

# Course Selection Manual



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**2020-2021**

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Dear students and families,

We are so pleased to be able to serve you as we enter the 2020-2021 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 2020-2021 school year.

Dr. Richard Jensen

Chief Executive Officer

Dr. Anne Butler

Chief Academic Officer



*Chart a new course.*<sup>TM</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.



## 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.

Agora embraces a collaborative partnership between teachers and parents in order to empower students to reach extraordinary heights. Extraordinary results require extraordinary efforts! With 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 2024	
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 2023	
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
Smart Futures	.50 credits
	6.0 credits

Eleventh Grade – Class of 2022	
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 2021	
English*	1.00 credit
Electives	4.00 credits
	5.00 credits

*\*Course sequencing explained on p.8*

## 1. Course Requirements

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

\* Beginning with the class of 2021, successful completion of the Keystone Exams will be required as per Pennsylvania Department of Education.

### 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/cancelled 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 as long as the prerequisite has been made.

<b>ENGLISH</b>	LAC1	LAC2*	American Literature	British Literature
<b>SOCIAL STUDIES</b>	World History	US History	Modern World History	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 A P 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. Keystone Exam Information for All Students**

The Keystone Exams are end-of-course assessments designed to assess proficiency in specific subject areas, as predetermined by the state. These exams are one component of Pennsylvania's new system of high school graduation requirements. In order to graduate, students in the class of 2021 are required to demonstrate proficiency on three Keystone Exams (Algebra I, Biology, Literature) and meet the district's required graduation credits. Students not demonstrating proficiency will be provided with remediation material.

## V. Course Selection – Tyler Portal

1. Log in to Tyler through ClassLink.
2. Click on Course Requests.

The screenshot shows the Tyler SIS Student Summary page for a Grade 10 - High School student. The left sidebar contains a navigation menu with 'Course Requests' highlighted in a red box. The main content area is divided into several sections: 'Announcements' (dated 04/22/20), 'Assignments' (showing 0 missing, 0 due today, and 0 due tomorrow), and 'Student Schedule' (showing today's and next school day's classes). The 'Student Schedule' section lists five classes: World History, Physical Education, Lit. Analysis & Composition II, Geometry, and Biology.

3. Click through each section and choose your classes.
4. Click Save.

The screenshot shows the Tyler SIS Course Requests page for a Grade 10 - High School student. The page displays a table of course requests with columns for Requirement, Result, Type, Minimum, Maximum, Current, Remaining, Requested Credits, and Scheduled. The first row, '11th Grade English - Select one English', is highlighted with a red box. Below this row, the 'Primary Request' dropdown menu is also highlighted with a red box. At the bottom of the page, the 'Save' button is highlighted with a red box.

More	Requirement	Result	Type	Minimum	Maximum	Current	Remaining	Requested Credits	Scheduled
▼	11th Grade English - Select one English		Single	1	1	0	1	0.00	0
>	11th Grade Math - Select one Math cl		Single	1	1	0	1	0.00	0
>	11th Grade Science		Single	0	1	0	1	0.00	0
>	11th Grade Social Studies		Single	0	1	0	1	0.00	0
>	11th Grade Full Year Electives - Select		Multiple	0	1	0	1	0.00	0
>	11th Grade Half Year Electives - Selec		Multiple	0	3	0	3	0.00	0

## **Art & Music**

### **ART010: Fine Art**

This fast-paced art course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major 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 drawing, painting, sculpting, and other creative endeavors. Students will need to obtain supplies.

Suggested supplies include: 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:** 10-12

**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 20<sup>th</sup> 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 music. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin 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 a necessary component of music learning and growth and is highly encouraged as an additional complement 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. It will appear as CS-Performance Studio in your courses.

### **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.

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-music-theory-course-description.pdf> - Complete with previously released exam.

**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.

## **Business**

### **BUS030: 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:** None

### **BUS045: 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, and then they plan and execute their own business.

**Course Length:** One semester

**Suggested Grade:** 11-12

**Prerequisites:** None

### **BUS060: 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

### **BUS071-DYN: Advertising & Sales Promotion**

What comes to mind when you think of marketing? Does a favorite commercial jingle begin to play in your head? Or do you recall the irritating phone call from a company trying to sell you software you already have? No matter what your feelings are about it, there's no denying the sheer magnitude of the marketing industry. Every year companies spend \$200 billion promoting their products and services—and that's in the United States alone! Experts estimate that by the time you turn 65, you will have seen nearly 2 million TV commercials, not to mention radio ads, billboards, and online advertisements. You're familiar with what it's like on the receiving end of a company's marketing efforts, but what's it like on the other side? In this Advertising and Sales Promotions course, you'll learn how marketing campaigns, ads, and commercials are conceived and brought to life. You'll meet some of the creative men and women who produce those memorable ads and commercials. And you'll discover career opportunities in the field to help you decide if a job in this exciting, fast-paced industry is in your future!

**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

## **ENGLISH**

### **ENG010: Journalism**

Students are introduced to the historical importance and evolution of journalism in America. Students study the basic principles of journalism as they examine the role of the news media in our society. Students learn about investigative journalism skills, responsible reporting, ethical principles, story structure and mediums used for news reporting.

Students will complete Knowledge Checkpoint Assignments, Quizzes, Discussion Threads and short writing assignments to demonstrate mastery.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** None

### **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 develop skills as public speakers by planning, organizing, writing, and delivering speeches on topics of their choosing. They practice non-verbal and vocal communication skills. They learn how to be fair and critical listeners as they listen to and respond to model speeches as well as those delivered by their online classmates.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** None

**Special Notes:** Basic familiarity with recording and uploading videos is expected. Students must use provided microphone and a webcam to record speech videos.

### **ENG030: Creative Writing**

Students will explore a range of creative writing genres, including fiction (Short Novel and Flash Fiction), poetry, creative nonfiction, drama, 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. They will evaluate the writings of others and be able to apply the evaluation criteria to their own writing. By the end of the course, students will have created a well-developed portfolio of finished written works. Learning activities include a significant amount of writing with each unit of study. Other activities include reading; listening; discussing; multiple choice games; self-check activities; and reflective journals. Units will include a combination of activities and will culminate in a student writing portfolio activity. Unit projects will be developed in phases throughout each section of the unit. Unit lessons and performance tasks are scaffold carefully to help students achieve deeper levels of understanding.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** None

**Special Notes:** Participation in this class requires interest in and active participation in writing using D2L, other website services and activities.

### **ENG108: Literary Analysis and Composition I**

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 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:** K<sub>12</sub> Intermediate English A and B, or equivalent

### **ENG109: Honors Literary Analysis and Composition I**

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:** Success in K<sub>12</sub> Intermediate English A and B, or equivalent, and teacher/school counselor recommendation

### **ENG208: Literary Analysis and Composition II**

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, Kate Chopin, Amy Tan, Elie Wiesel, Martin Luther King, Jr. and various other fiction and nonfiction authors. Students will read a dramatic piece such as Shakespeare's Macbeth. 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 work to strengthen their skills through peer critiquing and scoring practice. Students also explore narrative, persuasive, and research writings, with a focus on using text-dependent evidence from the reading passages to support their writing. Students strengthen their vocabularies within each unit focusing on word roots, suffixes and prefixes, context clues, and other important

vocabulary building strategies.

**Course Length:** Yearlong

**Suggested Grade:** 9-10

**Prerequisites:** MS English and Literary Analysis and Composition I, or equivalent

### **ENG209: Honors Literary Analysis and Composition II**

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 Literary Analysis and Composition I, 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:** Literary Analysis and Composition II, 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 independent 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 Literary Analysis and Composition II, or equivalent, and teacher/school counselor recommendation.

### **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 two independent Honors projects each semester.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

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

### **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.

### **ENG510: AP English Literature and Composition**

In this course, the equivalent of an introductory college-level survey class, students are immersed in novels, plays, poems, and short stories from various periods. Students read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and discussions. The course places special emphasis on reading comprehension, structural and critical analyses of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

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

### **OTH036: Gothic Literature**

Since the eighteenth century, Gothic tales 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 compare and contrast the recurring themes and elements found in the Gothic genre with modern day society, literature, movies, plays, video games, and music. Students complete Knowledge Checkpoints, Reading Comprehension Assignments, Quizzes, Discussion Threads and a Gothic Lit Project to demonstrate mastery.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** Grade of “B” or higher in LAC2 or higher English course.

**Special Note:** The Gothic Literature course requires the student to read the novels independently.

## **HISTORY and 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:** Course qualifies as a Humanities 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 K12. 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:** K12 middle school American History Since 1865, World History A or World History B, 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 K12.

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:** K12 middle school American History Since 1865, World History A or World History B, 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 primary sources and maps, creating events and discussions, 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: U.S. 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 K12'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 U.S. 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 K12'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:** Semester Long

**Suggested Grade:** 10-11

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

### **HST403: U.S. 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: U.S. 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 U.S. 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.

### **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® Exam and for further study in political science, law, education, business, and history.

**Course Length:** One Semester

**Suggested Grade:** 11-12

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

### **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

### **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

### **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® Exam and for further studies in psychology and life sciences.

**Course Length:** One semester

**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 4 historical periods ranging from 1200 CE to the present in a rigorous academic format organized by chronological periods and viewed through fundamental concepts and course themes.

Students analyze the causes and processes of continuity and change across historical periods. Themes include human environment, interaction, cultures, expansion and conflict, political and social structures, and economic systems. 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

### **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:** 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**

## **MTH011: Math Foundations II (Remediation)**

Students build and reinforce foundational math skills typically found in sixth through eighth grade, achieving the computational skills and conceptual understanding needed to undertake high school math courses with confidence. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments identify areas of weakness and prescribe lessons to improve performance. Summative assessments track progress and skill development. This course is appropriate for use as remediation at the high school level or as a bridge to high school.

**Course Length:** Yearlong

**Suggested Grade:** 9-12

**Prerequisites:** None

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

## **MTH107: Developing Algebra**

This course covers fewer topics than the one-year Algebra 1 course, providing students more time to learn and practice key concepts and skills. Students will formalize and expand on Algebraic concepts established in previous coursework. Students will explore the tools and principles of algebra, and reason abstractly and quantitatively, by choosing and interpreting units in the context of creating equations in one and two variables. They will master finding solutions and graphing for linear and exponential equations and inequalities, function notation, and arithmetic sequences, while learning the terminology specific to polynomials. After completing Developing Algebra, students are prepared to take Continuing Algebra.

**Course Length:** Yearlong

**Suggested Grade:** 9-10

**Prerequisites:** K12 middle school Fundamentals of Geometry and Algebra, or equivalent, or Pre-Algebra

## **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. The course is designed to prepare students to achieve a passing score on the Algebra Keystone Exam.

**Course Length:** Yearlong

**Suggested Grade:** 9-11

**Prerequisites:** K<sup>12</sup> middle school Pre-Algebra, Pre-Algebra, 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. Each semester also includes an independent honors project.

**Course Length:** Yearlong

**Suggested Grade:** 9-10

**Prerequisites:** Success in previous math course and teacher/counselor recommendation, appropriate placement testing results

**MTH207: Continuing Algebra**

This is the second course in a two-year algebra sequence. In this course, students build on what they learned in Developmental Algebra to complete their knowledge of all topics associated with a deep understanding of Algebra I. They learn about relations and functions; radicals and radical expressions; polynomials and their graphs; factoring expressions and using factoring to solve equations; solving quadratics, rational expressions; and logic and reasoning.

**Course Length:** Yearlong

**Suggested Grade:** 10-11

**Prerequisites:** Developing Algebra

**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 I, 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 conic sections; 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 I and Geometry

**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; statistics; and conic sections.

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

**Course Length:** Yearlong

**Suggested Grade:** 10-12

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

### **MTH332: Integrated Math**

The purpose of this course is to provide students with an overview of the many mathematical disciplines.

Topics included are 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 extended 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:** Pre-Algebra and 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:** Success in 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 II

### **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, the Fundamental Theorem of Calculus, and differential equations. Applications include graph analysis, linear motion, average value, area, volume, and growth and decay models.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Success in Geometry, Algebra II, Pre-Calculus/Trigonometry

### **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, Pre-Calculus/Trigonometry, and a teacher/school counselor recommendation

### **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

## **PHYSICAL EDUCATION AND 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 (or more)

**Suggested Grade:** 9-12

**Prerequisites:** None

## **ELECTIVES**

### **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:** Any grade level

**Prerequisites:** None

### **OTH018: Fashion and Interior Design**

From the clothes we wear to the homes we live in, fashion and design are all around us. In this course, students who have a flair for fashion or who constantly redecorate their rooms find out what it is like to work in the design industry by exploring career possibilities and background needed to pursue them. 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:** 11-12

**Prerequisites:** None

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

### **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.

**OTH034: Introduction to Agriscience**

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.

**OTH035: 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.

**OTH037: 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

**OTH070: Driver's 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

**OTH092: Introduction to Health 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

### **OTH093: 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 food culture, food history, food safety, and current food trends. 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.

## **SCIENCE**

### **OTH032: 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 .5 science credit.

### **SCI010: Environmental Science**

This course surveys key topic areas including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct five, hands-on, unit-long research activities, learning that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and

responsible conclusions.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** One credit of High School science.

### **SCI030: Forensic Science**

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions. Written work will make up a large portion of this course.

**Course length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** Successful completion of at least two years of high school science including Biology

**Special Note:** The course covers mature content from crime scenes.

### **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:** K12 middle school Life Science, or equivalent

**SCI114: Honors Earth Science**

This challenging course provides students with an honors-level earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of online lessons, an associated reference book, collaborative activities, and hands-on laboratories students can conduct at home. The course prepares students for advanced studies in geology, meteorology, oceanography, and astronomy courses, and gives them more sophisticated experience in implementing scientific methods. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories. K<sub>12</sub> lab kits contain all lab materials that cannot easily be found in the home.

**Course Length:** Yearlong

**Suggested Grade:** 9

**Prerequisites:** K<sub>12</sub> 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:** K<sub>12</sub> 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, genetic, evolution, the 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 papers, extended collaborative laboratories and virtual laboratories. The aforementioned activities require virtual meetings outside of the standard class time for students to collaborate in grouped assignments. K<sub>12</sub> lab kits contain all lab materials that cannot easily be found in the home.

**Course Length:** Yearlong

**Suggested Grade:** 10

**Prerequisites:** K<sub>12</sub> 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 II is a course that is also offered that focuses on body systems not explored in the Anatomy and Physiology I course.*

**Course Length:** One semester

**Suggested Grade:** 10-12

**Prerequisites:** Medical Terminology

**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. K<sub>12</sub> 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. K<sub>12</sub> 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.

### **SCI510: AP Chemistry**

This college level course is designed to be comparable to the general chemistry course usually taken during the first college year. The goal of this course is for students to prepare to take the AP Chemistry Exam. This course is very fast paced, and much of the work is done independently by the students, as the class only meets twice a week. AP Chemistry 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.

### **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.

### **TCH027: Green Design and Technology**

This course examines the impact of human activities on sustainability while exploring the basic principles and technologies that support sustainable design. Students learn about emerging energy technologies, waste management practices, green buildings, human impacts on the Earth and more! All of the newly learned information is then applied to the student's own life and analyzed to see the type of impact(s) the student can make now and in the future.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Prerequisites:** None

**Special Note:** This course qualifies as .5 credits of science.

## **TECHNOLOGY**

### **TCH017: 3D Art I—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

**Software:** Blender (free download provided in course)

**Prerequisites:** None

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

### **TCH018: 3D & 2D Art II—Animation**

In this course, students build on the skills they developed in 3D Art I Modeling to learn 3D and 2D Animation techniques.

Successful completion and a passing grade in Modeling is required to enroll in this course. Successful completion of a Foundations of Art Course is encouraged but not required. Using Blender and TUPi, both open-source animation programs, students will work with the basics of animation including but not limited to: particle emissions, key-frames, quick objects, texture, color changes, story plot and stop motion. All final works of art will explore and build on the various concepts and tools covered in Modeling as well as the Elements of Art and Principles of Design. Students will complete and participate in asynchronous discussions throughout the course. Students will hand draw art for the 2D portion of the course. Therefore, a basic understanding of art principles and drawing fundamentals is recommended.

Instructional focus will be on supported work time in Class Connect 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.

**Course Length:** One Semester

**Suggested Grade:** 12

**Software:** Blender

**Prerequisites:** Successful completion of 3D Art I—Modeling

**Special Note:** Required Blender software must be downloaded/installed the first week of course. TUPi must be downloaded for the second half of the 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

**Software:** Inkscape (free download provided in course)

**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

**Software:** Inkscape (free download provided in course)

**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

**Software:** GIMP (free download)

**Prerequisites:** None

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

### **TCH036: Computer Science**

This course introduces students to computer science concepts such as computer architecture, networks, and the Internet. Students use object-oriented programming, event-driven processes, modular computer programming, and data manipulation algorithms to produce finished software programs. They use the design process to create many programs by determining specifications, designing the software, and testing and improving the product until it meets the specifications. By the end of this course, students will have a solid foundation for further study in this subject.

**Course Length:** One Semester

**Suggested Grade:** 11-12

**Software:** Free download provided in course

**Prerequisites:** Computer Literacy

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

### **TCH071: Game Design**

In this course, students learn game design principles, concepts, and coding through a hands-on project in the Game Design engine, Unity. Students also learn about careers, Game Design history, the software development process, and prevalent industry practices.

**Course Length:** One Semester

**Suggested Grade:** 9-12

**Software:** Unity LTS version 2017.4.0

**Prerequisites:** Computer Literacy

### **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 using Scratch.

**Course Length:** One Semester

**Suggested Grade:** 9-12 **Prerequisites:** None

### **TCH321: 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

**Software:** JGrasp and Java. Note that both Java and JGrasp are free downloads.

**Prerequisites:** Algebra I

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

TCH It covers the big ideas and computational thinking practices required in the AP Computer Science Principles 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

**Software:** Scratch Processing. Note that both Processing and Scratch are free downloads.

**Prerequisites:** Algebra 1 and Computer Literacy

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

### **TCH510: AP Computer Science A**

The AP Computer Science A course focuses on the details of writing computer software using the Java programming language. Our goal is to stress an object-oriented perspective throughout the material. The course emphasizes basic ideas of software engineering and our goal of developing high- quality software. This course introduces students to computer science with fundamental topics that include problem solving, design strategies, and methodologies, organization of data, approaches to processing data, analysis of potential solutions, and the ethical and social implications of

computing. This course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Software:** Free programs Java SDK (not the JRE) and DrJava

**Prerequisites:** Strong foundation in mathematics, at least Algebra I and be comfortable with functions and functional notation.

## **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 beginner-level Spanish conversation and then progress to verb conjugation to expand their communication skills. Simultaneously, students will learn the vocabulary necessary to talk about home and school life, hobbies, activities, likes and dislikes, food, animals, places, and more. Students should expect to be actively engaged in their own language learning. This course represents an ideal 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.

### **WLG130: Latin I**

Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. 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, understand and analyze the cultural and historical contexts of the ancient sources they study, 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:** 10-12

**Prerequisites:** Literary Analysis & Composition I

**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. 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 and culture quizzes, daily homework, 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:** 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.

### **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 vocabulary 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 French. 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.

### **WLG230: Latin II**

Students continue with their study of Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, prepare students for a deeper study of Latin.

Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and

mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. The emphasis is on reading Latin through engaging with myths from the ancient world which are presented in Latin. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, understand and use common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, 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:** 10-12

**Prerequisites:** Latin I 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

### **WLG310: French III**

Students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts.

Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics 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. The course is conducted almost entirely in French. 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 high B average in French II to do well in French III.

**Course Length:** Yearlong

**Suggested Grade:** 10-12

**Prerequisites:** French II, or equivalent

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

### **WLG330: Latin III**

In Latin III, students take their knowledge and appreciation of Latin to the next level, applying the grammar and vocabulary they learned in Latin I and II. Students read some of the best Latin prose and poetry ever written or spoken. Caesar tells how he conquered

the three parts of Gaul. Cicero reminds Romans of the virtues that made their country great. Catullus shows how he could express the deepest human emotions in just a few, well-chosen words. In Latin III, students visit the library of great authors, giving them access to the timeless words of the greatest Roman poets, storytellers, and orators. Students' skills with the Latin language give them direct access to the beauty and power of these great authors thoughts. The purpose of this course is to strengthen students' Latin vocabulary as well as their appreciation for well-crafted writing, as well as the Roman culture and history that inspired it. Students go directly to the source and recognize why Latin and those who spoke it are still relevant today

**Course Length:** Yearlong

**Suggested Grade:** 10-12

**Prerequisites:** C or better in Latin I and II

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

### **WLG400: Spanish IV**

Spanish IV Students further deepen their understanding of Spanish by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course 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).

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** Spanish III, or equivalent

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

### **WLG410: French IV**

Students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts.

Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics 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. The course is conducted almost entirely in French. 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 high B average in French III to do well in French IV.

**Course Length:** Yearlong

**Suggested Grade:** 11-12

**Prerequisites:** French III, 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've 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.

### **WLG510: AP French Language**

In AP French Language, students apply their French grammar and vocabulary knowledge and their listening, reading, speaking, and writing skills to a wide variety of real-world contexts. Students learn to speak fluently and accurately, write sophisticated compositions, and comprehend native speakers.

The equivalent of a college-level language course, AP French Language prepares students for the AP exam and for further study of French language, culture, and literature. Course Length: Yearlong

**Suggested Grade:** 11-12

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

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

## **OTHER COURSES**

### **D-CS-READSTG: 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.

**Length:** Semester

**Suggested Grades:** 9-12

**Prerequisites:** None

### **SAT Prep Math**

The SAT Prep Math course is designed to help students prepare for the mathematics sections of the new SAT. It is a self-paced asynchronous course that is facilitated by an instructor. The topics covered in the course are aligned with the focus of the mathematics questions on the SAT and fall into four categories: Heart of Algebra, Problem Solving & Data Analysis, Passport to Advanced Math, and Additional Topics in Math. The lesson options include video explanations of key topics, vocabulary review, practice questions, and puzzles or game review. This course is graded on a pass/fail scale.

**Length:** Semester

**Suggested Grades:** 11

**Prerequisites:** None

**Special Note:** This course prepares you to take the SAT.

### **SAT Prep English**

The SAT Prep Reading course is designed to help students prepare for the reading sections of the new SAT. It is a self-paced asynchronous course that is facilitated by an instructor. The topics covered in the course are aligned with the focus of the reading questions on the SAT and fall into two categories: Information and Ideas, and Rhetoric and Synthesis. Students sharpen their literature analysis skills, explore the roots of language, and complete a targeted vocabulary study. The lesson options include video explanations of key topics, vocabulary review, practice questions, and puzzles or game review. This course is graded on a pass/fail scale.

**Length:** Semester

**Suggested Grades:** 11

**Prerequisites:** None

**Special Note:** This course prepares you to take the SAT.

### **OTH050: SMARTFUTURES**

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 platform to complete state required artifacts.

**Required class for 10<sup>th</sup> Graders.**

**Length:** Semester

**Prerequisites:** None

### Business Pathways

Business			
Pathway	General Management	Business Finance	Marketing Communications
<b>Courses</b>	Business and Marketing Explorations (PBL)	Business and Marketing Explorations (PBL)	Business and Marketing Explorations (PBL)
	Accounting 1	Accounting 1	Marketing 1
	Accounting 2	Accounting 2	Marketing 2
			Advertising & Sales Promotion
	Computer Literacy	Computer Literacy	Computer Literacy
	Microsoft Office 1 - offered 2021-2022	Microsoft Office 1 - offered 2021-2022	Microsoft Office 1 - offered 2021-2022
	Microsoft Office 2- offered 2021-2022	Microsoft Office 2 - offered 2021-2022	Microsoft Office 2 - offered 2021-2022

**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

\*All other courses in pathway are listed under Business and Technology Courses.

### Health and Human Services Pathways

Health and Human Services			
Pathway	Medical Assisting	Certified Nursing Assistant	Medical Billing & Coding
<b>Courses</b>	Health Science (PBL)	Health Science (PBL)	Health Science (PBL)
	Medical Terminology	Medical Terminology	Medical Terminology
	Anatomy & Physiology 1	Anatomy & Physiology 1	Anatomy & Physiology 1
	Anatomy & Physiology 2	Anatomy & Physiology 2	Anatomy & Physiology 2
	Medical Assistant 1 - offered 2021-2022	Nursing Assistant 1- offered 2021-2022	Essentials of Health Information Management - offered 2021-2022
	Medical Assistant 2 - offered 2021-2022	Nursing Assistant 2- offered 2021-2022	Medical Coding 1- offered 2021-2022
	Medical Assistant 3 - offered 2021-2022	Nursing Assistant 3- offered 2021-2022	Medical Coding 2- offered 2021-2022

## OTH092: Introduction to Health 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

\*All other courses in the pathway are listed under Science courses.

## Information Technology Pathways

Information Technology			
Pathway	Programming	Networking	Web & Digital Communication
Courses	IT Explorations (PBL)	IT Explorations (PBL)	IT Explorations (PBL)
	Computer Literacy	Computer Literacy	Digital Arts 1
	Computer Science	Computer Science	Digital Arts 2
	Programming Logic & Design - offered 2021-2022	Network + 1- offered 2021-2022	Adobe Illustrator- offered 2021-2022
	<u>Additional Languages</u>	Network + 2 - offered 2021-2022	Adobe Dreamweaver- offered 2021-2022
	Python - offered 2021-2022		
	JAVA		
HTML3 Python - offered 2021-2022			
CSS3 Python - offered 2021-2022			

**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

\*All other courses in pathway are under listed under Business and Technology Courses.

# 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 Art 1 - Modeling		●				●		
3D Art II - Animation		●		3D Art 1 - Modeling		●		
Digital Arts I		●				●		
Digital Arts II		●		Digital Arts 1		●		
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 I			●	Recommendation	●			
English Foundations II			●	Recommendation	●			
Literary Analysis and Composition I	●		●	Middle School English		●	●	
Literary Analysis and Composition II	●		●	Literary Analysis and Composition I		●	●	
American Literature	●		●	Literary Analysis and Composition II		●	●	
British and World Literature	●		●	American Literature		●	●	
Journalism	●	●				●		
Public Speaking	●	●				●		
Creative Writing	●		●			●		
Gothic Literature	●	●		Literary Analysis and Composition II		●		
AP English Language and Composition	●		●	Honors American Literature				●
AP English Literature 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 and US History		●		
US History	●		●	World History		●	●	
US Government and Politics	●	●		US History		●		
US and Global Economics	●	●		US History		●		
AP US Government and Politics	●	●		US History and Recommendation				●
AP Macroeconomics	●	●		Algebra II and Recommendation				●
AP Microeconomics	●	●		Algebra II and Recommendation				●
AP World History: Modern	●		●					●
AP Psychology	●	●						●
AP US History	●		●	Teacher Recommendation				●

# Mathematics

## Course Listing

Course Name		Course Length		Course Type				
		Semester	Year	Prerequisites	Foundational	General	Honors	AP
Math Foundations II			●	Recommendation	●			
Pre-Algebra			●	8 <sup>th</sup> Grade Math		●		
Developing Algebra			●	Pre-Algebra		●		
Continuing Algebra			●	Developing Algebra		●		
Algebra I	●		●	Pre-Algebra or Continuing Algebra		●	●	
Geometry	●		●	Algebra I		●	●	
Algebra II	●		●	Geometry		●	●	
Pre-Calculus/Trigonometry	●		●	Algebra II and Geometry		●		
Integrated Math	●		●	Pre-Algebra and Algebra I		●		
Accounting			●	Algebra I		●		
Practical Math			●	Algebra I & Geometry		●		
Probability and Statistics	●	●		Algebra II		●		
AP Calculus AB	●		●	Pre-Calculus/Trigonometry and Recommendation				●
AP Statistics	●		●	Algebra II and Recommendation				●

# Electives

## Course Listing

Course Name		Course Length		Course Type				
		Semester	Year	Prerequisites	Foundational	General	Honors	AP
Advertising & Sales		●				●		
Personal Finance		●				●		
Introduction to Entrepreneurship I		●				●		
Introduction to Marketing I		●				●		
Skills for Health		●				●		
Physical Education		●				●		
Nutrition and Wellness		●				●		
Medical Terminology I		●				●		
Introduction to Health Sciences		●				●		
Early Childhood Education		●				●		
Fashion Design and Interior Design		●				●		
Hospitality and Tourism		●				●		
Driver's Safety		●				●		
Computer Literacy		●				●		
Computer Science		●		Computer Literacy		●		●
Programming I - JAVA		●		Computer Science		●		
Game Design		●		Computer Literacy		●		
AP Computer Science Principles			●					●
AP Computer Science A			●	Algebra I				●
Introduction to Culinary Arts		●				●		

# Science

## Course Listing

Course Name		Course Length		Course Type				
		Semester	Year	Prerequisites	Foundational	General	Honors	AP
Environmental Science	●	●		1 Credit of High School Science		●		
Forensic Science	●	●		2 Years Success of Science course and Biology		●		
Physical Science			●			●		
Earth Science	●		●	Middle School Life Science		●	●	
Biology	●		●	Middle School Life Science		●	●	
Chemistry	●		●	Algebra I		●	●	●
Physics	●		●	Algebra II, Biology, and Chemistry		●	●	
Anatomy and Physiology 1		●				●		
Astronomy	●	●		Earth Science		●		
Introduction to Agriscience		●		Earth Science		●		
Green Design and Technology	●	●				●		
Introduction to Health Sciences		●		Biology		●		
Veterinary Science		●		Biology		●		
AP Biology			●	Algebra I, Biology and Chemistry				●
AP Chemistry			●	Algebra II, Biology and Chemistry				●
AP Environmental Science			●	Algebra I, Biology, and Chemistry				●

# World Languages

## Course Listing

Course Name		Course Length		Course Type				
		Semester	Year	Prerequisites	Foundational	General	Honors	AP
Spanish I	●		●			●		
Spanish II	●		●	Spanish I		●		
Spanish III	●		●	Spanish II		●		
Spanish IV	●			Spanish III				
AP Spanish Language and Culture	●		●	Spanish III and Recommendation				●
French I	●		●			●		
French II	●		●	French I		●		
French III	●		●	French II		●		
French IV	●			French III				
AP French Language and Culture	●		●	French III and Recommendation				●
Latin I	●		●			●		
Latin II	●		●	Latin I		●		
Latin III			●	Latin II		●		

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Special Education Records	<a href="mailto:specialrecords@agora.org">specialrecords@agora.org</a>
Transcripts	<a href="mailto:TS@agora.org">TS@agora.org</a>
Withdrawals	<a href="mailto:WD@agora.org">WD@agora.org</a>