizing, initiating, and following through with all tasks and assignments. Executive Functioning skills, including planning, organization, time management, task initiation, working memory, metacognition, self-control, sustained attention, flexibility, and perseverance, are the focus of this course.

**Length:** Full Year (Meets 1x/week for .2 credit)

**Suggested Grade:** 9-12

**Prerequisites:** An Executive Skill Need is outlined in the RR and IEP

**Special Note:** All students participating in this course must be receiving special education services. Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval. This is a Pass/Fail course.

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## Social Skills Courses

### **Social Skills Exploration**

In this class, students will learn how to establish and maintain positive relationships, feel and show empathy for others, maintain healthy relationships, and define effective problem solving and conflict resolution strategies, as well as how to be an effective communicator.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** A Social Skills Need is outlined in the RR and IEP

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.

### **Social Skills Fundamentals**

In this class, students will learn how to establish and maintain positive relationships, feel and show empathy for others, maintain healthy relationships, and define effective problem solving and conflict resolution strategies, as well as how to be an effective communicator.

**Course Length:** Full Year (Meets 1x/week for .2 credit)

**Suggested Grade:** 9-12

**Prerequisites:** A Social Skills Need is outlined in the RR and IEP

**Special Note:** All students participating in this course must be receiving special education services and be enrolled in mostly replacement courses. Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval. This is a Pass/Fail course.

### **Resource Social Skills & Self Awareness**

In this course, students will learn organizational and time management skills, effective communication skills, and appropriate emotional responses in various common situations. Skills such as how to maintain healthy relationships, implement effective goal setting, identify and demonstrate appropriate and effective coping skills, define effective problem solving and conflict resolution strategies, as well as how to be an effective communicator are all examples of the focus of this Social Skills Course.

**Length:** Full Year (Meets 1x/week for .2 credit)

**Suggested Grade:** 9-12

**Prerequisites:** A Social Skills Need is outlined in the RR and IEP

**Special Note:** All students participating in this course must be receiving special education services. Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval. This is a Pass/Fail course.

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## **Social Emotional Learning (SEL) Courses**

### **Social Emotional Learning (SEL) Foundations**

In this course, ninth grade students will work within a small group taught by the emotional support teacher to focus on building a foundation for Social Emotional Learning. Students will increase their knowledge and comprehension of emotional and behavioral skill areas aligned with: understanding the brain, growing and improving, adult and peer communication skills, academic skills and motivation, setting goals, managing time and priorities, disagreeing respectfully and peer collaboration. This course will also incorporate social skill needs and work completion skills.

**Length:** Full Year 2x per week (.50 credit)

**Suggested Grades:** 9

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services. Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval. This is a Pass/Fail course.

### **Social Emotional Learning (SEL) Skills**

In this course, tenth grade students will work within a small group taught by the emotional support teacher to continue to build on a foundation for Social Emotional Learning. Students will increase their application of emotional and behavioral skill areas aligned with: understanding the brain, growing and improving, adult and peer communication skills, academic skills and motivation, setting goals, managing time and priorities, disagreeing respectfully and peer collaboration. This course will also incorporate social skill needs and work completion skills.

**Length:** Full Year 2x per week (.50 credit)

**Suggested Grades:** 10

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services. Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval. This is a Pass/Fail course.

### **Principles of Social Emotional Learning (SEL)**

In this course, eleventh grade students will work within a small group taught by the emotional support teacher to improve on principles of Social Emotional Learning. Students will increase their analysis of emotional and behavioral skill areas aligned with: supporting empathy and inclusion, building relationships and resolving conflict, setting and achieving long term goals and skill building for mental health and well being. This course will also incorporate social skill needs and work completion skills.

**Length:** Full Year 2x per week (.50 credit)

**Suggested Grades:** 11

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services. Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval. This is a Pass/Fail course.

### **Social Emotional Learning (SEL) for Post-Secondary**

In this course, twelfth grade students will work within a small group taught by the emotional support teacher to continue to build on principles of Social Emotional Learning and focus on how it relates to life after high school. Students will increase their synthesis and evaluation of emotional and behavioral skill areas aligned with: supporting empathy and inclusion, building relationships and resolving conflict, setting and achieving long term goals and skill building for mental health and well being. This will also incorporate social skill needs and work completion skills.

**Length:** Full Year 2x per week (0.50 credit)

**Suggested Grades:** 12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services. Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval. This is a Pass/Fail course.

### **Social Emotional Learning (SEL) Fundamentals**

In this course, ninth -twelfth grades students will work within a small group taught by the emotional support teacher to focus on the knowledge, comprehension, application, analysis, synthesis and evaluation of emotional and behavioral skill areas aligned with: understanding the brain, growing and improving, adult and peer communication skills, academic skills and motivation, setting goals, managing time and priorities, disagreeing respectfully and peer collaboration, supporting empathy and inclusion, building relationships and resolving conflict, setting and achieving long term goals and skill building for mental health and well being. This will also incorporate social skill needs and work completion skills.

**Length:** Full Year 3x per week (0.50 credit)

**Suggested Grades:** 9-12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services including academic replacement curriculum. Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval. This is a Pass/Fail course.

## PASA Life Skills Electives

### Humanities

#### **Art Exploration**

In this humanities course, students will explore the basic elements of art including color, texture, line, shape, form, and space. Students will have the opportunity to learn about 5 major Art styles by viewing artwork and famous artists within each of the styles. There will be 4 required projects assigned and unit quizzes given throughout the course. Students will be encouraged to find their voice through the creative arts and submit any work to share with the class! Each student will have the opportunity to explain their own personal creative process and learn to positively critique other's works.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

#### **Communication Skills Exploration**

In this humanities and functional skills course, students will explore various forms of communication. Some examples will include nonverbal communication, basic sign language, written communication, cell phone or online communication (text, SnapChat, social media posts, etc), and AAC devices being used by classmates. Students will also explore accessibility features on common devices that will aid in communication with others outside of the classroom.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Computer Literacy Exploration**

In this humanities course, students will learn computer basics that they can apply in the real world and in the cyber world. Students will learn parts of the computer, how to create a desktop folder and bookmarks, the proper way to send an email blank and with an attachment (image and document), social media security and safety, how to find good internet resources, as well as computer troubleshooting. The course will conclude with the students completing a short PowerPoint presentation and presenting it to the class.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Music Exploration**

In this humanities course, students will explore the basic elements of music including rhythm, pitch, melody, tempo, dynamics, timbre, and texture. Students will have the opportunity to learn about major genres of music, learning the characteristics of each genre, and listening to musical selections within each genre. Students will be encouraged to share any artistic and/or musical talents if they choose with the class.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Psychology Exploration**

Psychology Exploration is the fifth course in a series of differentiated social studies courses that provides a broad range of topics from psychology. Students will focus on the biological bases of behavior and why many people act the way they do; Social influence and relationships (affects us in all aspects in life). The course will discuss psychology's roots in philosophy and natural

science.

**Course Length:** Semester (.5 credit)

**Suggested Grade:** 11-12

**Prerequisites:** None

**Alternate Credit Option:** Can also be used toward History credit requirements on HS transcript.

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

## **Health & Physical Education**

### **Health Exploration**

Students will explore how to maintain a healthy lifestyle. Students will learn about personal health during the teen years, body systems, health and wellness, the life cycle and the effects of tobacco, alcohol and our body, physical activity, good sportsmanship, rules and strategies of games, individual activities and sports, team activities and sports, and safety.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-10

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Physical Education Exploration**

Students will explore the benefits of physical fitness. In this course students will learn about mental and emotional health, physical activity, good sportsmanship, rules and strategies of sports, individual and team sports options, and physical activity safety. Students will be asked to complete physical activities and track them using fitness logs. This course will be taken twice during high school.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state

assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Nutrition & Physical Education Exploration**

Students will learn the basics of nutrition and healthy living. In this course students will learn about mental and emotional health, the importance of nutrition, healthy eating habits, physical activity, good sportsmanship, rules and strategies of sports, individual and team sports options, and physical activity safety. Students will be asked to complete physical activities and track them using fitness logs.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

## Functional Skills

### **Communication Skills Exploration**

In this humanities and functional skills course, students will explore various forms of communication. Some examples will include nonverbal communication, basic sign language, written communication, cell phone or online communication (text, SnapChat, social media posts, etc), and AAC devices being used by classmates. Students will also explore accessibility features on common devices that will aid in communication with others outside of the classroom.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Independent Living & Safety Skills Exploration**

In this class, students will engage in learning about skills needed to function appropriately in the community and in the home after graduation from high school. Students

will participate in class discussions that involve scenarios that are likely in the community, school, home or the workplace. Topics included but are not limited to chores/cleaning, laundry, home maintenance, groceries, recipes, how to follow instructions, wearing proper clothes, using an alarm clock, identifying need vs want, phone skills, hygiene, internet safety, identity safety, community safety, manners, phone skills, menus, transportation, community signs, travel, maps, illness/injury, confidence, and emotions.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### **Personal Finance Exploration**

In this functional skills course, students will explore personal finance skills needed to function appropriately in the community and in the home after graduation from high school. Students will participate in class discussions that involve scenarios that are likely in the community, school, home or the workplace. Topics included but are not limited to identifying need vs want, paychecks, rent/leases, banking, credit cards, bills, checkbooks, taxes, and budgeting.

**Course Length:** Full Year (.5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

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## Transition Courses

### Semester-Long Transition Courses

#### **Transition 9**

In this course, students will explore age and grade appropriate transition activities to help them learn more about themselves and their future plans. Throughout the quarter they will be exploring many topics including: role models, self-discovery, listening skills, positive thinking, handling stress, anger management, self-advocacy, career exploration, post-secondary options, volunteering, transportation options, social capital, needs vs. wants, graduation plan, and identifying your current skills.

**Length:** 1 Semester (Meets 1x/week for .25 credit)

**Suggested Grades:** 9

**Prerequisites:** None

**Special Note:** This is a Pass/Fail course worth .25 electives credit for students receiving special education services that take general education courses.

#### **Transition 10**

In this course, students will explore age and grade appropriate transition activities to help them learn more about themselves and their future plans. Throughout the quarter they will be exploring many topics including: goal setting, career exploration, postsecondary options, budgeting, job applications, interacting in the workplace, soft/transferable skills, banking, test taking strategies, computer safety, self-determination, self-advocacy, graduation plan, and identifying your current skills.

**Length:** 1 Semester (Meets 1x/week for .25 credit)

**Suggested Grades:** 10

**Prerequisites:** None

**Special Note:** This is a Pass/Fail course worth .25 electives credit for students receiving special education services that take general education courses.

#### **Transition 11**

In this course, students will explore age and grade appropriate transition activities to help them learn more about themselves and their future plans. Throughout the quarter they will be examining many topics which include: recognizing what careers match their interests and digging deeper into career exploration, researching post-secondary options such as; colleges, trade school, military, and apprenticeships,

looking at postsecondary applications, and the differences between entitlement versus eligibility. Topics also include: extracurricular activities, registering on PA CareerLink, learning tips for filling out job applications and skills to help them maintain employment, discussing OVR and benefits/adult service planning. We wrap up the course with identifying their current skills, interview skills, and participating in mock interviews.

**Length:** 1 Semester (Meets 1x/week for .25 credit)

**Suggested Grades:** 11

**Prerequisites:** None

**Special Note:** This is a Pass/Fail course worth .25 electives credit for students receiving special education services that take general education courses.

#### **Transition 12**

In this course, students will explore age and grade appropriate transition activities to help them learn more about themselves and their future plans. Throughout the quarter they will be examining many topics which include: finalizing postsecondary plans, how to manage services and accommodations after high school, constructing resumes and cover letters, acknowledging their rights and responsibilities in the workplace, discussing taxes, voting, and legal responsibilities. Topics also include; matching strengths with careers, basic budgeting and living independently skills, discussing community agencies, and identifying their current skills.

**Length:** 1 Semester (Meets 1x/week for .25 credit)

**Suggested Grades:** 12

**Prerequisites:** None

**Special Note:** This is a Pass/Fail course worth .25 electives credit for students receiving special education services that take general education courses.

### Full Year Transition Courses

#### **Real World Transition (AB, CD, IS, Q)**

Real World Transition is a highly individualized course covering transition topics at the Pre-K level. There are four Real World Transition course options based on the student's ability to attend to the computer screen and engage in live sessions. Real World AB and CD are designed for students who attend live academic classes. Real World Transition IS (Independent Study) is designed for students that can complete work with the learning coach or providers but cannot attend to the



screen. Real World Transition Q (Quarterly) is designed for students who are unable to engage with a teacher and will receive quarterly phone calls to the learning coach to assist with transition planning.

**Course Length:** Full Year (Meets 1x/week for .5 credit)

**Suggested Grade:** 9-12

**Prerequisites:** Enrollment in Real World ELA/Math

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. *Students can only be scheduled for this course based on an IEP team decision or Assistant Director approval.*

### Transition 9A

In this course, students will explore age and grade appropriate transition activities to help them learn more about themselves and their future plans.

Throughout the quarter they will be exploring many topics including: role models, self-discovery, listening skills, positive thinking, handling stress, anger management, self-advocacy, career exploration, post-secondary options, volunteering, transportation options, social capital, needs vs. wants, graduation plan, and identifying your current skills.

**Length:** Full Year (Meets 1x/week for .5 credit)

**Suggested Grades:** 9

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments or enrolled in the Reading Fundamentals course. This is a Pass/Fail course.

### Transition 10A

In this course, students will explore age and grade appropriate transition activities to help them learn more about themselves and their future plans.

Throughout the quarter they will be exploring many topics including: goal setting, career exploration, postsecondary options, budgeting, job applications, interacting in the workplace, soft/transferable skills, banking, test taking strategies, computer safety, self-determination, self-advocacy, graduation plan, and identifying your current skills.

**Length:** Full Year (Meets 1x/week for .5 credit)

**Suggested Grades:** 10

**Prerequisites:** None

**Special Note:** All students participating in this course

must be receiving special education services and be determined eligible to participate in alternate state assessments or enrolled in the Reading Fundamentals course. This is a Pass/Fail course.

### Transition 11A

In this course, students will explore age and grade appropriate transition activities to help them learn more about themselves and their future plans. Throughout the quarter they will be exploring many topics including: career interest inventory, career exploration, researching colleges, alternate postsecondary options, postsecondary applications, entitlement vs. eligibility, extracurricular activities, job search, job applications, keeping a job, OVR, benefits/adult service planning, interview skills, mock interviews, graduation plans, and identifying your current skills.

**Length:** Full Year (Meets 1x/week for .5 credit)

**Suggested Grades:** 11

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments or enrolled in the Reading Fundamentals course. This is a Pass/Fail course.

### Transition 12A

In this course, students will explore age and grade appropriate transition activities to help them learn more about themselves and their future plans. Throughout the quarter they will be exploring many topics including: finalizing postsecondary plans, managing successful transitions, resumes, cover letters, employer/employee rights, taxes, legal responsibilities, career exploration, budgeting, voting, community agencies, living independently, graduation plans, and identifying your current skills.

**Length:** Full Year (Meets 1x/week for .5 credit)

**Suggested Grades:** 12

**Prerequisites:** None

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments or enrolled in the Reading Fundamentals course. This is a Pass/Fail course.

### **Transition 12B**

In this course, students will explore age and grade appropriate transition activities to help them learn more about themselves and their future plans. Throughout the quarter they will be exploring many topics including: finalizing postsecondary plans, managing successful transitions, resumes, cover letters, employer/employee rights, taxes, legal responsibilities, career exploration, budgeting, voting, community agencies, living independently, graduation plans, and identifying your current skills.

**Length:** Full Year (Meets 1x/week for .5 credit)

**Suggested Grades:** 12+

**Prerequisites:** Transition 12A

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. This is a Pass/Fail course.

### **Transition 12C**

In this course, students will explore age and grade appropriate transition activities to help them learn more about themselves and their future plans. Throughout the quarter they will be exploring many topics including: finalizing postsecondary plans, managing successful transitions, resumes, cover letters, employer/employee rights, taxes, legal responsibilities, career exploration, budgeting, voting, community agencies, living independently, graduation plans, and identifying your current skills.

**Length:** Full Year (Meets 1x/week for .5 credit)


**Suggested Grades:** 12+

**Prerequisites:** Transition 12A and 12B

**Special Note:** All students participating in this course must be receiving special education services and be determined eligible to participate in alternate state assessments. This is a Pass/Fail course.


# Arts and Humanities

## Course Listing

Course Name		Course Length		Course Type				
		Semester	Year	Prerequisites	Foundational	General	Honors	AP
Foundations of Art A		•				•		
Foundations of Art B		•				•		
Fine Art			•	Foundations of Art A or B		•		
3D Modeling		•				•		
3D Animation		•		3D Modeling		•		
Digital Arts I		•				•		
Digital Arts II		•		Digital Arts II		•		
Image Design and Editing		•				•		
Foundations of Music A		•				•		
Foundations of Music B		•				•		
Music Appreciation			•	Foundations of Music A or B		•		
AP Music Theory			•	Music Appreciation				•


# English/Language Arts

## Course Listing

Course Name		Course Length		Course Type				
		Semester	Year	Prerequisites	Foundational	General	Honors	AP
English Foundations II			•		•			
English 9	•		•	Middle School English		•	•	
English 10	•		•	English 9		•	•	
American Literature	•		•	English 10		•	•	
British and World Literature	•		•	American Literature		•	•	
Journalism	•	•				•		
Public Speaking	•	•				•		
Creative Writing	•		•			•		
Gothic Literature	•	•		LAC2/English 10		•		
AP English Language and Composition	•		•	Honors American Literature				•

# History and Social Studies

## Course Listing

Course Name		Course Length		Course Type				
		Semester	Year	Prerequisites	Foundational	General	Honors	AP
Anthropology	•	•		World History		•		
Archaeology	•	•		World History		•		
Criminology	•	•		Sociology & US History		•		
Law and Order	•	•		US History		•		
Sociology	•		•			•		
Psychology	•	•				•		
World History	•		•	Middle School History		•	•	
Modern World Studies	•		•	World History		•	•	
Geography and World Cultures	•		•	World History		•		
Contemporary World Issues	•		•	World History & US History		•		
US History	•		•	World History		•	•	
US Government and Politics	•	•		US History		•		
US and Global Economics	•	•		US History		•		
AP Macroeconomics	•	•		Algebra 2 & Recommendation				•
AP Psychology	•		•	Honors Biology & Recommendation				•
AP US History	•		•	Teacher Recommendation				•
AP World History: Modern	•		•	Recommendation				•

# Mathematics

## Course Listing

Course Name	NCAA	Course Length		Course Type				
		Semester	Year	Prerequisites	Foundational	General	Honors	AP
Pre-Algebra			•	Eureka Math 8 or equivalent		•		
Algebra I	•		•	Eureka Math 8 or equivalent		•		
Geometry	•		•	Algebra I		•		
Algebra II	•		•	Algebra I & Geometry		•		
Pre-Calculus/Trigonometry	•		•	Geometry & Algebra II		•		
Calculus	•		•	Geometry, Algebra II, Pre-Calculus/Trigonometry & Recommendation		•		
Integrated Math	•		•	Algebra I		•	•	
Practical Math			•	Algebra I & Geometry		•	•	
Accounting			•	Algebra I		•		
Probability & Statistics	•	•		Algebra I		•		
Personal Finance		•		Algebra I		•	•	
AP Statistics	•		•	Algebra II & Recommendation				•


# Physical Education & Health

## Course Listing

Course Name	NCAA	Course Length		Course Type				
		Semester	Year	Prerequisites	Foundational	General	Honors	AP
Skills for Health		•				•		
Physical Education		•				•		


# Electives

## Course Listing

Course Name		Course Length		Course Type				
		Semester	Year	Prerequisites	Foundational	General	Honors	AP
Intro to Entrepreneurship I		•				•		
Marketing I		•				•		
Nutrition and Wellness		•				•		
Medical Terminology I		•				•		
Early Childhood Education		•				•		
Culinary Arts		•				•		
Fashion Design		•				•		
Interior Design		•				•		
Hospitality and Tourism		•				•		
Drivers Safety		•				•		
Computer Literacy		•				•		
Business & Marketing Explorations		•				•		
IT Explorations		•				•		
MS Office 1		•		Computer Literacy		•		
MS Office 2		•		Computer Literacy		•		
Intro to Python Programming I		•		Computer Literacy		•		
Java Programming I		•		Algebra I		•		
Adobe Illustrator		•		Computer Literacy		•		
Adobe Photoshop		•		Computer Literacy		•		
Game Design		•		Computer Literacy		•		
AP Computer Science Principles			•	Algebra I & Computer Literacy				•

# Other Courses

## Course Listing

Course Name		Course Length		Course Type				
		Semester	Year	Prerequisites	Foundational	General	Honors	AP
Literacy Connections			•		•			
Career Explorations			•			•		

# Science

## Course Listing

Course Name	NCAA	Course Length		Course Type				
		Semester	Year	Prerequisites	Foundational	General	Honors	AP
Environmental Science	•	•				•		
Physical Science			•			•		
Earth Science	•		•	Middle School Life Science		•	•	
Biology	•		•	Middle School Life Science		•	•	
Chemistry	•		•	Algebra I		•	•	
Physics	•		•	Algebra II, Biology & Chemistry		•	•	
Anatomy and Physiology 1		•				•		
Anatomy and Physiology 2		•		Anatomy & Physiology 1		•		
Astronomy	•	•		Earth Science		•		
Introduction to Biological Sciences		•		Biology		•		
Veterinary Science		•		Biology		•		
Agriscience 1: Intro		•		Earth Science		•		
AP Biology			•	Algebra I, Biology & Chemistry				•
AP Chemistry	•		•	Algebra II, Chemistry & Recommendation				•
AP Environmental Science	•		•	2 Laboratory Sciences & Recommendation				•

# World Languages

## Course Listing

Course Name	NCAA	Course Length		Course Type				
		Semester	Year	Prerequisites	Foundational	General	Honors	AP
Spanish I	•		•			•		
Spanish II	•		•	Spanish I		•		
Spanish III	•		•	Spanish II		•		
AP Spanish Language	•		•	Spanish III				•
French I	•		•			•		
French II	•		•	French I		•		

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